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**Interpersonality Strategies in International Student  
Handbooks Written by Native Speakers of English  
(NSE) and Non-native Speakers of English (NNSE)**

**TESIS DOCTORAL**

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## 1.0 Introduction

Have you ever read a brochure or handbook written in English by a NNSE (Non-native speaker of English), noticed that the grammar and syntax was excellent and the terminology near-perfect, but you still did not understand the essence of what the author was trying to communicate, or you had the feeling that the information was ambiguous? In this proposed study, the use of interpersonality by NSE (Native Speakers of English) and NNSE (Non-native speakers of English) in international student handbooks will be analyzed. According to the literature, the term “interpersonality” has evolved from the original term “interactional metadiscourse” which can be defined, among other definitions, as an attempt to bring the reader over to the writer’s territory by convincing and persuading. Earlier research pointed out that interpersonality used by NSE, upon being compared with NNSE writing either in their native language or in L2 (second language, which in this case is English), showed a higher usage in almost all cases. The vast majority of the previous research on this subject has been focused on different genres such business correspondence, newspaper articles, RAs (research articles), academic writing, tourism texts, among others. The corpus for my research is international student handbooks which, in my opinion, can be classified as a business-academic genre, combining promotional writing with academic writing. The only other research to date which comes close to the genre I have analyzed is the paper by Askehave (2007) on international student prospectuses as a highly promotional genre. Her study, however focused only on writing in English while mine analyzed and compared both NSE and NNSE writing.

Through my study I will make an attempt to challenge previous research on interpersonality, albeit on other genres, which demonstrated that NSE use of interpersonality is more often than not higher than NNSE. My study is the only one of its kind to date focused on the difference of interpersonality usage between NSE and NNSE authors of international student handbooks.

Through this analysis I hope to contribute to explaining why international student handbooks written by NNSE do not persuade effectively enough and do not establish a proper writer-reader relationship, which are precisely the two main goals of interpersonality. I will attempt to offer an explanation as to why NSE authors use more

interpersonality, why NNSE use less interpersonality strategies and possible ways on how the latter can be corrected.

In order to facilitate a better understanding of what my study encompasses, a “roadmap” is provided detailing what each chapter deals in. In chapter 2 of this study the literature review covering definitions and models of metadiscourse from the very beginning to present day is traced, as well as the evolution of the various theories and models supported by well-known researchers in the field are presented and discussed. At the same time key issues regarding the theory and use of metadiscourse are developed including past and present research on the subject.

Research questions and objectives are articulated in Chapter 3, providing reasons and needs for carrying out this study. My professional experience and motivation regarding the subject are also discussed at length.

Chapter 4 provides a complete look at the methodology employed for my research with a description of the corpus selected and the theoretical framework. It is worthy of note that this study is the first of its kind carried out on the particular corpus of international student handbooks. Also included in this chapter can be found the background information on the NNSE authors as well as the reliability of the findings.

The analysis and results, Chapter 5, contain the significant and highly significant results from the One-Way ANOVA and T-tests. For clarity, all results are shown not only in the ANOVA and T-test formats, but are also on excel tables for greater detail.

The results are discussed in detail in Chapter 6. Comparisons of the results from NSE and NNSE authors are offered and contrasted with previous research on other genres.

In Chapter 7, conclusions are developed about the study by answering the research questions and showing how this study has supported previous research by producing similar findings or, in contrast, challenged other research. As a result of these findings, recommendations for future research are given. Finally, a reflection about the limitations of the study and recommendations for further research are provided.

## **2.0 Literature review**

### **2.1 Definitions of Metadiscourse**

Metadiscourse, also known as Interpersonality, if we understand it from its non-textual and more interactional perspective, the result of a prolific trend of research, was initially defined as the linguistic material, spoken or written, which does not add anything from the propositional or content viewpoint, but helps the reader to organize, interpret and evaluate the given information (Vande Kopple, 1985; Crismore, Markkanen and Steffensen, 1993). It has been characterized as discourse about discourse (Hyland and Tse, 2004; Hyland, 2005a), and is a relatively new concept but one which is increasingly important to research in composition and reading, among other fields. Based on a view of writing as a social and communicative engagement between writer and reader (Fairclough, 1992), metadiscourse focuses our attention on the ways writers project themselves into their work to signal their communicative intentions. It is a central pragmatic construct which allows us to see how writers seek to influence readers' understandings of both the text and their attitude towards its content and audience (Hyland, 1998a, p. 437). Metadiscourse is an aspect of our everyday language, and a major feature of the ways we communicate in a range of genres and settings is recognized as an important means of facilitating communication, supporting a writer's position and building a relationship with an audience.

Although more than three decades have passed since the first publications dealing with the topic of metadiscourse (Williams, 1981; Crismore, 1984; Vande Kopple, 1985), the notion is still a lively one and has garnered renewed interest in the field of discourse analysis, as can be seen in the surge of studies which have adopted a metadiscursive approach covering academic, scientific and professional genres (Crismore, 1989; Crismore, Markkanen, and Steffensen, 1993; Hyland, 1998a, 1998b; Dafouz Milne, 2000, 2003, 2006, 2008; Dahl, 2004; Mur-Dueñas, 2007; Suau Jiménez, 2005; Neff and Dafouz Milne 2008, to name but a few).

Metadiscourse can also be defined as those aspects of the text which explicitly refer to the organization of the discourse or the writer's stance towards either its content or the reader. While the term is not always used in the same way (cf. Swales, 1990, p. 188), discussions of metadiscourse have been heavily influenced by Halliday's (1973) distinction between the ideational elements of a text and its textual and expressive or

interpersonal meanings. Interpersonal meanings refer to Halliday's function of the language having to do with writers' and readers' relationship through the text. Thus, the term has evolved to refer to propositional and non-propositional aspects of discourse which help to organize prose as a coherent text and convey a writer's personality, credibility, reader sensitivity and relationship to the message (Crismore et al., 1993). Metadiscourse is the author's linguistic and rhetorical manifestation in the text in order to "bracket the discourse organization and the expressive implications of what is being said" (Schiffrin, 1980, p. 231).

Another definition of Metadiscourse is that it is self-reflective linguistic material, which aims to guide the reader's perception of a text while focusing our attention on the ways writers project themselves into their discourse to convey their stance towards both the content and the audience of the text. Hyland (2005a, p. 37), in his book *Metadiscourse*, underlines the ability of metadiscourse to negotiate *interactional* meanings in a text, to assist the writer (or speaker) to express a viewpoint and to engage with readers as members of a particular community. Metadiscourse is thus grounded in the communication as-social-engagement approach that views language as a dynamic element. When we communicate, it is quite obvious that we do more than merely convey information, goods or services, we might also be trying to persuade or convince the audience, but above all, we are negotiating.

In this reader-oriented approach to metadiscourse, explicitness is thus a distinguishing feature, as there is an overt attempt on the part of the author to make a particular effect on the audience, together with an explicit acknowledgment of such an audience. It is thus through the judicious use of metadiscourse that a writer makes a discourse more coherent, interesting and easy to follow for the reader, anchors it to a special context, and projects his or her personality, credibility, audience-sensitivity and relationship to the message.

We have to assume that any discourse, be it oral or written, needs collaboration from two parties. In other words, both the speaker/writer and the addressee/reader need to participate as far as following certain pragmatic, syntactic, and semantic rules in order to communicate effectively. This is how metadiscourse builds a relationship with the readers.

One definition by Hyland (2005a, p.37) of metadiscourse essentially views it as a system of meaning realized by an open-ended set of language items which can only be recognized as fulfilling their function at the moment of their realization, in their corresponding context.

Metadiscourse also refers to aspects of a text which explicitly organize the discourse, engage the audience and signal the writer's attitude. Its use by writers to guide readers and display an appropriate professional persona is an important aspect of persuasive writing. Its role in establishing and maintaining contact between the writer and the reader and between the writer and the message also makes it a central pragmatic concept.

Metadiscourse refers to those features which writers include to help readers decode the message, share the writer's views and reflect the particular conventions that are followed in a given culture. Following Hyland (2005a, p. 37), metadiscourse is defined as "the cover term for the self-reflective expressions used to negotiate interactional meanings in a text, assist the writer (or speaker) to express a viewpoint and engage the readers as members of a particular community."

Explicitness is a key feature of metadiscourse since, in addition to being a practical means of identification and comparison, it represents the author's overt attempt to create a particular discursal effect.

An important thing to keep in mind about metadiscourse is that while there is a tendency to focus on surface forms and the effects created by writers, metadiscourse is not an independent stylistic device which authors can vary at will. It is integral to the contexts in which it occurs and is intimately linked to the norms and expectations of particular cultural and professional communities. Writing is a culturally situated social activity and effective metadiscourse use is critically dependent on a rhetorical context and the writer's observation of appropriate interpersonal and intertextual relationships. To understand the pragmatics of metadiscourse, then, it must be located in the settings which determine its use and give its meaning.

In spite of the considerable interest that the notion of metadiscourse generated at a time when discourse analysis turned its focus to the importance of interaction, both in speech and writing, Hyland (2005a) has critiqued its lack of both a solid and theoretical

underpinning and empirical validation' which has led to vagueness in the definitions and a lack of rigor in the classification of the features which integrate the notion of metadiscourse.

After all these definitions of Metadiscourse, we ask ourselves, 'what exactly is metadiscourse and to what kind of writing is it applied?' There are varied definitions for metadiscourse which, apart from adding to some confusion, do not really help to pinpoint its exact function. Most definitions do not really make any commitment as far as being specific is concerned. For example, another definition is found in an article written by Markkanen et al. (1993) where they quote other authors:

"Writers convey their personality, credibility, considerateness of the reader, and relationship to the subject matter and to readers by using certain devices in their texts. These devices (which include words, phrases, main clauses, and even punctuation and typographical marks) are referred to by terms such as "signaling devices," "signposts," "gambigs," "metatalk," and "metacommunicative markers." For these collective devices, we will use the term "metadiscourse" – discourse about the discourse". (Crismore, 1989; Vande Kopple, 1985; Williams, 1989; cited in Markkanen, R., Steffensen, M., and Crismore A. (1993)

The following is another definition of metadiscourse quoted from the abstract of an article by Hyland and Tse (2004):

"Metadiscourse is self-reflective linguistic material referring to the evolving text and to the writer and imagined reader of that text. It is based on a view of writing as social engagement and in academic contexts reveals the ways that writers project themselves into their discourse to signal their attitude towards both the propositional content and the audience of the text". (Hyland and Tse, 2004, p. 156)

The common thread in definitions of metadiscourse is that it concerns meanings other than propositional ones. Vande Kopple (1985) defines metadiscourse as "the linguistic material which does not add propositional information but which signals the presence of an author" and Crismore (1983) refers to it as "the author's intrusion into the discourse, either explicitly or non-explicitly, to direct rather than inform, showing readers how to understand what is said and meant in the primary discourse and how to

“take” the author (1983, p. 2). What is understood by “proposition” is often left vague, but it is generally used to refer to information about external reality: all that which concerns thoughts, actors or states of affairs in the world outside the text (Hyland, 2005a, p. 19). The role of metadiscourse is therefore to signal the writer’s communicative intent in presenting propositional matter. Some writers have sought to draw the distinction between propositional discourse and metadiscourse even more clearly. Williams (1981) and Dillon (1981), for instance, talk of different *planes* or *levels of meaning*, with one level supplying the reader with information about a topic, and the other calling attention to the act of writing. This is also Vande Kopple’s view (1985, 2002):

“On one level we expand ideational materials. On the levels of metadiscourse, we do not expand ideational material but help our readers connect, organise, interpret, evaluate, and develop attitudes towards that material”. (Vande Kopple, 2002, p. 93)

Metadiscourse may be broadly described as overtly expressing the writer’s acknowledgement of the reader (Dahl, 2004, p. 1811). With such an array of definitions, and just a few have been mentioned, it is no wonder that there has been a failure to clearly distinguish metadiscourse as a coherent aspect of language and, thus, leading to many misconceptions and misinterpretations.

As we have been able to see, definitions abound for metadiscourse, but almost all definitions come to the same general conclusion: that metadiscourse represents an attempt to bring the reader over to the writer’s territory by convincing and persuading.

Metadiscourse is also a functional category, which gives prominence to the function of a particular metadiscursive device in its surrounding context. In this sense it participates of a certain multifunctionality since the same device can be used as metadiscursive or propositional depending on the context and the purpose of its use.

As I have mentioned before, there are several definitions and theories about metadiscourse and even different ways of naming it. Metadiscourse is essentially an open category which can be realized in numerous ways. A variety of metadiscourse taxonomies have, therefore, been proposed. As mentioned previously in this paper, Vande Kopple (1985) notes that there are levels of discourse, and many discourses have at least two levels. On one level, we supply information about the subject of our text.

On this level, we expand propositional content. On the other level, the level of metadiscourse, we do not add propositional material but help our receivers organize, classify, interpret, evaluate and react to such material. Metadiscourse, therefore, is discourse about discourse or communication about communication (p.83). He further develops his discussion about the definition of metadiscourse, and explicitly makes the point that metadiscourse items are non-propositional, non-truth conditional: "They (metadiscourse items) do not expand the propositional information of the text. They do not make claims about states of affairs in the world that can be either true or false" (p. 85). The model introduced by Vande Kopple (1985) held two main categories of metadiscourse, namely "textual" and "interpersonal". Four strategies-text connectives, code glosses, illocution markers and narrators constituted textual metadiscourse, and three strategies-validity markers, *attitude markers* and commentaries-made up the interpersonal metadiscourse. Vande Kopple's model was specifically important in that it was the first systematic attempt to introduce a taxonomy that triggered lots of practical studies, and gave rise to new taxonomies. The categories are, however, vague and functionally overlap. Citation, for example, can be used to enhance a position by claiming the support of a credible other (validity markers). They can also be used to show the source of the information (narrators).

By adopting a dynamic view of language, metadiscourse stresses the fact that when we speak or write we negotiate with others by deciding on the options to create interaction. Actually, this concept prepares us to understand that communication is a social engagement in the sense to communicate effectively. It is, as Fairclough (1992, 1985) sees it, a social construct, in the sense that texts are part of social events in which people act and interact socially. Both authors of texts and their audiences are seen as agents whose actions are not free, but socially delimited or constrained through certain functions. These functions are collectively gathered under the concept of *metadiscourse* that by setting them out we create the social interactions to make our text more effective, i.e. personal and easy to follow.

### **2.1.1 Evolution of the term Metadiscourse**

As well as a variety of definitions for Metadiscourse exists, there has also been an evolution of the term, resulting in more than one expression which are many times



used interchangeably. Due to the fact that there is no official consensus about the usage of the different terms for Metadiscourse, throughout this study reference is made to all the terms interchangeably. Therefore, the following terms are used: interactional metadiscourse, interpersonality, and interpersonal metadiscourse.

### **2.1.2 Key principles of Metadiscourse**

What are the key principles of metadiscourse and what influences their use in texts? According to Hyland and Tse (2004) the three key principles of metadiscourse in academic writing are:

1. that metadiscourse is distinct from propositional aspects of discourse;
2. that the term “metadiscourse” refers to those aspects of the text that embody writer-reader interactions;
3. that metadiscourse distinguishes relations which are external to the text from those that are internal. (Hyland and Tse, 2004, p. 159)

The first principle simply means that, even though propositional and metadiscursive elements appear together in texts and even in the same sentences, each element functions in its own way and has its own separate aims. Interactional/Interpersonal metadiscourse is aimed at interacting with the reader in such a way that he or she can be persuaded to take a certain action or think in a particular way, while propositional discourse is the actual body of the sentence or text and the ideas it presents can be accepted or not by the reader. The second principle implies that all metadiscourse refers to interactions between the writer and reader (Hyland, 2005a). This is true because in order to apply metadiscourse and communicate successfully with the reader, and, eventually, produce a desired effect, the writer must take into account the latter’s knowledge and needs. Metadiscourse provides the writer with a range of rhetorical, grammatical and syntactical elements which serve to transmit an idea or proposition in an effective manner. The third and last principle, the distinction between internal and external relations in the text, can be demonstrated by the use of connecting devices (i.e., *therefore, in contrast, firstly, secondly*, among others) and expressions of possibility or doubt in a text (i.e., *might, possible, could be, perhaps*). Such devices or expressions can establish internal relations in a text if they make reference to the text

itself, and, on the other hand, external relations can be established if reference is made to what is outside the text.

### 2.1.3 Textual versus Interpersonal Metadiscourse

As a starting point and following what several authors agreed to accepting their pioneering work (Vande Kopple, 1985; Crismore, 1993; Mauranen, 1993), and others assumed as a basic division (Salager-Meyer, 1994; Moreno, 1998; Hyland, 1998a, 2005a; Hyland and Tse, 2004; Ädel, 2006), we have to think of two types of metadiscourse, textual and interpersonal (interactional) which can be broken down into more specific functions as Markkanen et al. (1993, p. 46) explain Vande Kopple's classification system.

According to Vande Kopple, textual metadiscourse elements can be broken down into text connectives, code glosses, illocution markers and narrators. Likewise, he classifies interpersonal metadiscourse elements into validity markers, *attitude markers* and commentaries.

“Metadiscourse is recognized as one of the most important rhetorical features and strategies in the production of any piece of discourse. Two main categories for metadiscourse were suggested by Vande Kopple: textual and interpersonal. Textual metadiscourse serves the function of organizing the text and directing the reader. Interpersonal metadiscourse is employed to develop the relationship between the reader and the writer and to add the writer's personal belief and degree of commitment toward an ongoing proposition. Interpersonal metadiscourse tends to play an important role in metadiscourse features since, according to Vande Kopple, it is the precise layer of the text in which the writer's personal intrusion into his or her text adds emotional flavour and demonstrates the degree of commitment toward an ongoing proposition”. (Vande Kopple, 1985)

Another way of presenting the two types of metadiscourse is the explanation that it has been traditionally divided into *textual* metadiscourse or *metatext* (cf. Mauranen, 1993; Valero-Garcés, 1996; Moreno, 1997; Bunton, 1999), on the one hand, and *interpersonal or interactional* metadiscourse, on the other hand. The former concerns the organization of a text, that is, the relationship between the different propositions and

how they are connected and should be interpreted by the reader, whereas the latter is used to engage the reader, while taking up positions and aligning oneself with him/her. Nowadays, the term metadiscourse is normally used in studies discussing both textual as well as interpersonal functions (cf. Crismore, 1989; Crismore and Farnsworth, 1990; Hyland, 1998a, 1999; Fuertes-Olivera, P. Velasco-Sacristan, M., Arribas-Bano, A. and Samaniego Fernandez, E., 2001). Hyland (2005a) himself emphasizes the need to see metadiscourse as an integral component of communication, not just as merely gluing the different parts of a text together, but rather as helping relate a text to its content, which implies acknowledgment of the readers' needs, existing knowledge, expectations, and relative status.

Interpersonal/interactional metadiscourse is perhaps the most popular metadiscursive view among authors since it better adapts to the reader-writer relationship and has been the methodological framework followed by many pieces of research dealing both with academic and professional discourses (Mauranen, 1993; Salager-Meyer, 1994; Valero-Garcés, 1996; Ferrari and Gallardo, 2005; Padilla de Cerdán, 2003; Beke, 2005; Martin-Úriz and Whittaker, 2005; Mur-Dueñas, 2007, 2011; Dafouz Milne, 2008; Lorés-Sanz, 2008; Vázquez-Orta and Giner, 2009; and Suau Jiménez, 2012a, to name but a few). Interpersonal metadiscourse is the most adequate for our purposes owing to the fact that it represents the interaction between the author and the reader, guiding the latter towards the purpose which is designated by the genre (Suau Jiménez, 2012a). Dafouz Milne (2008) suggests that, just like Hyland and Tse (2004) and Hyland (2005a), the essence of metadiscourse is the interpersonal relationship and not the textual one due to the fact that, by its very nature, one must take into account the previous knowledge of the reader, their textual experience and their processing needs (Dafouz Milne, 2008, p. 97), in other words, cognitive aspects and not purely textual ones. The term interpersonal/interactional metadiscourse has been coined by the experts as *interpersonality*, which describes much better its function and purpose. Suau Jiménez (2012b) uses the term *interpersonality* in her article when she highlights the importance of the relationship between the writer and the reader in tourism texts. According to Suau Jiménez (2014), *interpersonality*, or the way in which the author of a text connects with the reader, is influenced by linguistic as well as generic variables which warrant a study in order to identify mechanisms, markers, and structures that are particular to each language. Tourism texts are very often translated from and into other

languages, and the *interpersonal pattern* with its corresponding interpersonal markers varies from one language to another. If these markers are not taken into consideration when translating, the persuasive effect could be lost and the message conveyed to the reader could be distorted. In this same article about tourism discourse, Suau Jiménez (2014) points out that even though Hyland (1998a) and Hyland and Tse (2004) include both textual metadiscourse and interactional or interpersonal metadiscourse in the metadiscourse they describe, we believe, like other researchers (Dafouz Milne, 2008; Vázquez-Orta and Giner, 2009) that the essence of metadiscourse is the interpersonal relationship and not the textual one due to the fact that by the very definition of the concept the subjectivity of the writer and the reader must be taken into account and transmitted through specific linguistic strategies based on the use of specific markers. This is why we prefer to use the term *interpersonality* which is already coined by InterLAE, a research group from the University of Zaragoza which caters to the linguistic needs of a wide range of professional communities, and which better describes the part of metadiscourse which we are interested in.

### **2.1.3.1 Interpersonality**

To further support the concept of *interpersonality*, Lorés-Sanz, Mur-Dueñas and Lafuente-Millán (2010) highlight the importance of interpersonal in academic discourse by implying that the interpersonal parts of texts (i.e. the ways in which the authors project themselves and their audience in the discourse) is a vital element for determining the success of scholarly communication (2010, p. 1). On the same line, Lafuente-Millán, Mur-Dueñas, Lorés-Sanz and Vázquez-Orta (2010) stress that a lot of research in English for Academic Purposes has focused on the ways authors try to mold their discourse to their audience in an attempt to influence their reactions to the text. A great deal of research has been devoted to analyzing the interpersonal interactions present in academic texts, as well as to how this interpersonal component is exploited across different contexts of publication (2010, p. 13).

Also cited previously in this paper was Halliday (1994) who believes when people use language, they usually work toward fulfilling three macro functions. They try to give expression to their experience, to interact with their audience, and to organize their expressions into cohesive discourses. In other words, Halliday (1994) states that

people communicate with messages that are integrated expressions of three different kinds of meaning; ideational, interpersonal, and textual:

- “The ideational function: the use of language to represent experience and ideas. This roughly corresponds to the notion of propositional content.
- The interpersonal function: the use of language to encode interaction, allowing us to engage with others, to take on roles and to express and understand evaluations and feelings.
- The textual function: the use of language to organize the text itself, coherently relating what is said to the world and to the readers”. (Halliday, 1994, cited in Hyland, 2005a, p.26)

It is interesting to note that the models mentioned above follow Halliday’s (1994) tripartite conception of metafunctions which distinguishes between the ideational elements of a text - the ways we encode our experiences of the world - and its textual and interpersonal functions. Of course some others, like Ädel (2006), do not follow Halliday’s functions. She distinguishes between two main types of metadiscourse: “metatext” and “writer-reader interaction”. Metatext spells out the writer’s or reader’s speech act. Writers may comment on their own discourse actions. They may, for example, introduce a topic, state an aim, or close the topic. Metatext can also represent the aspects of the text itself like its organization, wording, or the writing of it. Writer-reader interaction embodies those linguistic expressions which are used by the writer to engage the reader. These linguistic expressions like *you might think* or *lets elaborate on it* represent the writer’s awareness of the existence of the reader and are exploited to interact with him (Ädel, 2006, pp. 36-37).

Perhaps Hyland’s most remarkable contribution is his consideration of all metadiscourse as interpersonal: ‘I suggest that all metadiscourse is interpersonal in that it takes into account of the reader’s knowledge, textual experiences and processing needs and that it provides writers with an armory of rhetorical appeals to achieve this.’ (Hyland and Tse 2004 as cited in Hyland, 2005a, p.41).

Hyland’s point of departure for his consideration of metadiscourse as interpersonal stems from the notion of textuality as intrinsic to the notion of communication in that it does not only signal how information is to be interpreted, but

rather, it is the result of an acknowledgment of the reader's needs or previous knowledge.

Academic writing is now generally viewed as a social endeavor where readers play an active role in the validation of the knowledge claims put forward by academic authors. A lot of research in English for Academic purposes has focused on the ways authors adapt their discourse to their audience in an attempt to influence their reactions to the text. A great deal of research has been devoted to analyzing the interpersonal interactions present in academic texts, as well as to how this interpersonal component is exploited across different contexts of publication.

The concept of *metadiscourse* is the central notion around which a number of integrated frames of interpersonal meaning have grouped. Although there have been many different attempts to define the term, the research group, InterLAE, have typically adopted Hyland's (2005a, p. 37) view of metadiscourse as "the cover term for the self-reflective expressions used to negotiate interactional meanings in a text, assisting the writer (or speaker) to express a viewpoint and engage with readers as members of a particular community". According to Hyland's model (2005a) all metadiscourse can contribute to the interpersonal dimension of a text. Nevertheless, he identifies two classes of metadiscourse categories: *interactive* resources, which help the writer or speaker organize the information presented in ways that the audience may find coherent and convincing, and *interactional* resources, which helps involve the readers and alert them to the author's perspective on propositional information or on the readers themselves. Hyland (2005a) establishes five broad sub-categories of interactive metadiscourse: transition markers, frame markers, endophoric markers, evidentials and code glosses, as well as five types of interactional metadiscourse resources: hedges, *boosters*, *attitude markers*, *self-mention* and *engagement markers*.

The frame of metadiscourse provides us with a comprehensive tool to investigate and account for a wide number of rhetorical strategies designed to shape the interpersonal relationship between the writer and his audience. Interpersonal metadiscourse is concerned with the ways the writers intrude and comment on their own message by making their views implicit and at the same time influencing and leading the reader.

Although most research has focused on the interactive features of metadiscourse, comparative studies have also analyzed the usage of interactional metadiscourse. According to Hyland (2005a) in the last decade there has been a growing interest in the evaluative and interactive features of language, and this interest is also reflected in contrastive studies. The ability of writers to offer a credible representation of themselves and their work, by claiming solidarity with readers, evaluating their material and acknowledging alternative views, is a defining feature of successful academic writing and has been studied in both first and second language writing in English. To give an idea of the type of research which has been carried out to date on interpersonal metadiscourse, we can refer to a study by Abdollahzadeh (2003) in which it was found that native Anglo-American writers tend to use significantly higher instances of *boosters* and *attitude markers* in the discussion sections of published Applied Linguistics research papers than their Iranian counterparts.

Although a good amount of research has been carried out on metadiscourse usage in business writing, very little has been performed on international student handbooks. The results of an interesting comparison of interactional metadiscourse usage between native speakers of English (NSE) and non-native speakers of English (NNSE) authors of International Student Handbooks will follow in this paper.

Interpersonal or Interactional metadiscourse alerts the readers to the author's perspective towards both the propositional information and the readers themselves, thus contributing to a writer-reader relationship and anticipating the subjective negotiability of statements. Metadiscourse here is essentially interactional and evaluative and expresses a writer's PERSONA, the "created personality put forth in the act of communicating" (Campbell, 1975, p. 394). In academic writing this is socially defined by the discourse community and influences such matters as the author's intimacy and remoteness, the expression of attitude, degree of reader involvement, apparent commitment to propositional content and so on. This aspect relates to the TENOR of the discourse, concerned with controlling the level of personality in a text.

Hyland (2008a) shows how writers position themselves and their readers by highlighting the interpersonal characteristics of academic writing. Hyland takes the notion of voice (Bakhtin, 1935) in order to show more clearly certain aspects of

disciplinary argument and, in turn, see if these characteristics tell us about writers' notions of appropriate relations and how this affects writing in the disciplines. The notion of voice deals with the fact that writers must establish a professionally acceptable voice and an appropriate attitude, both to their readers and to their arguments (Hyland, 2008b). After incorporating this notion of voice into his theoretical approach, Hyland then goes on to devise an interactional model based on the ideas of stance, which is how writers convey their attitudes and credibility, and also engagement, which is the ways they bring their readers into the discourse.

### **2.1.3.2 Interpersonality across “small” and “big” cultures**

As it is generally acknowledged, academics belong to different discourse communities which shape their discursal and rhetorical choices when communicating their research. Their membership to particular disciplinary or cultural academic communities influences their writing choices, which should aim to meet their peers' beliefs, values and expectations. The notion of discourse community, thus, enables the understanding of genres as social actions rather than just as language (Berkenkotter and Huckin, 1995). Texts produced by academics within their communities are envisioned as exponents of the discursal and social practices of the group members, who interact and share common understandings and values. As members of the same community or “tribe” (Becher and Trowler, 2001), academics share research topics, understandings, values and goals, thus, being part of a given community determines academics' ways of enquiry, methodologies and epistemologies.

The influence of disciplinary communities on academic genres in general, and on the use of interpersonality features within these genres in particular, has been extensively documented within EAP, English for Academic Purposes. Numerous analyses have shown how disciplinary values, beliefs, knowledge and expectations shared by their members constrain their writing practices (e.g. Hyland, 2000, 2005a, Vold, 2006). In addition, the broader context of production, influenced by the language of publication chosen and the consequent readership addressed (local vs. international), has similarly shown to determine academics' strategic writing choices (Dahl, 2004; Lorés-Sanz, 2006, 2008; Mur-Dueñas, 2007).



The differences between these two perspectives of analysis have been problematized by Atkinson (2004), who refers to them as “small” and “big” cultures. Following Holliday (1999), he offers a more complex conceptualization of culture(s), according to which an individual can be a member of several “small” cultures in one or several “big” cultures. The important point is that “small” (e.g. professional, academic, student) cultures (partly) overlap with “big” (e.g. national) cultures. That is, the norms, values and conventions of one of the “small” cultures will overlap (though not necessarily entirely) with those of the “big” culture. Accordingly, only in the light of the interaction between “small” and large cultures can we get more precise insights into writers’ rhetorical choices with a view to exploring and understanding educational, academic or professional settings.

## **2.2 Metadiscourse approaches: integrative, non-integrative and Infantidou’s third approach**

As a result of the varying definitions and theories about metadiscourse, other classifications of metadiscourse have appeared. Metadiscourse is such an open topic that a rather wide range of classifications have been proposed by researchers. In order to “separate” these classifications two main approaches to metadiscourse research prevail: the integrative approach and the non-integrative approach (Mauranen, 1993) and a third approach supported by Infantidou (2005). The supporters of the integrative approach, or the “interactive approach, which, by the way, is considered “too broad” by supporters of the non-integrative approach (Ädel, 2005), use interpersonal markers to interact with the reader, thus perhaps achieving a more persuasive affect. Some researchers have opted for an even “broader” approach and have investigated both textual and interpersonal approach, whereas others have leaned towards a more “narrow” approach, investigating only textual metadiscourse. It can be said that the distinctive feature separating broad and narrow approaches is the inclusion among the former of stance, or what Vande Kopple calls “attitude” and validity markers (Toumi, 2009). The non-integrative approach supporters focus their research on metatext which basically is text about the text itself (Mauranen, 1993) and the organization of the text (i.e., grammar, parts of speech) without involving interpersonality. It seems that

interpersonality for this group of supporters is too “fuzzy” in that categories can serve both textual and interpersonal metadiscourse functions (Bunton, 1999). Finally, a third approach supported by Infantidou (2005) contemplates redefining metadiscourse by naming two different categories, intra-textual and inter-textual.

## **2.2.1 Integrative approaches**

### **2.2.1.1 Halliday’s approach**

Halliday (1973), with his broad approach, asserts that people communicate with messages that are integrated expressions of three different kinds of meaning, which he calls ideational, interpersonal, and textual.

Linguistic elements that convey ideational meaning “are concerned with the content of language, its function as a means of the expression of our experience, both of the external world and of the inner world of our own consciousness” (Halliday, 1973, p. 58). Some examples of these elements in clauses are those that express transitivity. The most accessible labels for these are identical to those found in many case grammars, such as “agent,” “process,” and “goal”.

Elements that convey interpersonal meaning are concerned with “language as the mediator of role, including all that may be understood by the expression of our own personalities and personal feelings on the one hand, and forms of interaction and social interplay with other participants in the communication situation on the other hand” (Halliday, 1973, p. 58). These elements show how a person steps into the rhetorical situation and tries to affect others and they carry essentially social meanings. In clauses, some of these elements indicate choices of mood and others are some of the modal verbs.

Finally, elements within the textual set have “an enabling function”, that of creating text, which is language in operation as distinct from strings of words or isolated sentences and clauses. It is this component that enables the speaker to organize what he [or she] is saying in such a way that it makes sense in context and fulfills its function as a message” (Halliday, 1973, p. 58).

### 2.2.1.2 Vande Kopple et al.'s approach

Vande Kopple et al. (1985) came up with the first approach of metadiscourse by introducing two main categories called “textual” and “interpersonal” and suggested that the concept of metadiscourse is not just textual but also interpersonal. This is where the term interactional metadiscourse came into play with *attitude markers*, validity markers and commentaries. This classification is what opened the door for further research by other scholars even though it does have its deficiencies. Vande Kopple’s model was specifically important in that it was the first systematic attempt to introduce a taxonomy that triggered lots of practical studies, and gave rise to new taxonomies. The categories are, however, vague and functionally overlap (Hyland, 2005 cited in Amiryousefi and Barati, 2011). For instance, it is difficult to distinguish between narrators and *attributors* (Vande Kopple, 1985). Vande Kopple, owing to the fact that he has investigated both textual and interpersonal metadiscourse, is considered to follow a “broad” approach.

Vande Kopple divided metadiscourse into the following types (the first four are textual and the last three are interpersonal): text connectives (words like *first, next*, which help readers understand how texts are organized), code glosses (these help the reader interpret the meanings of words and phrases, such as *X means Y*), Illocution markers (expressions like *to sum up, to give an example*, which makes it clear what speech act is being done at a particular point in the text); narrators (e.g., *according our records*, let readers know who said or did something in the text), validity markers (show the authors commitment to the assessment of the propositional content, i.e., *hedges (perhaps, might), emphatics (clearly, obviously)*); attributors (*according to university policy*) which the author uses to guide the reader towards respecting the propositional content; *attitude markers*, which show the authors attitude towards the text (i.e., *surprisingly, it is fortunate that*); commentaries, which involve the reader in a dialogue with the author (i.e., *you may not agree that, dear reader, you might wish to read the last part first*).

It is important to keep in mind that Vande Kopple (2012) has focused mainly on written language, and has used *metadiscourse* to designate elements of texts that convey meanings other than those that just refer to ideas in the text. In describing such

meanings, he follows that they try to give expression to their experience, to interact with their audience and to organize their expressions into cohesive discourses that their addressees can make coherent sense of (Vande Kopple, 2012).

Vande Kopple follows Halliday (1973), who has shown that when people use language, they usually work toward fulfilling three macro-functions. They try to give expression to their experience, to interact with their audience, and to organize their expressions into cohesive discourses that their addressees can make coherent sense of.

What Vande Kopple up to this point has labeled *referential meaning* is equivalent to what Halliday (1973) calls *ideational meaning*. And Vande Kopple suggests that these kinds of metadiscourse convey interpersonal or textual meanings. Interpersonal metadiscourse helps writers express their personalities, reveal their evaluations of and attitudes toward ideational material, show what role in the communication situation they are choosing, and indicate how they hope readers will respond to the ideational material. Textual metadiscourse helps writers show how they relate bits of ideational material within a text and how that text makes sense in a particular situation or situations.

One drawback to Vande Kopple's classification is that it is based on texts written in English, and, therefore, cannot automatically be applied to other languages, and it is not automatically appropriate for a contrastive study of metadiscourse either (Markkanen et al., 1993).

### **2.2.1.3 Crismore et al.'s approach**

Out of all the authors mentioned previously in this study who have written about metadiscourse, it is also worth highlighting Crismore, who deserves a special mention as a pioneer, having started publishing on metadiscourse as early as the late 1980s (Ädel and Mauranen, 2010).

Thanks to the work of Vande Kopple (1985, 2002, 2012) and Crismore (1983, 1984, 1989), the definition of metadiscourse has been transformed from being defined as "discourse about discourse", to a general term for the number of devices that writers

use to organize their writing, engage their readers, and let their attitudes be known to their readers (Hyland, 2005a).

Based on Vande Kopple's (1985) categorization, Crismore et al. (1993) further modified, subdivided and created new categories of metadiscourse. Although they retained the terminology of the two main domains of metadiscourse, they further subdivided 'textual metadiscourse' into 'textual markers and interpretative markers' in an attempt to separate organizational and evaluative functions. Under 'textual markers', they added 'logical connectives', 'sequencers', 'reminders' and 'topicalisers'. They then removed temporal connectives and narrators and created the code glosses, illocution markers and announcement as interpretative markers (Heng and Tan, 2010).

In their influential paper they define metadiscourse as: "linguistic material in texts, written or spoken, which does not add anything to the propositional content but that is intended to help the listener or reader organize, interpret and evaluate the information given" (p.40). Textual markers consist of those features that help organize the discourse, and interpretive markers are those features used to help readers to better interpret and understand the writer's meaning and writing strategies (Crismore et al., 1993). Again, Crismore et al.'s approach is considered to be "broad".

#### **2.2.1.4 Markkanen et al.'s approach**

Markkanen et al. (1993) declared that metadiscourse was so general that there was no other option but to break it down into subclassifications. According to Markkanen et al., the first step was to break it down into textual and interpersonal metadiscourse since both functions are used to perform metadiscourse analyses. However, this division was still thought to be too general, and even more subclassifications were sought. Markkanen et al. thought that Vande Kopple (1985) had perhaps the most developed subcategorization at that time which covered both textual and interpersonal metadiscourse. Markkanen was of the opinion that the subcategorization of metadiscourse could be problematic because terms can perform more than one function in a sentence or a text, and this multifunctionality can lead towards ambiguity and subtleness, obligating analysts to use their own judgement when it comes to determining what category a particular word or expressions belongs to. An

added difficulty is not only the need to decide if a word or phrase belongs to either textual or interpersonal metadiscourse, but if it can belong to both classifications at the same time. According to Markkanen et al. (p. 144) the analysis of textual metadiscourse, both its identification and classification, is less problematic than that of the interpersonal type. An example of this difficulty with the interpersonal type is the function of a modality in a sentence. For instance, the verb *must* followed by the verb *be*, depending on its function can be an epistemic verb expressing possibility, thus acting as a hedge and withholding commitment on behalf of the writer (i.e., *When you arrive to class and everyone is already seated, you must be late.*). On the other hand, *must*, with a different function can mean obligation which classifies it as a necessity modal acting as an engagement marker and explicitly building a relationship between the reader and the writer (i.e., *You must register before the beginning of September.*). Markkanen et al., like the previous two researchers, follow a broad approach also.

#### **2.2.1.5 Hyland's approach**

It is obvious that the various metadiscourse approaches and models have shown that there is a lack of consensus among researchers concerning about what counts as metadiscourse markers. Therefore, Hyland (2005a) promotes the interpersonal model of metadiscourse. His model is not only an update on the taxonomies used by Vandekopple (1985) and Crismore et al. (1993), it also gives greater comprehensibility and distinction to the varieties of metadiscourse features. It is a concept which is based on a view of writing or speaking as a social engagement (Hyland, 2005 cited in Amiryousefi and Barati, 2011).

Such a view argues that writers or speakers do not simply produce a text to convey information and to represent an external reality. They, do, however, seek to ensure that the information they present is understandable and acceptable. In this sense, they draw their readers in, and try to motivate them to follow along. To communicate effectively, they anticipate their readers' expectations, requirements and resources, and try to engage them in their texts and bring them over to their side. Writing or speaking is, therefore, viewed as a social and communicative process between writers or speakers and readers or listeners (Hyland, 2005a).

Hyland (2005a), like Vande Kopple (1985) and Crismore et al. (1993), divides metadiscourse into two main domains. He identifies them as *interactive* and *interactional metadiscourse*. He explains that the function of the *interactive metadiscourse* is to help guide readers through the text while that of the *interactional metadiscourse* is to involve the reader in the argument. Interaction with the reader is firmly anchored in his framework and he further details the categories of the *interactive* and *interactional metadiscourse*, providing comprehensive examples for each sub-category. The sub-categories of the *interactive metadiscourse* are manifested as *transitions, frame markers, evidentials, endophoric markers* and *code glosses*. For the ‘interactional’ metadiscourse categories, they are realized as *hedgies, boosters, engagement markers, attitude markers* and *self-mentions*. According to Hyland, all metadiscursive devices are interpersonal in that there exists interaction between the writer and the reader.

## **2.2.2 Non-integrative approaches**

### **2.2.2.1 Ädel’s categorization**

Still another alternative theoretical model is proposed by Ädel (2005, 2006, 2008, 2010) in which her parameters for metadiscourse were reference to “text about text”. According to Ädel, there are two types of metadiscourse, “metatext”, which refers to writers’ or readers’ speech acts like the text’s organization, wording or the writing, and “writer-reader interaction”, which deals with the linguistic expressions the writer uses to establish a relationship with the reader.

Ädel (2006), as well as Mauranen (1993), have it very clear that the research area of metadiscourse is not unified and that there are two quite different approaches: one approach is defined as narrow (which Ädel (2010) refers to as the “reflexive model”, stressing reflexivity where the language literally refers to itself) and another approach is known as broad (“interactive model” where this reflexivity is not important but the interaction between the author and the reader is key). Ädel (2010) believes that this latter approach is just too broad and combines too many factors/ideas/elements

under “metadiscourse”. Therefore, she prefers the reflexive model which, in her opinion, takes away the ambiguity and “generalness” of metadiscourse.

The functional approach of Ädel’s model (2010) had, according to her, the advantage of restricting the writer-oriented and reader-oriented function to “the world of discourse”. Using the reflexive model, which clearly follows Ädel’s (2006) criteria for metadiscourse, it should be discourse-internal rather than discourse-external. In other words, the model should highlight the action which takes place in the world of discourse and not in the “real world”. An example given by Ädel deals with the *metadiscursive* ‘I’, ‘we’, and ‘you’. Ädel (2006) points out that these pronouns have different purposes and not all of them follow a metadiscursive function. Unlike the reflexive model, according to the interactive model, these pronouns are always examples of metadiscourse, regardless of their function in the text.

#### **2.2.2.2 Mauranen’s categorization**

Like Ädel, Mauranen follows a research tradition of metadiscourse which is non-integrative, in other words, which is considered a narrow approach (or thin approach) focusing on textual metadiscourse (Ädel and Mauranen, 2010) and not taking into account interpersonal metadiscourse. For example, certain markers such as *connectives* and *hedges* are considered interpersonal metadiscourse markers, following the broad approach (thick approach) (Ädel and Mauranen, 2010), but are not even considered under the narrow approach. We are not talking a mislabeling of markers, rather it just deals with a different research tradition. In other words, it is all about how the categories are understood and not necessarily on how we label them. With respect to method, the thin approach can be considered quantitative while the thick approach is qualitative (Ädel and Mauranen, 2010).

One of the big advantages to using the thin approach, according to Mauranen (Ädel and Mauranen, 2010) is that it is much easier to retrieve data for research being that the process can be totally automatized. In other words, the data can be obtained from a list of metadiscursive elements created by Hyland (Ädel and Mauranen, 2010) and processed as is, even though the results will be a bit superficial compared with a



thick approach analysis. With the thick approach, each metadiscursive element must be thought about to determine if it is indeed interpersonal metadiscourse or not. The results of the analysis will be more thorough than the superficial results of the thin approach.

Another important aspect to highlight about Mauranen's approach to metadiscourse is that interpersonal metadiscourse devices are optional but not absolutely essential for clarifying the meaning of a text, and that it is not necessary to make relations in a text that already exist anyway by means of the meanings of the propositions that they link (Hyland, 2005a). Mauranen feels that writers themselves can clarify and signal interconnections between statements or expressions when and where they see convenient, thus avoiding any confusion on the part of the reader about what the writer is saying, and at the same time making interpersonal metadiscourse unnecessary.

### **2.2.2.3 Pérez-Llantada's categorization**

Another follower of the non-integrative approach to metadiscourse is Pérez-Llantada (2010a) who borrows Ädel's (2006, 2008) non-integrative approach and her taxonomy of text-oriented and participant oriented functions (Ädel, 2010, p. 42) in her paper on a cross-cultural and cross-linguistic analysis of text and participant-oriented metadiscourse in the Introduction and Discussion sections in RAs written by NSE (North American) and NNSE (Spanish).

Pérez-Llantada (2010a) reiterates that the non-integrative approach comprises any textual elements that guide the reader and, on the other hand, the integrative approach (Vande Kopple, 1985; Crismore, 1989; Crismore et al. 1993; and Hyland, 1998a) includes elements which allow an interaction between the writer and the reader. Both approaches take place in the world of discourse, not in the real world (Ädel, 2006, cited in Pérez-Llantada, 2010a). According to Pérez-Llantada, Ädel's non-integrative approach makes for a more precise showing of metadiscourse than the overly-broad integrative approach in which on occasion some elements share different functions and could lead to ambiguity.

The results of Pérez-Llantada's cross-cultural study show that the frequency of both types of metadiscourse in the Introduction and Discussion sections were fairly similar except that participant-oriented functions in Introductions were relatively scarce but were more prominent in Discussions.

Pérez-Llantada (2010b) also explored to what extent overlapping takes place of textual metadiscourse patterns and interpersonal devices in academic writing. For instance, in some cases there appears to be the need to accomplish more than one objective simultaneously in a text which would require certain overlapping of textual metadiscourse expressions and the presence of interpersonal features (Hyland, 1996, p. 444, cited in Pérez-Llantada, 2010b). To further strengthen this evidence of overlapping, Pérez-Llantada found several cases of one single textual metadiscourse unit which contained several interpersonal devices, which further demonstrates that at the same time textual metadiscourse alerts the audience to certain discourse organization, interpersonal metadiscourse establishes a relationship between the writer and the reader.

To further explore the overlapping of textual and interpersonal metadiscourse, Pérez-Llantada (2006, p. 59) analyzed academic speech using MICASE (Michigan Corpus of Academic Spoken English) for her corpus. MICASE is representative of 1.7 million words of real linguistic usage. In this analysis Pérez-Llantada showed that academic speech is more conversational than formal (i.e., more contractions, simpler linguistic patterns, and more improvisation were used) and there was indeed certain overlapping of textual and interpersonal metadiscourse (i.e., *I* and *we* patterns were used quite frequently).

### **2.2.3 A third approach: Infantidou's approach**

Continuing with the evolution of metadiscourse, Infantidou's "third approach" is worthy of note. She argues against the standard views of metadiscourse, and looked at metadiscourse merely as a tool to enhance the comprehension process (Infantidou, 2005). Not only does she try to redefine metadiscourse because she sees the earlier

models as too “fuzzy”, and even the term metadiscourse as an “umbrella term”, but she also suggests two different categories which represent her attempt to simplify existing classifications of metadiscourse elements: intra-textual and inter-textual, and also, a combination of both. Intra-textuality refers to specific references made to other parts of the same text (or to the author himself) or, on other words, it involves internal relations within the texts. Tsalampouni (2003) refers to intra-textuality as all possible ways of internal coherence, organization, structure of the text that the reader is aware of. Palermo (2002) defines intra-textuality as a single text or a set of related texts, treating them as a closed system of contexts. Inter-textuality refers to other texts (or other authors) within a single text; it is a shaping of a text’s meaning by another text. Ädel (2006, p. 218) says that inter-textuality is another subcategory of reflexivity, which is distinct from metadiscourse. This distinction is based on whether reference is made to other texts or to the current text.

Infantidou also argues that certain types of metadiscourse markers do not, as generally claimed, affect the propositional content of the assertion to which they are attached (e.g., attitudinal adverbials, discourse connectives) but a wide range of metadiscourse expressions do so (e.g., all intertextual expressions and certain types of intra-textual expressions such as likelihood adverbials, evidential main-clause verbs and discourse connectives). Another argument supporting the view that there has been a misreading of the semantic nature of metadiscourse is that not all metadiscourse markers make the same type of semantic contribution to the interpretation of the utterances that contain them (Infantidou, 2005, p. 1338).

#### **2.2.4 Categories of Interactional Metadiscourse**

The following are the most well-known and agreed categories for interactional metadiscourse among researchers, also they may change depending on the language, genre and discipline (Suau Jiménez, 2012a, 2014). *Hedges* are items such as *possible*, *might*, and *perhaps* which mark the writer’s reluctance to present or evaluate propositional information categorically (Holmes, 1988, Hyland, 1998a,b). *Hedges* could be used by authors of International Student Handbooks in order to maintain a good interpersonal relationship with the reader. Drawing on Myers (1989), Moreno (1998) suggests that hedging is usually a socially necessary element in contexts where

claims are made due to the fact that claims are on type of face threatening act (FTA) in the sense that they can be perceived as impositions on the reader's existing representation of the world. For example, the use of the modal verb *may* soften slightly the force of the positive remark expressed by the writer. The category *hedges*, an example of which is *downtoners*, consists of those elements which indicate the writer's decision to recognize alternative voices and viewpoints and so withhold complete commitment to any proposition. In other words, the writer uses this linguistic item to show his or her lack of commitment to the truth-value of the whole proposition thus reducing force of statements. *Hedges* cast a proposition as contingent by highlighting its subjectivity. In International Student Handbooks it could be deduced that *hedges* are used with certain frequency due to the fact that a foreign student's immigration, accommodation and even academic situation are subject to many other external factors and the author cannot risk a commitment. Within the main category of *hedges*, we find the subcategories of *conditionals* (the use of the hypothetical word *would*), *epistemic verbs*, *adverbs of frequency* (make statements indefinite), *downtoners* (reduce the force of statements), and *hedges* (decrease the responsibility for truth).

*Boosters*, or *emphatics*, such as *it is obvious*, *definitely* and *of course*, on the other hand, imply certainty and emphasize the force of the proposition. The balance of these epistemic categories plays an important role in academic prose. The strength of statements not only convey the extent of the writer's commitment to text content, but must also recognize the face needs of readers (Myers, 1989) and observe the community's rules concerning rhetorical respect for colleagues' views (Hyland, 1997). *Hedges* can thus mark statements as provisional and seek to involve readers as participants in their ratification. *Boosters* are a very important phenomenon in the construction of rhetorical style. They constitute part of the rhetorical elements used by scholars in order to reach their communicative purpose. One of the main needs authors have in academic writing is trying to convince their readership of the truth-value of their propositions. The propositional information contained in a statement must be put under the spotlight so that a particular statement sounds convincing to the audience. The category *boosters* are words which allow writers to close down alternatives, head off conflicting views and express their certainty in what they say. *Boosters* suggest that the writer recognizes potentially diverse positions but has chosen to narrow this diversity rather than enlarge it, confronting possible alternatives with a single, confident voice.

The use of *boosters* strengthens an argument by emphasizing the mutual experiences needed to draw the same conclusions as the writer. In the case of International Student Handbooks, it seems that the authors use *boosters* to underline certainty and establish an individual presence in the discourse. Within the main category of *boosters* we find the subcategories of *emphatics* (reinforce truth value), *amplifying adverbs* (strengthen verbs and adverbs), and *superlatives*. *Boosters* strongly help to achieve the important writers' need of convincing their readership of the truth in their propositions. *Boosters'* main functions will be related to persuading and convincing the audience with arguments generally backed up with data presented in the text. As Hyland (1998a, p. 368) affirms, "*Boosters* are then rhetorical, persuasive strategies which function to mark or rhetorically manipulate, consensual understandings based on shared community membership".

*Attitude markers* express the writer's affective attitude to textual information in a more varied way than *hedges*, conveying surprise, obligation, agreement, importance, and so on. Relational markers are devices that explicitly address readers, either by selectively focusing their attention or by including them as participants in the text situation. Both attitude and relational markers comment on propositional content and are often difficult to distinguish in practice because writers frequently indicate attitudes for interpersonal reasons. However, cases of affect are typically writer-oriented and are signaled by *attitude verbs*, *necessity modals* and *sentence adverbs*. Relational markers focus more on reader participation and include *second person pronouns*, *imperatives*, question forms and asides that interrupt the ongoing discourse. Finally, person markers reflect the importance of the degree of author presence in contributing to the variability in tenor of a text. The category *attitude markers* are used to express the writer's attitudes to the propositional material he or she presents. Instead of commenting on the status of information, its probable relevance, reliability or truth, *attitude markers* convey surprise, agreement, importance, obligations, frustration and so on. It is most explicitly signaled metadiscursively by *attitude verbs*. Each instance of attitude can contribute to developing an overall attitude in a text as the multiple instances accumulate one with the other. In the case of International Student Handbooks, attitudes were expressed by the subcategories of *comparatives*, *attitude verbs*, *sentence adverbs*, *adjectives and exclamations* (expressions of surprise).

The category *engagement markers* concern the ways writers conduct interaction by intruding and commenting on their message. The writer's goal here is to make his or her views explicit and to involve readers by allowing them to respond to the unfolding text. This is the writer's expression of a textual "voice", or community-recognized personality, and includes the way he or she conveys judgments and overtly aligns himself or herself with readers (Hyland 2005a). With *engagement markers* writers are able to either highlight or downplay the presence of their readers in the text. *Engagement markers* are often difficult to distinguish in practice. In order to correctly identify these devices, we can classify them into the following subcategories: the first two subcategories acknowledge the need to adequately meet readers' expectations of inclusion and disciplinary solidarity, addressing them as participants in an argument with *second person pronouns* (*you, your, inclusive we*) and *interjections* (*Hey!, Oh!, Good!, Ah!, Well, Um*); the second purpose involves rhetorically positioning the audience, pulling the readers into the discourse at critical points, predicting possible objections and guiding them to particular interpretations. These functions are mainly performed by *rhetorical questions*, necessity modals (modals of obligation addressed to the reader), *presupposition markers* (references to shared knowledge) and *imperatives*. The writers know what they are likely to find persuasive, where they will need help in interpreting the argument, what objections they are likely to raise and so on. The process of audience evaluation therefore assists writers in constructing an effective line of reasoning and, unlike other metadiscourse options, also points to the ways language is related to specific cultural and institutional contexts (Hyland, 2001).

The last category, *self-mention*, refers to the degree of explicit author presence in the text measured by the frequency of first-person pronouns and possessive adjectives (*I, me, mine, we, our, ours*). In the case of International Student Handbooks, the use of first person combines effectively with *boosters* as a strategy to promote the image of a determined, confident and positive hand leading the university or the international relations department. *Self-mention* can also explicitly contribute to the development of a relationship with the reader when it collocates with *attitude markers*, and it gives the reader (in this case, the international student) the feeling that he or she is being addressed. While first-person pronouns also help to build credibility, through the writer's alignment with *boosters*, they can play a significant affective role by

emphasizing the university president or head of the international relations office's personal disposition or sensibilities.

Regarding *hedges* and *boosters*, linguistic literature on these elements often considers the two concepts as closely related, sometimes even inseparable from each other (see e.g., Grabe and Kaplan, 1997, p. 155). In their taxonomy of metadiscourse markers, Markkanen et al. (1993, pp. 47-52) place certainty markers, along with a closely related category of *hedges*, as a subcategory under interpersonal metadiscourse markers. They state that certainty markers deal with the same phenomena as *hedges* – the writer's degree of commitment to the truth of their statement – but at the other end of the spectrum, i.e. denoting the writer's full commitment to the proposition instead of the lack of it. Grabe and Kaplan (1997, pp. 155-160) also see *emphatics*, or linguistic signs of assertion and emphasis, as being on the same “semantic cline of evidentiality” as *hedges* but at the other extreme. However, Grabe and Kaplan (1997, p. 155) point out that sometimes the two notions are so close to each other (as in the case of the word ‘just’) that both concepts can be referred to by using the term *evidentials*.

Holmes (1982), on the other hand, uses the term *boosters* to refer to lexical items that the writer can use to show strong conviction for a statement. They strengthen the utterance's illocutionary force, which is the opposite effect of *downtoners*, the term Holmes uses for *hedges*. In other words, instead of indicating tentativeness or uncertainty, *boosters* signal the writer's or speaker's confidence regarding the plausibility of his or her utterance (Holmes, 1982, pp. 18-20). Along the same lines, Hyland (1998a, p. 353) argues that *boosters* serve to strengthen propositions and show the writer's commitment to his or her statements. He points out that although such assertion of the writer's conviction can be seen as leaving little room for the reader's own interpretations, *boosters* also offer writers a medium to engage with their readers and create interpersonal solidarity.

When reviewing research concerning *hedges* and *boosters*, it becomes apparent that the former has been studied more extensively than the latter, especially in academic writing (see e.g. Hyland, 1998a, p. 353; Vassileva, 2001, p. 85).

### 2.2.5 Frequency of usage of Interactional Metadiscourse markers

The international student handbook is characterized by a significant use of personal pronouns (*we, us, our, you, your, I*), and so even though the prospectus is an example of mass communication, the inclusion of personal pronouns simulate a personal relationship with the reader (examples: *We* offer admissions to students from overseas universities and colleges, *We* aim to answer all questions before students arrive, *You* won't be disappointed', 'A suitable room is reserved for *you*').

We see that in the clauses where 'we' appears as the main actor the actions are of a very supportive nature, whereas the 'you' instance mainly occurs as the beneficiary of the action or 'you' is associated with actions or states concerned with pleasant feelings or emotions.

In general, as regards the research carried out to date comparing the use of interpersonal metadiscourse in English and Spanish, the frequency of the use of *hedges*, and to a lesser extent, also of evidentials, *self-mentions*, code glosses and logical markers, was especially higher in the English subcorpus when compared to the Spanish subcorpus.

As regards *self-mentions*, according to Mur-Dueñas (2007) from her study on American and Spanish business scholars' RAs, American business management scholars probably need to establish their credentials and present themselves as original contributors to the disciplinary community they belong to more strongly than Spanish scholars addressing a local audience, which can explain the higher frequency of these features in the English texts.

On the basis of Mur-Dueñas's findings (2007), it can be argued that Spanish business management scholars addressing a local community in Spanish tend to be less overt than their peer American-based scholars addressing the international community in English in the unfolding of their texts. Spanish business management scholars seem to be less dialogic in their RAs, not making explicit the relationship between the different parts of the discourse or clarifying meanings and making connections between ideas. What is more, they do not tend to emphasize to the same extent as their international peers their role as authors, their stance and the critical role of readers in the acceptance or rejection of the new knowledge being communicated.



The cross-linguistic analysis of applied linguistics RA abstracts written in English for an international audience and in Spanish for a local audience also uncovered important differences. In one such study (Lorés-Sanz, 2006, 2008), an analysis of text-internal (lexico-grammatical) features (Bhatia, 2004) was carried out, addressing the use of interactive and interactional metadiscourse (Hyland 2005a) and, more specifically, of pronouns (as *self-mentions* and *engagement markers*) and evidentials. Results coincided a lot with the ones mentioned above (Mur-Dueñas, 2007), that is, Spanish scholars make use of fewer metadiscursive features in general with the exception of the inclusive pronoun *we* as an engagement marker, as explained below. With regard to *self-mentions*, (both *I* and exclusive *we*), linguists publishing in English at an international level seem to make more frequent use of exclusive pronouns, thus projecting a stronger and firmer authorial position than their Spanish peers. On the other hand, writers publishing in Spanish in lower impact journals construct that authorial position by using the exclusive *we* even in single-authored texts, which allows them to claim authority and respect as scholars but without risking too much, as the use of *we* has the effect of “diluting” the authorship in a plural responsibility. As mentioned above, the only case in which Spanish scholars seemed to be more overt than their international colleagues in their relationship with readers was in the use of the pronoun *we* as an engagement marker, frequently found in Spanish (Mur-Dueñas, 2007).

More recently, and in the light of the differences found between the texts in English and in Spanish in these two genres in these two disciplines, we have started looking into the possible transfer of use of features from their L1 into their L2 on the part of Spanish scholars and how this process could affect the final outcome. For this purpose, the three business management sub-corpora in the SERAC (Spanish-English Research Article Corpus), that is RAs written in English by scholars based at Anglo-Saxon institutions, in Spanish by Spanish scholars and in English as L2 also by Spanish scholars, have been analyzed. Preliminary results suggest that there may be certain rhetorical and metadiscursive features whose use differs in academic genres in two L1s and which are more likely than others to be transferred from L1 to L2 by scholars writing academic texts in English as their L2 (Vázquez-Orta et al., 2008). Whereas differences were found in the use of *self-mentions*, *engagement markers*, and *hedges* between the two sub-corpora in English, no significant differences were found in the

use of code glosses or logical markers. It could thus be hypothesized that there are some discursual and rhetorical conventions which may be more culturally-engrained and thus are more likely to be transferred than others. Nevertheless, more research is needed to confirm this tendency. Some results of InterLAE have shown the different contrastive perspectives which have been adopted to analyze the interpersonal dimension in written academic discourse, with particular focus on the RA. The overall findings obtained in their work support the validity of our methodological approach and confirm our starting hypothesis that interpersonal resources are used differently across texts depending on the socio-cultural context in which they are created and read, as well as the communicative purpose which the texts serve.

A more specific study regarding the effects of *hedges* (linguistic elements such as *perhaps, might, to a certain extent, and it is possible that*) on readers was done by Crismore and Vande Kopple (1988). This research consisted of placing *hedges* in different parts of passages from textbooks dealing with science and social studies. The *hedges* were in either personal or impersonal voice (*hedges* in personal voice contained personal pronouns like *I, to me,* and *hedges* in impersonal voice contained the third personal pronoun *it*) and could be found either in the first half, second half, or both parts of the passages and in either a low-intensity or a high intensity condition. It was showed that subjects learned the most when the hedges appeared in personal voice, in the second half of the passage, and low intensity (Crismore and Vande Kopple, 1988, p. 184).

One misconception with reference to the use of metadiscourse may be the more metadiscourse use, the better. Overuse or misuse of such markers can make the text long-winded and clumsy, which may be a sign of poor writing. Excessive use of metadiscourse can be as disadvantageous as a limited use or no use of such expressions since they may interfere with the reading process and may look imposing and condescending (Rahman, 2004). Like many other rhetorical devices, metadiscourse can be used both effectively and ineffectively. Therefore, pedagogically speaking, we need to teach all types of metadiscourse rhetorically not as a panacea (Crismore et al., 1993). The increased use of metadiscourse by learners cannot by itself be a sign of language development. (Crismore and Abdollehzadeh, 2010).

## **2.2.6 Overview of the varied definitions and approaches to Metadiscourse**

Metadiscourse has been defined in a number of ways by different researchers, and definitions of metadiscourse have varied from broad ones, such as “writing about writing” (Williams 1981, p. 211) or “discourse about discourse or communication about communication” (Vande Kopple 1985, p. 83), to more specific ones, such as “writing about the evolving text rather than referring to the subject matter” (Swales 2004, p. 121).

The models, or approaches, of metadiscourse have also varied over time offering an interesting pattern of terminology and concepts. Followers of the integrative approach, which is broader and more interpersonal, approach started with Halliday (1973) and continued with Vande Kopple et al. (1985) who, with his textual and interpersonal theory, paved the way for other research. Crismore et al. (1993) followed, leading the way to more updated models, i.e. Hyland (2005a), which supported writing as a social engagement. The second approach, non-integrative, which is narrow and text-focused, started with Ädel (2005, 2006, 2008, 2010) and continued up to Mauranen (2010) whose stance was that interpersonal devices were just optional and not really all that necessary. Finally, Pérez-Llantada (2010a) does not rely on the integrative approach, alleging that it is way too broad and too ambiguous. We can even appreciate a new definition of metadiscourse which includes two new categories from the third approach by Infantidou (2005): intra-textual and inter-textual.

## **2.3 Voices**

The term “voice” is often used to refer to the ways writers express their personal views, authoritativeness, and presence. Academic writing, however, is a site where this sense of voice is generally unwelcome as readers often look for evidence rather than opinion. As a result, students learn to efface their personalities when they write and science has numerous ways of removing the author from a text and distancing interpretation from explanation. Hyland, (2008a) points out that writing always has voice in the sense that it conveys a representation of the writer. “Voice”, then, is an aspect of how we position ourselves in relation to our communities. In other words, we should see all writing as containing “voice” in the Bakhtinian sense of “voice types”

which identify users culturally and historically. As writers we show who we are by the choices we make in our texts in much the same way that our speech, clothes and body language index our social class, occupation, group memberships and so on. According to Hyland, we achieve a voice through the ways we negotiate representations of ourselves and take on the discourses of our communities. So this notion of voice as self-representation contradicts the traditional view of voice as authoritativeness. But it does not eradicate personal choice in how we express ourselves.

### 2.3.1 Stance

Interactions are accomplished in academic writing through the systems of stance and engagement (Hyland, 2008a). Stance refers to the writer's textual "voice" or community recognized personality, writer-oriented function which concerns the ways writers present themselves and convey their judgments, opinions, and commitments. Engagement, on the other hand, is more of an alignment function (Hyland, 2008a, p. 7). This consists of the writers engaging the readers and guiding them along throughout the text. Together, they recognize that statements need to both present the writer and his or her ideas as well as anticipate readers' possible objections and alternative positions, incorporating an appropriate awareness of self and audience.

Stance concerns writer-oriented features of interaction and conveys different kinds of personal feelings and assessments, including attitudes that writers have about particular information, how certain they are about its veracity, how they obtained access to it, and what perspective they are taking to it and to the reader. Hyland (2008a) takes it to have three main components: *evidentiality*, *affect* and *presence* (2008a, p. 9). Evidentiality refers to the writer's expressed commitment to the reliability of the propositions he or she presents and their potential impact on the reader; affect involves a broad range of personal and professional attitudes towards what is said; and presence simply concerns the extent to which the writer chooses to project him or herself into the text. It is comprised of four elements: *hedges*, *boosters*, *attitude markers* and *self-mention*, which I will briefly describe below.

Hyland goes on to explain that interactions are accomplished in academic writing through systems of "stance" and "engagement". "Stance", which is more writer-oriented, refers to the writer's textual "voice" or community recognized

personality, an attitudinal, writer-oriented function which concerns the ways writers present themselves and convey their judgments, opinions, and commitments.

### 2.3.2 Engagement

Engagement is more reader oriented and is more of an alignment function, concerning the ways that writers rhetorically recognize the presence of their readers to actively pull them along with the argument, include them as discourse participants, and guide them to interpretations (Hyland 2001). Both “stance” and “engagement” contribute to the interpersonal dimension of discourse. It is worth pointing out that in certain cases, *boosters* (stance), and personal asides and appeals (engagement) have a double function. For example, *of course*, *surely* and *for sure*, are examples of both *boosters* and personal asides and appeals.

### 2.3.3. Persuasion

To determine which function these markers have in the text, it must be determined if their purpose is to reinforce the writer’s authority and persuasion, as in the case of *boosters* or to bring readers into the discourse by addressing them directly or by asking them to recognize something as familiar or accepted, as in the case of Personal Asides and Appeals.

In the case of persuasion in research writing, Hyland (2013) believes that increasingly academic writing is viewed as a persuasive endeavor that owes much to a writer’s development of an appropriate relationship with his or her readers as the demonstration of absolute truth, empirical evidence or flawless logic. The writer, in the case of academic writing, must assess carefully the readers’ needs and also acknowledge the expectations, perspectives and possible objections of their readers to balance claims for the significance, originality and truth of their work against the convictions of readers. In his paper on Dialogue, community and persuasion in academic writing, Hyland (2013) explores some of the ways that academic persuasion depends on the writer’s construction of a successful dialogue with projected readers. This draws on the concepts of *stance*, or the writer’s expression of personal attitudes

and assessments of the status of knowledge in a text, and *engagement*, which refers to the ways writer's textually establish the presence of their readers in the discourse (Hyland, 2005a). *Stance* refers to the writer's textual 'voice' or community recognized personality. According to Hyland (2008a), the term "voice" is often used to refer to the ways writers express their personal views, authoritativeness, and presence. Hyland states that writing always has voice in the sense that it conveys a representation of the writer. We achieve a voice through the ways we negotiate representations of ourselves and take on the discourse of our communities. The concept of "voice" helps us to understand how writers typically position themselves and their work in relation to other members of their groups.

"Persuasion, then, is accomplished with language; but it is language that demonstrates legitimacy. Writers must recognize and make choices from the rhetorical options available in their fields so they can convey a personal and appeal to readers from within the boundaries of their disciplines. The notion of voice is therefore closely related to that of interaction, and especially to the ways we convey our personal feelings and assessments". (Hyland, 2008a, pp. 6-7)

This is an attitudinal, writer-oriented function and concerns the way we present ourselves and convey our judgments, opinions, and commitments and is comprised of *hedges*, *boosters*, *attitude markers* and self-mention. Engagement seeks to build a connection with the readers to both stress solidarity and position them by anticipating possible objections and guiding their thinking (2005a). In this paper, Hyland analyzed the dialogic features in 240 articles (30 from each of eight disciplines representing a broad cross-section of academic practice). A common observation was made: that writers in different disciplines represent themselves, their work and their readers in different ways, with those in the humanities and social sciences taking far more explicitly involved and personal positions than those in the sciences and engineering. Therefore it was found that the more discursive fields of philosophy, marketing, sociology and applied linguistics contained 75% more markers of dialogic negotiation than the engineering and science papers. Hyland shows that focusing on stance and engagement helps to show both the centrality of dialogue and some of the ways it is constructed. They comprise a collection of rhetorical devices, recognized by a particular community, which allow the writer to establish interpersonal relationships

which reflect the epistemological and social beliefs of community members (Hyland 2013).

## **2.4 Interpersonality and genre**

Variations in metadiscourse use can be appreciated by looking at the different genres where it is used. A working definition of genre is given by Swales (1990):

1. A genre is a class of communicative events.
2. The principal criterial feature that turns a collection of communicative events into a genre is some shared set of communicative purposes.
3. Exemplars or instances of genres vary in their prototypicability.

The term “genre” has in recent times been extended beyond its traditional use in literary contexts to include all purposeful uses of language: telling someone how to make a toy boat, buying fruit in the market, sharing what happened on the weekend, reviewing the literature in a particular field, persuading someone to your point of view, and similar cases. One of the first issues to arise in any discussion of genre is how to define the term. Those working within different genre approaches will emphasize different aspects depending on their particular interest. Most, however, would agree that genres are social practices that have evolved to enable us to achieve our goals (Martin, 1985; Painter, 2001).

Genre can be understood as a social activity and can best be distinguished by reference to social rather than linguistic parameters. Genre constrains rhetorical choices, and in this sense logically precedes rhetoric. Many genre theories are based on the idea that texts are similar or different and can be classified as one genre or another. In order to organize these classifications research has characterized the most important linguistic and rhetorical features of certain genres. One of these features is metadiscourse. When analyzing genre, one of the key dimensions is how language choices reflect the different purposes of writers, how they feel about their readers, and the different kinds of interactions they create with them. In academic writing for

example, it is important for the writer to establish a relationship with the readers and persuade them to believe in his or her arguments. This effort to establish a relationship and persuade is done by making certain linguistic choices which is where metadiscourse comes into play. Given their unquestionable importance to the creation of academic knowledge, most metadiscourse research to date has been performed on academic research articles. Here is where the writer must really guarantee that what he is putting forth is plausible and must use mechanisms which order the ideas and facts in such a way that the readers will see them as logical and convincing. How does the writer do this? Via metadiscourse, i.e. using *hedges*, *attitude markers*, *boosters* and *frame markers*, the writer guides the reader through the text and establishes an interaction with him or her. The use of metadiscourse in this particular genre is sensitive as the writer must make metadiscourse choices which need to take into account the readers' knowledge of the subject, their interests, their needs and purposes for reading. On the other hand, the elimination of *hedges* and *boosters* in another genre, popular science articles, adds to the significance and newsworthiness of the subject, glamorizing material for a wider audience (Hyland, 2005a, p. 99).

Genre conventions are products of discourse communities and are thereby "windows" into the functioning of such communities. Genre conventions signal a discourse community's norms, epistemology, ideology, and social ontology. The concept of discourse community assumes that discourse operates within conventions defined by communities, be they academic disciplines or social groups. According to Swales, "discourse community" is nothing more than composition specialists' convenient translation of the long-established concept of "speech community" common to sociolinguistics and central to the ethnography of communication (Swales, 1990). When we speak of genre knowledge in disciplinary and professional cultures, we refer to knowledge that professionals need in order to communicate in disciplinary communities.

"Genres are the intellectual scaffolds on which community-based knowledge is constructed. Genres themselves, when examined closely from the perspective of those who use them, reveal much about a discourse community's norms, epistemology, ideology, and social ontology". (Berkenkotter and Huckin, 1995, p. 55)



The emphasis of genre theorists is firmly on social and cultural factors as the generating factor of all action, including linguistic action. “Genres are primarily defined as the socially ratified text-types in a community” (Kress and Threadgold, 1988, p. 216).

Halliday (1985) still employs the term “register” to encapsulate that relationship between texts and social processes. He employs “genre” in a more limited sense, in the sense which has been common in literary discussions in the past. He sees “generic structure” not as the embodiment of the text as a social process, but as a single characteristic of a text, its organizational structure, “outside the linguistic system”.

We need also to relate these genre issues to the larger scale of the cultural context of the various genres. The relationships of genre instances to genre typology, to reader expectations and to genre recognition are necessarily mediated by culture and context. Like classification systems of all kinds, genre typologies are at least partially determined by the culture in which they are embedded. In each text, an author’s intention is related to and situated in some culture larger than the individual text. Both genres and the texts they accommodate are artifacts of culture.

Conventional definitions of genres tend to be based on the notion that they constitute particular conventions of content (such as themes or settings) and/or form (including structure and style) which are shared by the texts which are regarded as belonging to them.

It is difficult to make clear-cut distinctions between one genre and another: genres overlap, and there are “mixed genres” (such as comedy-thrillers). Specific genres tend to be easy to recognize intuitively but difficult (if not impossible) to define. Particular features which are characteristic of a genre are not normally unique to it; it is their relative prominence, combination and functions which are distinctive (Neale, 1980, pp. 22-3).

Contemporary theorists tend to describe genres in terms of “family-resemblances” among texts (a notion derived from the philosopher Wittgenstein) rather than definitionally (Swales, 1990, p. 49). An individual text within a genre rarely if ever has all of the characteristic features of the genre (Fowler, 1989, p. 215). The family resemblance approaches involves the theorist illustrating similarities between

some of the texts within a genre. However, the family resemblance approach has been criticized on the basis that “no choice of a text for illustrative purposes is innocent” (David Lodge, cited in Swales, 1990, p. 50), and that such theories can make any text seem to resemble any other one (Swales, 1990, p. 51). In addition to the definitional and family resemblance approach, there is another approach to describing genres which is based on the psycholinguistic concept of prototypicality. According to this approach, some texts would be widely regarded as being more typical members of a genre than others. According to this approach certain features would “identify the extent to which an exemplar is prototypical of a particular genre” (Swales, 1990, p. 52). Genres can therefore be seen as “fuzzy” categories which cannot be defined by necessary and sufficient conditions.

According to Fairclough (2003) genres are the specifically discursive aspect of ways of acting and interacting in the course of social events: we might say that (inter)acting is never just discourse, but it is often mainly discourse. So when we analyze a text or interaction in terms of genre, we are asking how it figures within and contributes to social action and interaction in social events. Genres vary quite considerably in terms of their degree of stabilization, fixity and homogenization. Some genres, for instance the genre of the research paper in certain areas of science (Swales, 1990), are well-defined almost to the point of being ritualized. Others, for example, advertisements for academic posts, are quite variable and in flux. Also, there is no established terminology for genres. Some genres have fairly well-established names within the social practices in which they are used, others do not. Even where there are well-established names, we should treat them with caution, because the classification schemes upon which they are based may give a misleading picture of what actually goes on. For instance, the term “seminar” as used now not only in education but in business covers a variety of activities and genres.

Written communication functions within disciplinary cultures to facilitate the multiple social interactions that are instrumental in the production of knowledge. Knowledge production is carried out and codified largely through generic forms of writing: lab reports, working papers, reviews, grant proposals, technical reports, conference papers, journal articles, monographs and, in the case of this study, business writing in the form of International Student Handbooks. According to Berkenkotter and Huckin (1995):

“Genres are the media through which scholars, scientists and the business world communicate with their peers. Genres are intimately linked to a discipline’s methodology, and they package information in ways that conform to a discipline’s norms, values, and ideology. Understanding the genres of written communication in one’s field is, therefore, essential to professional success” Berkenkotter and Huckin. (1995, p. 75)

How we define a genre depends on our purposes; the adequacy of our definition of terms of social science at least must surely be related to the light that the exploration sheds on the phenomenon.

Habermas’s (1984) distinction between communicative and strategic action could be relevant to the commonly assumed relationship between genres and social purposes or goals. Habermas has developed an account of modernity which centers upon communication. Central to the process of modernization is the separation of “systems” (notably the state, and the economic system – the market) from the “lifeworld” (in one sense of that term – the world of ordinary experience). This specialization of systems depends upon a development and refinement of an “instrumental rationality” in which action is strategic – people act (and act upon other people) in ways which are oriented to achieving results, greater “effectivity” or “efficiency” and so forth. Strategic action is contrasted with “communicative action” - action which is oriented to reaching understanding, the mode of action which is salient in the “lifeworld”. One can think of these two types of action in textual terms: people talk and write communicatively or strategically, or a mixture of the two. Take the examples of “hard-sell” and “soft-sell” advertisements. A clear distinction between these two types of advertisements is directly addressing those to whom one is trying to sell in the case of “hard sell” and not directly addressing them in a “soft sell”. Universities may tend to avoid more explicit advertising due to the fact that they are not a market type of organization, so as they try to sell themselves to and attract potential students are more likely to produce texts which are “soft sell”. But the communication here can be seen as strategic: for basically institutional reasons, activity exchange

(offering the university's programs, facilities, services) is presented as if it were knowledge exchange – perhaps by asking questions and directly addressing the students.

Habermas's (1984) rather abstract account of the relationship between strategic and communicative action can be made more concrete in terms of the concept of "promotion" and the view of contemporary culture as "promotional culture" (Wernick, 1991). Wernick's understanding of contemporary culture as "promotional culture" is summed up as follows:

"The range of cultural phenomena which, at least as one of their functions, serve to communicate a promotional message has become, today, virtually co-extensive with our produced symbolic world". In other words, all sorts of texts (e.g. university prospectuses) which may be primarily doing other things (e.g. informing) are nowadays simultaneously promoting". (Wernick, 1991, p. 195)

The notion of genre analysis as presented here is a very powerful system of analysis in that it allows a far thicker description of functional varieties of written and spoken language than that offered by any other system of analysis in existing literature. As pointed out earlier, it expands linguistic analysis from linguistic description to explanation taking into account not only socio-cultural but psycho-linguistic factors, too. Explanation of this kind is crucial to the understanding and construction of professional and academic genres because it not only clarifies the communicative goals of the discourse community in question, but also the individual strategies employed by the members to achieve these goals. This aspect of genre analysis is particularly relevant for any form of communicative language teaching, particularly ESP.

To sum up, genre plays a fundamental role in the research on interpersonal communication due to the fact that each genre has its own particular language and its own way of establishing communication between the writer and the reader. This writer-reader communication depends on the goals of the genre and, therefore, which interpersonal

markers are to be used in order enhance persuasion and the effectiveness of the communication.

## **2.5 Interpersonality and register**

A theory of register aims to “uncover the general principles which govern the variation in situation types, so that we can begin to understand what situational factors determine what linguistic features” (Halliday, 1978, p. 32). In other words, theories of register, according to this position, aim to propose relationships between language function (determined by situational or societal factors) and language form. It is possible that register influences the type of metadiscourse markers and the way they are expressed.

The term “register” first came into general currency in the sixties. According to Halliday (1978), it was first used by Reid in 1956 and later developed by Ure (1968; Ellis and Ure, 1969). He himself in 1964, described register as “a variety according to use, in the sense that each speaker has a range of varieties and chooses between them at different times” to distinguish the term from dialect, which is “a variety according to user, in the sense that each speaker uses one variety and uses it all the time (Halliday, McIntosh and Strevens, 1964, p. 77).

Hence, this concept of register has been seen by Halliday as bound to a particular situation. When we observe language activity in the various contexts in which it takes place, we find differences in the type of language selected as appropriate to different types of situation (Halliday et al., 1964, p. 87).

A register is constituted by “the linguistic features which are typically associated with a configuration of situational features – with particular values of the field, mode and tenor” (Halliday, 1976, p. 22). In general, these definitions take as their point of departure the linguistic structure of a text and relate it to elements of context, more specifically the context of situation of the text. Halliday’s later definition tends to place the more primary emphasis on semantic patterns and context.

Register is the set of meanings, the configuration of semantic patterns, that are typically drawn upon under the specified conditions, along with the words and structures that are used in the realization of these meanings (Halliday, 1978, p. 23).

Register is determined, by what is taking place, who is taking part and what part the language is playing (1978, p. 31). There is also a greater emphasis on the broader social context: a register can be defined as the configuration of semantic resources that the member of a culture typically associates with a situation type. It is the meaning potential that is accessible in a given social context.

Halliday further makes the point that, while register may be recognized by its characteristics, its structure is semantic (p. 111). Hence, in this definition, the critical elements are seen to be firstly contextual, and secondly, linguistic.

When analyzing the use of interactional metadiscourse in a particular genre, i.e. international student handbooks which could possibly be categorized as both an academic and a business genre, register plays an important role as it is determined by the situation, the function and form of the language used. These linguistic features directly affect the interpersonal markers used and their frequency in the genre.

## **2.6 Interpersonality and discourse community**

The notion of community is key to understanding metadiscourse. Community not only complements genre, but it also helps to specify culture. When researching or putting into practice metadiscourse, we are particularly interested in discourse community. If we stop to analyze exactly why we even bother to use metadiscourse, we come to the conclusion that we are in effect communicating with people who share a common interest and belong to the same social, professional or academic group. Our writing is aimed at these people and they are the ones we want to persuade, inform and interact with. Even though the concept of discourse community remains controversial, it cannot be doubted that it is crucial to understanding and realizing metadiscourse which, in the end, is a community-situated activity. Depending on the community, certain metadiscourse resources are used more than others. For example, astrophysicists use substantially more transitions (*in addition, but, thus, and*), biologists more evidentials (*according to X, Z states*) and code glosses (*namely, e.g., such as, in other words*), and applied linguists more boosters (*in fact, definitely, it is clear that*) (Hyland, 2005a, p. 143).

According to Hyland (2005a) *community* helps to specify *culture*, reducing huge national or ethnic conglomerates to a human scale, but it also complements *genre*. In fact, genre and community determine each other's domain: each helping to form and being formed by the other. Genre has been an enormously valuable tool over the last 20 years in exploring situated language use, allowing us to see texts as stabilized sites of social action which help coordinate the work of groups and organizations. The differences that can be found in the kinds of cross-cultural comparisons discussed previously must also be interpreted and understood in relation to both genre and the social communities where the texts are produced.

With the idea of *discourse community* we arrive at a more rounded and socially informed theory of texts and contexts. The concept draws attention to the idea that we do not generally use language to communicate with the world at large, but with individuals and with other members of our social groups. Barton (1994) proposes a definition of a potentially loose-knit group engaged in either text reception or production, or both:

“A discourse community is a group of people who have texts and practices on common, whether it is a group academics, or the readers of teenage magazines. In fact, discourse community can refer to the people the text is aimed at; it can be the people who read a text; or it can refer to the people who participate in a set of discourse practices by both reading and writing”. (Barton, 1994, p. 57)

The important point here is that it is individuals acting as *community members* who use language to engage in these practices or achieve these goals.

The idea of community draws together a number of key aspects of context that are crucial to the production and interpretation of spoken and written discourse. These are the situational context in terms of what people know about they can see around them; the background knowledge context, including the cultural knowledge and interpersonal knowledge of what people know about the world, what they know about aspects of life, and what they know about each other; and the co-textual context in

terms of what people know about they have been saying (Cutting, 2002, p. 3). Disciplinary communities have been described as tribes, each with its own norms, categorizations, bodies of knowledge, sets of conventions and modes on inquiry which comprise a separate culture (Swales, 1990). Within each culture individuals acquire a competence in specialized discourses: an ability to organize data and observations into meaningful patterns for readers. We have to see genres not simply as forms of languages, but as forms of social action designed to accomplish socially recognized purposes, and the writer's success in this depends on the projection of a shared context (Hyland, 2005a). In short, writing is a community-situated activity and the effective use of metadiscourse depends on the writer's observation of appropriate interpersonal and intertextual relationships.

## **2.7 Interpersonality and culture**

We cannot even begin to discuss and analyze metadiscourse without taking into account culture. The concept of culture is difficult to pin down owing to its complexity and the tendency to simplify its definition. People from different nations think differently, learn differently, and write differently. These differences in thinking, learning and style are manifest in written, oral, and interpersonal communication situations, often confuse native speakers of English.

Although no view of culture receives universal assent, a version which perhaps commands the most influence in language studies regards it as a historically transmitted and systematic network of meanings which allow us to understand, develop and communicate our knowledge and beliefs about the world (Lantoff, 1999). That is, cultural factors help shape our background understandings, or schema knowledge, and are likely to have a considerable impact on what we write and how we organize what we write, and responses to different communicative contexts. Cultural factors have the potential to influence perception, language, learning and communication, particularly the use of metadiscourse. This is partly because our cultural values are reflected in and carried through language, and partly because cultures make available to us certain taken-for-granted ways of organizing our perceptions and expectations and engaging others in writing. Communities construct and share cultural models, which are formed and transformed through the endless negotiations of everyday life.



One interesting difference between interpersonal metadiscourse marker usage in Spanish and English demonstrated by Suau Jiménez's (2011b) research is that in English the usage of epistemic modal verbs (*should, could, can*) together with adverbial structures (*just, a little*) are predominate, while in Spanish their usage is scarce. According to Suau Jiménez (2011b), this fact further shows that translating interpersonal metadiscourse adequately is a key aspect in the quality of a translation as it is directly linked to the social-cultural aspect of the target language.

The group InterLAE has mainly focused its intercultural analyses on the cross-cultural exploration of RAs and abstracts in the two L1s, English and Spanish. To start with, business management RAs written by international scholars at Anglo-Saxon institutions were compared with RAs in the same discipline written in Spanish by Spanish scholars and the study focused on the frequency of use and distribution of interactive and interactional metadiscourse features (Mur-Dueñas, 2007).

The cross-linguistic analysis showed that Spanish business management scholars include fewer metadiscourse features in their texts than their international peers. Spanish scholars in this field provide fewer explicit signals of the relationship between ideas and the organization and clarification of ideational material in their RAs (i.e. interactive metadiscourse) as well as fewer explicit indications to their readers of their stance (i.e. interactional metadiscourse). As a consequence, readers of the Spanish RAs are provided not only with fewer features to help them navigate through the texts, but also with fewer signals indicating the authors' values and opinions than readers of the RAs in English.

Another of the lines of research into the notion of metadiscourse has been devoted to the exploration of cross-cultural differences taking into account Kaplan's (1966) observation of the fact that variation of texts in different languages does not only exist but, what is more, should be taken into account in language teaching programs, as a departure point. Crismore et al. (1993) study on cross-cultural variation stands out as one of the earliest ones. Their main purpose was to look into cultural and gender variations in the use of metadiscourse by student writers in the United States and Finland. In the same vein, Mauranen (1993) explored cultural differences in the use of metadiscourse in papers from economic journals written in English by Finnish and

Anglo-American writers. Her results showed that American writers used metadiscourse more than Finnish authors. This led the author to suggest that American writers are more interested in guiding and orienting readers throughout the text, and they project their presence in the text in a much more explicit way than Finnish authors do when they write in English. Thus, American writers favored a more reader-oriented attitude through the use of positive politeness strategies and explicit rhetoric. Valero-Garcés (1996) compared metadiscourse in Spanish-English economic texts and reached similar conclusions to those of Mauranen's: Spanish writers make less use of metadiscourse devices and put a greater emphasis on propositional content compared with the American's reader-oriented attitude.

Cross-cultural communication is now a fact of life for organizations such as universities that wish to increase their student body and be more competitive through internationalization. No longer can they assume that their documents will be read by a homogeneous or near-homogeneous audience based in the same culture as they are. The authors of these documents (i.e., International Student Handbooks) must consider the audience's culture. Social and cultural trends of human societies are revealed through language, discourse and communication (Van Dijk, Ting Toomy, Smitherman, and Troutman, 1997). Linguistic communication is achieved through linguistic behavior, however, the options for linguistic behavior are derived from three macro-functions of language: ideational, interpersonal and textual (Halliday, 1978, 1985). Cheng and Steffensen (1996) maintain that options in the ideational system concern the content of text and are informational, referential and representational. Options in the interpersonal system enable language users to establish interpersonal relations and interact with their audience. Language in this function allows users to express personal feelings about the ideational content of their texts. Metadiscourse is a rhetorical means that is subjective and, as such, is more culture bound. Therefore, the investigation of interpersonal metadiscourse markers may be of some value in finding out underlying cultural constraints. In 1996 Grabe and Kaplan introduced contrastive rhetoric and stated that the linguistic background and cultural traditions of English as a foreign language (EFL) writers influence the way they write. This influence persists even when EFL writers attain a good command of a target language. It is true that the role of culture in writing remains controversial, but why, for example do native Anglo-American writers tend to use significantly more *boosters*, *hedges* and *attitude markers*

than writers from other countries in certain types of articles? According to Warren (1998) you must view yourself as a cross-cultural communicator when you write for people from different cultures: “When authors write in English for users whose first language is not English and who come from a culture that uses restricted codes, they must themselves use restricted codes. When the user’s culture uses elaborated codes, the author must likewise use elaborated codes.” (Warren, 1998, p. 310) The proper use of interactional metadiscourse will increase the chances that the correct message will be transmitted. This may require a bit more work on behalf of the writer, but the results obtained will be well worth the trouble.

Studies show that when texts are written in English, culture influences how metadiscourse is used and to what extent (especially when texts are written by writers whose native language is not English). It is not surprising that a writer from a certain culture may not even use metadiscourse when writing in the English language as a result of upbringing, education or for linguistic reasons. The difficulty for foreign-language learners may be that some metadiscourse categories are used very little or not at all in the mother tongue but are used frequently in the foreign language (in this case, English). Or it may be that the linguistic devices used for some types of metadiscourse are very different in the two languages. Another cause of difficulties for both foreign- and native-language learners is the multifunctionality of many metadiscourse items, items that may perform more than one function simultaneously in the same context. Cultural factors help shape our background understandings, or schema knowledge, and are likely to have a considerable impact on what we write and how we organize what we write, and our responses to different communicative contexts (Hyland, 2005a, p. 114). Cultures differ in respect to what is considered suitable behavior in the same or a similar communicative situation. When writing in a foreign language, writers are influenced by their native writing culture as well as their educational and social upbringing. Studies show the importance that the first language and culture may have in writing in a second language, and there may be variation in the ways metadiscourse is used in different writing cultures. These cultural and linguistic influences have helped foment special courses in English for Academic Purposes. English for Academic Purposes (EAP) courses attempt to teach EFL students that good writing in English is not just expressing oneself with perfect grammar and correct vocabulary but it is of equal importance to put into use certain linguistic resources in order to be understood and

transmit the correct message to a native English speaker. A text can be written without one single mistake in grammar and vocabulary, but, if it is lacking certain metadiscourse resources, can be unintelligible to a native speaker.

### **2.7.1 Transferring information across cultures**

Transferring information across cultures has often presented difficulties and complex communication problems. For example, avoiding cultural mistakes that would prevent or modify the communication has frequently occupied international business communicators, especially of the international character of their documents. Advances in translation have gone a long way to improving these communications, but these translation services are expensive, and, in the case of international student handbooks, universities do not want to spend money on this out of their limited departmental budgets.

With the globalization of business and other professional communications, writing in such metaprofessional genres as letters and international student handbooks, for readers with a different language and cultural background than one's own is a reality for more and more people. It has been found that in these contexts, too, second language writers transfer patterns and styles from the first language to the second (Connor, 1996). Predictably, differing reader expectations cause misunderstandings. For example, requests in letters or international student handbooks can be made too directly when directness is more esteemed in the first language than the second. With the globalization of discourse patterns, contrastive rhetoricians should learn more about the levels of adequacy and acceptability of second language writing.

The international communicator is faced with the following challenges when preparing documentation for NNSE: they must take into account terminology, cultural issues and the level of English which the target audience demands. In the case of International Student Handbooks the target audience is always the international student who is already studying at their home institution and already has an idea of how a university is run and works. Also, the terminology does not vary that much owing to the fact that universities are self-contained environments with faculties, registration procedures, student activities, sports and so on. One factor which could possibly cause a problem is that of cultural issues. The International Student Handbooks written by NSE almost without exception dedicate complete sections to the cultural differences a

foreign student will encounter once they arrive to the university. Advice on how to confront these differences and solutions to possible cultural problems are offered in detail. International Student Handbooks written by NNSE (non-native speakers of English), however, very rarely treat culture as an important issue and the foreign student is to just suppose that any cultural problems can be solved by just living in the foreign environment for a few months. In other words, very little advice is offered regarding what to expect as far as living in a different culture is concerned. Another cross-cultural issue to keep in mind is the fact that in Western cultures, people use different strategies for reading texts. For example, according to Pugh (1978), skimming, scanning, and reading for detail are three of several strategies Western readers use. Yet, what about non-Western readers? Do they approach a text in the same psychological way so that the communicator can provide frequent summaries (for skimming), informative headings (for scanning), and details (reading for details) for those in other cultures in the same way? It is interesting to point out that International Student Handbooks written by non-Western authors were much shorter and less detailed than those written by Western authors. Cultural issues can also parallel language ones. For example, do you address your readers directly, using the interactional metadiscourse device *engagement markers*? Or must you prepare the reader before launching into the actions? According to Jones (1992) to some (Americans, for example), all instructions must be in the imperative verb mood. But readers in some countries could consider second person too friendly and even condescending (Jones, 1992); it could irritate the reader.

The receiver, if the language the message uses is the receiver's first language, should understand the cultural context from which the message comes. However, if the message's language is not the receiver's first language, the sender should not assume that the receiver is familiar with the cultural context of the message. While more obviously true when the languages are for example, English and Chinese, the same problems can exist when the languages are similar (American English and British English) or even the same (American English and American English) when the sender and receiver are in different cultural groups (Jones, 1992). In writing instructions, the sender may assume that the receiver knows how to do something because, in the sender's social/cultural group, "Everyone knows how to do that." This assumption about knowledge that appears in the language used in the text is really as much a cultural assumption as it is an informational assumption. The result is that the receiver

does not understand the message and fails to reach an informational goal. In every communication situation, the message can represent a new “cultural group” in that it is composed of elements from the sender’s cultural group and what the sender perceives as the receiver’s cultural group. In case of International Student Handbooks, this problem is reduced due to the familiarity of the university environment to the receivers (future international students).

A message consists of words, the structural arrangement of those words, the context from which the words come, and the attitudes, values, and thought patterns underlying the words (Warren, 2006, p. 36). Both the sender and the receiver operate in this linguistic-cultural environment. One problem for the international communicator is that the message parts for the receiver whose first language is not English originate in a setting different from that of the sender whose first language is English. Even when the receiver does speak English as a first language but resides in a different culture, differences occur that can influence the receiver’s understanding of the message. Because International Student Handbooks must be read and understood by international students, members of the International Relations Office and professors of foreign universities whose first language may not be English, the way that they are written becomes extremely important. Those who prepare these handbooks can improve understanding by realizing that their readers come from a linguistically diverse environment. A very useful tool for improving understanding and making sure the message gets across in an effective manner is metadiscourse. As has been previously mentioned in this paper, authors use metadiscourse to make clear certain supplemental meanings they wish to communicate. These meanings could be attitudes toward text and reader, the author’s organizational approach, and so on. Text without metadiscourse would be text that the author assumes the reader fully understands on its own.

### **2.7.2 Problems with L2 writing**

Another aspect which has received attention is the fact that metadiscourse has been traditionally associated with a good command or mastery of the language both in the first language (L1) and the second language (L2), to the extent that a poor command of the L1 will result in much poorer performance in the L2. However, mastering the language in terms of grammar, lexicon, morphology or syntax is certainly not sufficient

for effective writing. Skilled writers tend to have an awareness of the needs of their readers and a greater control of the strategies they use to make their texts more considerate of and accessible to the reader. Poor writers, on the other hand, have more problems when it comes to creating appropriate texts. Thus, the case of L2 writers seems to be particularly problematic, since not only do they have to acquire a certain proficiency in the language, but also a reasonable level of communicative competence. Part of that would be acquiring so-called pragmatic competence, which will aid them in developing: “a sense of audience and equipping them with the means to engage with that audience appropriately” (Hyland, 2005a, p. 181), or in other words, a socio-cultural and rhetorical awareness of the rules and conventions of specific genres through the use of metiscoursal linguistic resources.

Chaudron (1987) has put forward the idea that L2 writers need explicit knowledge of the metadiscourse devices to be used in the target language. This lays the emphasis on the importance of explicit instruction on several metadiscourse resources. The problem, as pointed out by Chaudron, lies in the fact that only a restricted array of metadiscourse features (*connectives*, some *hedges* and some *emphatics*) are included in ESL texts or are taught as part of the syllabus in terms of how their pragmatic use affects the interaction between writer and reader.

## **2.8 Interpersonality and ESP**

In recent years, there has been an upsurge of interest in metadiscourse from a variety of discourse or ESP perspectives, albeit with little concern for standard theoretical assumptions. Williams (1981, pp. 211-121) defines metadiscourse as “writing about writing, whatever does not refer to the subject matter being addressed, and Swales (1990) points out that “although the concept of metadiscourse is easy enough to accept in principle, it is much more difficult to establish its boundaries” (Swales, 1990, p. 188). With statements such as these, it is clear that much remains to be done in the field of metadiscourse research. There is significant need and considerable opportunity for further research. More descriptive studies are needed to be performed with different genres written for different populations on different topics. This would help to determine the interactional features which characterize particular genres and how such interactional patterns relate text users together interpersonally. As

has been mentioned here, metadiscourse studies have largely focused on a limited number of academic genres such as research articles, textbooks and dissertations, but it would be important to see how interactions work in other kinds of texts. Business genres are obviously a key area here and, in particular, there are no known studies to date about interactions in the subfield of international student mobility, the genre being information for international students. Exploring the ways the readers of this information are guided and persuaded could provide important insights about the role of interaction in this little explored genre. Research into the ways metadiscourse is typically used by different discourse communities, in this case, international students, can help us see more clearly how texts are the outcome of interactions and discourse practices which involve engagement in a web of professional and social associations.

In Dafouz Milne's (2000) paper in which she explores the rhetorical use of metadiscourse categories in Peninsular Spanish and British English newspaper articles from a quantitative and a qualitative perspective, she shows that present data reveal that *hedges* are the most frequently used interpersonal marker in both corpora. These items are equally important in both groups, being slightly more numerous in the English corpus. This finding holds important pedagogical implications for the teaching of reading and writing in L1 and EFL/ESL contexts, since it seems that, in spite of their constant presence in formal writing, learners do not tend to include *hedges* in their texts. As some studies show (Hyland and Milton, 1997) the academic writing of many L2 learners is characterized by firmer assertions, more authoritative tone and stronger writer commitments when compared with their L1 discourse. The ability to show exactly where and how to hedge effectively and successfully is a relatively difficult skill but one which must be attained by proficient writers. Given that it is a complicated task for native speakers it is not surprising that complexity doubles for EFL/ESL learners (Hyland and Milton, 1997). In order to recover the total meaning of a text, the reader/writer must be sensitive to the hedging conventions employed in the discourse. By misreading the hedging the reader is liable to misinterpret the importance of a particular statement or the writer's attitude towards it. The subcategory of *hedges* most widely used by both groups was that of *epistemic verbs* (*may, might, can /poder, podría*). *Epistemic verbs* are used to soften a statement while helping to create a sense of solidarity with the reader. In other words, with the presence of these verbs the writer's discourse does not come across as being too assertive, but rather dialogic. That



is, the reader-writer relationship becomes one of identification and not of submission (Enos, 1990; Thompson, 2001).

In the light of these conclusions, hedging is probably the mark of the experienced and professional writer and a clear differentiating feature of writing expertise. As Hyland points out (1998a, p. 445), "This reflects the critical importance of distinguishing fact from opinion in academic writing and the need for writers to evaluate their assertions in ways that are likely to be persuasive to their peers, presenting claims with the appropriate caution and deference to the views of the discourse community".

## **2.9 Non-native speakers of English**

Not only is English still spreading, but it is even being spread by non-English mother-tongue interests. The growth of English-speaking "false foreigners" in various parts of the non-English mother-tongue world is an indication that a nonnative variety of English may succeed not only in stabilizing itself cross-generationally, but also in becoming a mother tongue in certain speech networks (Kachru, 1992). As the number of users of English worldwide surges toward a probable two billion (Crystal, 1985), but those for whom it is the mother tongue fall to a fifth or less of this total, as the functions and uses of English by native speaker and nonnative speaker alike become ever more numerous and unrelated to the nationality of the speaker (or writer), so a number of consequences have started to become apparent. Some of these relate simply to the need for an awareness of the facts about English today and about the speed at which changes are taking place. Some relate to issues of standards and norms within English, to educational goals and to criteria for evaluating success in learning and teaching. In the international context, it is more realistic to consider a spectrum of Englishes which vary widely, ranging from standard native varieties to standard nonnative varieties. The situation of English is historically and linguistically interesting and complex for several reasons. First, the number of nonnative speakers of English is already significant; if the current trend continues, there will soon be considerably more nonnative speakers than native speakers of English (Crystal, 1985). The spread of English is unique in another respect. Because the language is used in geographically, linguistically, and culturally diverse areas, its use cuts across political boundaries.

When approaching a language transplanted to a new cultural and linguistic context, one is brought to various realizations about the notion of language and the varieties that a language may develop (Kachru, 1992). Communicative competence, the ability to put a language to use in appropriate ways in culturally defined contexts, may become a problematic notion when applied in the situation of such a transplanted language, because the cultural contexts that define “appropriateness” in the parent situation are not necessarily the same in the new situation. One must note that very different problems arise depending on the observer’s native culture. For one from the “donor” language community, questions are mostly variations on “What has happened to our language?” For one from the adopting culture, the questions are more varied, including “Why is this language here? Why do I/we need it?” (Kachru, 1992). The notion of *varieties* of a language and the corollary notion of *nonnative varieties* are now commonplace.

What about English where it is not the first language of its users but is still a very important language in the community? What we today call *nonnative English* is being used in response to new cultural and linguistic settings. One feature of the modern nonnative varieties is that they are, generally speaking, second languages in their respective countries. With a second language imposed upon a first, one typically finds that learners speak “with an accent” attributable to features of their first language. Writers also write “with an accent”. As one reads nonnative variety text, it becomes immediately clear that some devices and elements that are acceptable to the nonnative variety author are not the same as those in native-variety texts. From the level of lexical redefinition to that of style features and discourse arrangement, the text is “marked” as nonnative. These features establish the context of the text and allow the native-variety reader a glimpse of cultures and situations very different from those he is used to.

It is a well-established fact that one acquires a social identity and within the framework of social identity a personal or individual identity, along with the acquisition of a first language (Halliday, 1975). The nature of the relationship between language acquisition and/or linguistic competence and socialization on the other hand, and grammar of language and “grammar of culture” on the other has been of great interest to sociolinguists. As suggested by D’Souza (1988), it is justifiable to claim that notions of appropriateness that regulate linguistic behavior are derived from the grammar of culture.

Although linguistic and cultural factors may distinguish first and second language writers, we should not ignore the influences of individual and group experience. In other words, individuals from the same country cannot be put together as an undifferentiated group nor cultural norms be regarded as decisive. Perhaps the most-examined influence of culture in language is the differing expectations that people have about the logical organization of written texts and the influence these may have on L2 literacy development. The field of Contrastive Rhetoric (CR) uses the notion of culture to explain differences in written texts and writing practices. CR seeks to build a research base to identify the fact that there are differences between languages and rhetorical preferences, and metadiscourse is one of the most researched aspects of this enterprise. Basically the L2 writer is writing from his or her own familiar culture and the L1 reader is reading from another context, and so a possible explanation for any difficulties of comprehension may be related to the amount of effort the writer expects the reader to invest in the text. Metadiscourse is a good example of how skilled writers craft their texts with an orientation to the reader in English. It is, for example, the writer's task to provide transition statements when moving from one idea to the next, to indicate how ideas are to be linked and understood, and to regularly bring the reader into the text.

## **2.10 Interpersonality applied to translation**

There are few contrastive works comparing metadiscourse elements in English and Spanish designed to be applied to specialized translation (Suau Jiménez, 2010). Suau Jiménez analyzed two examples of metadiscourse, *hedges* and emphatic elements, in a pilot corpus of research and popular science articles in English and Spanish with the aim of accounting for those metadiscourse elements which are prototypical of English scientific discourse and see whether there is a correspondence with the Spanish scientific metadiscourse. The implications for translation are important since metadiscourse assists in the accomplishment of some important prescriptive functions in scientific genres: politeness and/or reader persuasion, both in research and popular science articles. If these texts are translated without considering metadiscourse of the target language and genre, the final translation may not convey the correct message and would be considered a deficient translation (Suau Jiménez, 2010). Translation is a

process that cannot only depend on the finding of equivalences in communicative functions and terminology. It is also necessary to take into account the interpersonal function, i.e. metadiscourse or the way in the author addresses the reader. This is what varies from one language to another, from one genre to another and, possibly, from one area of specialization to another (Suau Jiménez, 2010).

Suau Jiménez (2011b) stresses the importance of the use of interpersonal metadiscourse markers when teaching translation. Her metadiscursive analysis of news and opinion articles taken from journalistic texts on economy and companies written in English and Spanish suggests inter and intra linguistic differences which could be taken into account when teaching this type of translation. The most important difference between the two languages is that in the interpersonal metadiscourse in English, there is an important usage of *hedges*, while in Spanish there is an abundant use of *attitude markers*. In her research, Suau Jiménez highlights the fact that in specialized translations, due to the fact that the original text and the target text follow different metadiscourse patterns which the translator must be aware of in order to correctly communicate the message when translating. For instance, there could be a tendency for the non-native speakers of English (NNSE) to write or think first in their L1, then translate to the L2.

Interpersonal metadiscourse forms patterns or models (Hyland and Tse, 2004) which are constrained by the boundaries of genre and the language characteristics. Therefore, it shows a sociolinguistic and cultural basis which can vary. This is crucial in specialized translation, since the source and target texts may differ in their metadiscoursal patterns and translators must be aware of these differences that, if poorly translated, can damage the communicative purpose and style of texts. In the teaching of translation, it is necessary to provide students with metadiscourse referents that assist them in the processing of texts, thus guaranteeing quality in the final product.

A false interpretation of a text can also take place if a text in English is translated directly in another language without taking into consideration the metadiscourse resources used in the original language. When translating from one language into another it is very important to keep in mind the metadiscourse usage in the original language in order to reproduce it and thereby produce a more exact translation which communicates what is really meant to be said (Suau Jiménez, 2010).

If not, the only thing which is achieved is a perfectly translated text as far as grammar and communication functions are concerned, but lacking in metadiscourse resources from the original language, and this can totally downplay the intended persuasion effect (Suau Jiménez, 2006a, p. 2). For example, in the Anglo-Saxon world, especially in the United States, much attention is given to training students from a very young age to write effectively. Even when a student starts university there are mandatory courses in English composition. Emphasis is put on communication with a reader, making this an explicit feature of the writing process. The very fact that this type of skill is emphasized in the educational system shows a uniform ideology in the society as a whole.

### **2.11 Previous research**

The field in which most research on metadiscourse has been carried out is the academic one, specifically the genre of the research article. The reason for the abundance of research on this genre is because there exists a relationship between the author and the scientific community and new findings are continuously presented always following the norms of courtesy set down by the very scientific community (Suau Jiménez, 2011a).

Persuasion is one of the most important functions of a number of genres and specialized discourses. Persuading, entertaining, informing or getting the reader to act in a particular way are functions which are closely linked to the interpersonal macro-function which is expressed through the use of certain metadiscourse markers (Suau Jiménez, 2011a).

Dafouz Milne (2008) has performed studies on metadiscourse in English in newspaper genres, analyzing the textual markers as well as the purely interpersonal ones. She suggests, just like Hyland and Tse (2004) and Hyland (2005a) that the essence of metadiscourse is the interpersonal relationship and not the textual one because, due to its own nature, one must take into consideration the previous knowledge of the reader, their experience with texts and their processing needs (Dafouz Milne, 2008: 97).

In the study carried out by Vázquez-Orta et al. (2008), the main objective is to see what extent *hedges* are used in research articles in the disciplines of Marketing, Biology and Mechanical Engineering with a persuasive and intensifying value.

In their study propositional meaning can be formulated with different degrees of strength, ranging from very weak, tentative statements to very strong, assertive statements. In this paper they focus on this particular part of the cline, that is, on those lexico-grammatical features in the text which contribute to stating conviction and certainty on the part of academic writers. According to Hyland, *boosters* (e.g. *definitely...*, *I am sure that...*, *we firmly believe...*) create an impression of certainty and assurance, and they can be used to instill trust and confidence in academic readers. *Hedges* (e.g. *it would appear that...*, *there is a good reason to believe that...*, *may be possible...*), on the other hand, are used to withhold the writer's commitment in order to protect him or her from too strong assertions, which may later prove to have been made in error (Hyland, 1998a, pp. 236-238). Hyland concludes that there needs to be a balance between these two metadiscourse markers of credibility. According to him, *boosters* or certainty markers "allow writers to project a credible image of authority, decisiveness, and conviction in their views", while *hedges* help them to "demonstrate personal honesty and integrity through willingness to address hard realities, albeit behind a shield of mitigation (Hyland, 1998b, p. 238).

Another researcher, Mapelli (2008), performed an in-depth study on interpersonal metadiscourse in Spanish, particularly *boosters*, in the "tourism" section of the Spanish town hall's websites. She placed particular emphasis on expression of the subjectivity of the author through the heavy use of attributive adjectives.

Suau Jiménez (2014) presents findings on interpersonality in non-academic discourse with special emphasis on tourism web genres. In this particular study findings suggest that interpersonal markers participate in the characterization of this genre. More specifically, the analysis deals with how interpersonal markers behave to shape the *traveller's forum* genre, in terms of stance (writer's voice and authority) and engagement voice (reader's voice and alignment), from a quantitative and a qualitative perspective. The *traveller's forum* is defined as an informal genre, facilitated through the internet whose aim is to exchange personal opinions, judgements and evaluations from a non-business viewpoint, since participants share a similar power status. The

slightly higher number of markers in the stance voice compared to their use in the engagement one as derived from the quantitative analysis could be due to the structure of the traveller's forum itself, where the initial *wreader's* (0) (the blurring boundaries between writer and reader- is central to the *travellers' forum* genre and represents a new form of interaction where a particular discursive psychology is on the basis of its communicative goal and, most importantly, its rhetorical functions and metadiscursive nature intervention displays a larger amount of stance voice markers (*self-mentions* and *hedges*) than engagement ones.

In order to fulfill the competing demands of persuasion and objectivity in academic writing, complex linguistic maneuvering is required, drawing on interpersonal as well as ideational resources. The interpersonal contribution to this strategy involves the creation of the writer as a person, and this can be achieved, for example, through the use of modality, *first person pronouns* and attribution (Myers, 1990). Other authors have widely discussed the persuasive function of metadiscourse (Mauranen, 1993; Hyland, 1998a, 2005a, pp. 63-71; Dafouz Milne, 2003; Dafouz Milne, Núñez and Sancho, 2007) and some studies have been carried out to analyze how metadiscourse markers attain persuasion and how such persuasion is metadiscursively articulated (Dafouz Milne et al., 2007).

As Vassileva (2001, p. 85) points out, the linguists' focus on *hedges* over *boosters* is somewhat surprising, as the two concepts seem to be equally interesting topics of research both in terms of theory and practice. In her study concentrating on the expressions of commitment (i.e. *boosters*) and detachment (i.e. *hedges*) in Bulgarian and English academic texts, Vassileva comes to the conclusion that considering the entire scale of certainty expressed in her corpus is vital for the correct interpretation of the study results (Vassileva, 2001, pp. 91-95). Her findings demonstrate that Bulgarian scholars writing in their native language maintain the same commitment/detachment level throughout their academic texts. Whereas Bulgarians writing in English tend to use a considerable number of *boosters* in the discussion section and end up rather careful, hedged claims in the conclusion. Native speakers of English, on the other hand, were observed to do the opposite, i.e. hedge their claims heavily in the discussion part of their articles while using more emphasizing expressions and appearing more confident in the concluding section of their texts (Vassileva, 2001, pp. 86-91).

In this particular study Hyland's view of metadiscourse was adopted as "the cover term for the self-reflective expressions used to negotiate and engage with readers as members of a particular community" (Hyland, 2005a, p. 37). Since the purpose of this study is mainly to analyze the ways in which some communicative acts are carried out in research articles (RAs) belonging to different disciplines, Hyland's definition results particularly interesting for emphasizing the interpersonal function of language. In accordance, Hyland's classification of metadiscourse deals with the ways in which writers create different functions in their discourse. His model takes into consideration two dimensions of interaction: the interactive dimension and the interactional dimension. The first one is related to the way the writer or speaker organizes the information presented according to the audience. That is, the way the information is disposed will depend on the knowledge of the reader and the genre. The function of metadiscourse elements here is to shape the information in order to meet the expected needs of the audience. The interactional dimension is more related to the actual communicative functions the author wishes to transmit the audience. In this dimension, the function of metadiscourse elements will generally consist in modulating certain statements and enhancing others with the main purpose of defending the author's conclusions and convincing the audience of their truth.

As previously mentioned, up until now the bulk of research on metadiscourse has involved studies on academic rhetoric and discourse. This includes analyses of secondary school students' compositions, text-linguistic research into the variety of discourse preferences as a result of cultural differences, the use of persuasion, how metadiscourse can be "lost in translation" and the use of metadiscourse in scientific articles. To date, research into metadiscourse has produced models which clearly demonstrate how the resources are employed to achieve the writer's goal: facilitate community-specific interactions. The use of these resources is perhaps more noticeable when comparing texts produced by native-English writers with those written by nonnative speakers of English (for example, EFL students).

The writings of EFL students, or students whose native language is not English, is frequently used in this kind of research because it is easier to pinpoint the resource usage when compared to other common features of published professional writing. The use or nonuse of metadiscourse could be the result of learning the English language and/or the student's native language interference and culture. For instance, some



languages might not emphasize the usage of metadiscourse and the upbringing of some students may not favor the use of certain metadiscourse resources (the use of *hedges* and *attitude markers*, for example). A growing body of research has sought to identify the rhetorical features of particular languages, often comparing these features to those in English texts. According to Hyland (2005a, p. 117) Anglo-American academic English tends to:

- be more explicit about its structure and purposes;
- employ more, and more recent, citations;
- use fewer *rhetorical questions*;
- be generally less tolerant of asides or digressions;
- be more tentative and cautious in making claims;
- have stricter conventions (such as *therefore* and *however*);
- place the responsibility for clarity and understanding on the writer rather than the reader.

As can be seen, most of the research carried out on metadiscourse has been on academic and business literature and documents, as well as on tourism genres. Since the focus of my research is on international student handbooks, I have had to look for similar genres in order to compare and come to effective conclusions. Genres which have the objective of promoting and/or persuading are very closely related to the genre of international student handbooks.

Hyland (2005a) describes the results of other comparative studies of Spanish and English editorials and articles. In the study carried out by Dafouz Milne (2003) on editorials, the results suggest that both culture and genre influence metadiscourse. Spanish cultural preferences perhaps shape the use of textual metadiscourse, with the differences in transitions pointing to different ways of constructing arguments and the use of code glosses reflecting greater freedom to introduce complementary information. English writers use more interpersonal (interactional) metadiscourse and more adversative markers than their Spanish counterparts. In another study carried out by Moreno (2004) on Spanish and English business and economics research articles more similarities than differences were found in the use of certain metadiscourse resources.

For example, both groups chose to highlight the casual relation to a similar extent by signaling the function as independent sentences as opposed to embedding the metadiscourse devices in the sentence. Both English and Spanish writers had a greater preference for *implicit labels* (in which the referential item is left implicit). This could mean that the writers believe that their readers have sufficient specialist competence to recover the relative arguments from the preceding text to accept their conclusions. One difference found was the Spanish preference for the use of *fuzzy labels* (where the deictic element is made explicit by using a pro-form such as *this* and *all this* in English, or *esto*, *eso*, *ello*, *aquí* and *lo cual* in Spanish). This greater use of *fuzzy labels* by Spanish writers may imply that the Spanish writers are making more space for alternative interpretations or offering readers a chance to dispute the conclusions.

A study performed by Crismore, Maarkanen and Steffensen (1993), compares writings by Finnish students to those by U.S. students. According to the study the Finnish students use considerably more than the U.S. ones the following resources (subcategories) of metadiscourse: text markers, interpretives, *hedges*, *attitude markers* and commentaries. On the other hand, the study also reveals that there is a remarkable difference between genders regarding the use of certain resources. The biggest gender differences were for text markers, *attitude markers*, and *hedges*. Males used more text markers than females. For females, *attitude markers* were the second most frequently used type of metadiscourse whereas for the males they were the third. For males, *hedges* were the second in frequency whereas for females they were the third. It was also found that women used more commentary and interpretives than the men. On the whole, Finnish students used more metadiscourse than the U.S. students. Finnish students used *hedges* five times more than they did certainty markers and the U.S. students used *hedges* three times less often) but still more than certainty markers. Finding explanations for these differences is not easy, but it is clear that gender and culture do play an important role.

The study carried out by Mauranen (1993), shows rhetorical differences between texts written by academics with different cultural backgrounds. The findings indicate that Anglo-American writers use more metatext or text about text than Finnish writers. It can be concluded that Anglo-American writers are more concerned with guiding and orienting the reader than the Finns, and, thus, show more explicit presence of the writer

in the text. Finnish writers show a more negative kind of politeness and are more implicit in their writing.

A study of metadiscourse use in graduate research writing carried out by Hyland and Tse (2004) shows that metadiscourse is particularly important at this advanced level of writing as it represents novice writers' attempts to negotiate information in ways that are meaningful and appropriate to a particular disciplinary community. The study showed that there was a frequency of metadiscourse use every 21 words (out of a total of a four million word corpus), proving the extent to which metadiscourse is related to the socio-rhetorical contexts in which it is used.

In this section we have seen studies on Metadiscourse carried out on Spanish and English editorials and articles, Finnish and U.S. student writings, research articles, texts written by academics with different cultural backgrounds and graduate research writings. In the study on Spanish and English editorials and writings it is clear that culture and genre influence metadiscourse. For instance, Spanish writers, in order to shape the use of textual metadiscourse, use transitions to construct arguments and use code glosses to allow introducing additional information more freely. On the other hand, English writers use more interactional metadiscourse and more adversative markers. Both groups preferred to use implicit labels which could mean that they believe their readers can deduce the relative arguments from the preceding text to accept their conclusions. In the study on Finnish and U.S. students the Finnish used more *text markers, interpretive, hedges, attitude markers* and *commentaries*. The same study showed that males used more text markers than females and females used more attitude markers than their male counterparts. In Dahl's (2004) study on metadiscourse in research articles written in English, French and Norwegian the following was determined: the use of metatext is a marker of academic discipline and is used almost identically in all three languages. In English and Norwegian economics and linguistic articles there is a similar amount of metatext, whereas the French texts use much less of this device. Mauranen's (1993) study shows that Anglo-American writers use more metatext than Finnish writers which could mean that they are more concerned with guiding and orienting the reader than their Finnish counterparts. Crismore and Vandekopple (1988) showed that subjects learned most when the *hedges* appeared in personal voice, the second half of the passage, and low intensity. And finally, Hyland and Tse (2004) demonstrated that metadiscourse is most used by advanced-level writers as they

attempt to negotiate information more. The study of the impact of marketization on higher education genres which used the international student prospectus as a case in point, showed how the practices of marketization manifested themselves at the level of discourse in higher education. In the study, the international student prospectus was analyzed as an instance of a highly promotional genre which clearly reflected the values and forces of the free market.

### **2.11.1 Research in business writing**

Since the early 1980s, a growing body of research on business discourse has considered the nature and construction of written communication in organizational or institutional contexts (e.g., the collections by Odell and Goswami, 1985; Bargiela-Chiappini and Nickerson, 2007). Methodological approaches have included surveys on the use of business writing in organizations, contextualized text-based studies of specific written text types, ethnographic case study accounts of writing activities undertaken within the context of specific organizations or specific corporate activities, and linguistic investigations of written business discourse, often involving specific text types and contrastive analyses on a cross cultural or intercultural basis.

Surveys of business writing (practices) include Cassady and Wasson (1994) and Gallion and Kavan (1994), both on the use of written documents in US corporations, Barbara, Celani, Collins, and Scott (1996) on written documents and (foreign) language use in the Brazilian business context, Louhiala-Salminen (1999) on texts used in a Finnish business community, Vandermeeren (1999) on the use of written documentation and (foreign) language use in German, French and Dutch companies, and Nickerson (2000) on the use of English by non-native writers in British multinationals in the Netherlands. Studies such as these have provided useful information about the specific text types used in organizational settings, the way in which specific business texts contribute to the construction of social and communication structures within organizations, and the use of foreign languages – especially English as a lingua franca – in written business discourse in multinational and intercultural contexts.

Hyland (1998a) provides a quantitative comparative analysis of a number of key differences in use of metadiscourse between the CEO's letters and the Director's

reports. Although metadiscourse occurred in both, and there were also more textual devices than interpersonal devices in both, the CEO's letters contained 'about two and a half times more metadiscourse per 100 words' than the Directors' reports, and they also included 'six times more interpersonal metadiscourse' (Hyland, 1998a, p. 231). The conclusions of the analysis were that the CEO letters employed more metadiscourse than the Directors' reports due to the fact that there was more of a need on the part of the CEOs to clearly transmit ideas, intentions and attitudes. On the other hand, the Directors' reports actually used less metadiscourse due to not really feeling the need to control what they were writing and not being concerned about the effect the correspondence might have.

Hyland goes on to say that although devices such as the logical connectives *and*, *also*, and *but*, and the hedge *would*, were the most frequently occurring devices in both corpora, "the ten most frequently occurring items accounted for 81% of all devices in the Directors' reports as opposed to only 51% in the CEO's letters. The reports are therefore much more formulaic than the letters. In addition, whereas 85.5% of the metadiscourse devices in the Directors' reports belonged in the textual categories, with 14.5 % in interpersonal categories, only 62.3 % of metadiscourse devices were textual in the CEO's letters, and 37.7% were interpersonal" (Hyland, 1998b, p. 232). Relatively speaking as well as being less formulaic, the CEO's letters are also more interpersonal than the Director's reports. Hyland summarizes the reasons for this by saying, "While directors' reports are often a simple record of company particulars, the CEO's letter represents corporate communication decisions which involve attempts to influence the audience" (1998b, p. 232).

Furthermore, in his qualitative analysis, Hyland looks at the rhetorical effects of the different metadiscourse devices in the CEO's letters, in particular how these contribute to the realization of rational appeals, credibility appeals and affective appeals. Rational appeals in the text are about how writers choose to define problems, support claims, validate promises, state conclusions, and so on, and their persuasive force is dependent to a large extent on the logic connecting these elements (1998b). Textual metadiscourse elements, such as logical connectives and frame markers, play a fundamental role in this process, since textual metadiscourse helps readers understand how the text is organized by explaining, orienting them to, and guiding them through the information. It functions rhetorically to point readers in the direction of the

argument intended by the writer (1998b). In his discussion of metadiscourse and credibility appeals, Hyland looks at how metadiscourse is used to realize a writer's ethos, that is, the projection of "the writer into the document to present a competent, trustworthy, authoritative, and honest *persona*" (1998b, p. 235). Not surprisingly, credibility appeals are enhanced in the CEO's letters through interpersonal devices, such as *hedges*, *emphatics*, relational markers and attributors, all of which help to indicate writers' assessments of truth and their convictions in their views (1998a). And likewise in affective appeals, where the persuasiveness of the text is achieved if the writer effectively relates to the reader, interpersonal devices, such as *attitude markers*, and *hedges*, together with the manipulation of pronoun reference are again shown to make an important contribution to the effectiveness of the text, this time in the development of a relationship with the reader (1998a). Hyland's analysis of the role played by metadiscourse in the different appeals in the CEO's letters allows him to conclude that metadiscourse is a ubiquitous feature of the way CEO's portray their awareness of how best to represent themselves and their companies (1998b). He goes on to call for further investigation of metadiscourse in other business genres including variations between different genres, for instance reports versus letters, and variations within the same genre in different circumstances, for example CEO's letters in high versus low performance companies, in more profitable versus less profitable years for the same company, and in companies working in different sectors. And in his concluding remarks, he makes a connection with the teaching of business discourse and underlines the importance of raising student awareness of the type of strategic rhetoric that metadiscourse facilitates in corporate writing in addition to a careful selection of appropriate propositional information: Finally, the analysis may help students of business communication understand and gain control of metadiscourse in their own reading and writing of business genres. Such studies can help learners gain a better understanding of the strategies used in corporate messages and develop a more effective rhetorical and verbal repertoire to use in the professional domains in which they will find themselves. CEO's letters are among the most widely read and easily accessible documents companies produce. Often readily encountered by shop-floor employees and small investors, annual reports are now distributed internationally. "They thus represent part of the growing hegemony of English and the increasingly insistent undercurrent of a promotional culture in informative discourse. Analyses such as the one presented here

can therefore help consumers of these documents develop a rhetorical awareness of written managerial persuasion” (Hyland, 1998b, pp. 241–242).

A sizeable number of studies of business writing has been geared to investigating (new) written business text types, in relation to aspects of the corporate context in which they are produced (Bargiela-Chiappini, Nickerson and Planken, 2007, pp. 184-186). These studies have explored the interface between text construction, the people who write the texts, and aspects of the wider business environment. Van Nus (1999) explored the relationship between discourse practices in direct sales letters and the corporate context in which they are produced. Following a survey of 600 Dutch organizations to establish what factors in the corporate context determine a company’s media selection in general and direct mail selection in particular, she uses a moves analysis (e.g., Bhatia, 1993; Swales 1990) to investigate a corpus of direct mail letters (sales offers) sent out by the Dutch subsidiary of an international ship broker’s firm. She characterizes the genre by considering the texts’ structural elements and their functional components (that is, acts and moves). Her findings confirm earlier results regarding a similar genre, but used in another language and against a different cultural background (see Bhatia, 1993, on Singaporean companies’ and western multinationals’ sales promotion letters), suggesting that there are similarities in the way direct mail letters achieve their communicative purposes across countries. Using examples from the corpus, van Nus also demonstrates the methodological relevance for genre research of a model of corporate context which considers different situational levels (business community, organization and campaign) in the analysis of business documents.

### **2.11.2 Research on promotional genres**

Despite the fact that very little research has been done on International Student Handbooks, a suitable amount of study has been done on promotional genres, which is similar to the Handbooks which are also promotional.

The approach taken by Bhatia to the investigation and the main area of research which was referred to was done in the field of genre analysis, particularly studies in Bhatia’s (1993) promotional genre for job application letters. Bhatia’s model based on moves analysis for promotional genres should provide a suitable starting base for

TEFL/TESL application letters. Bhatia indicated that sales promotion letters and job application letters were two closely related instances of the same promotional genre, as they used the same medium, exploited the same form and their participants had a similar role relationship.

Suau Jiménez (2012a) has done research on promotional genres in tourism. It has been proved that there are different semantic fields (accommodation, art, culture, climate, sports, trips, scenery) that indicate that the language of tourism has its own characteristics which distinguish it from that of business (Alcaraz Varó, Mateo Martínez, and Yus Ramos, 2007), which makes us think of the existence of communicative functions and a specific lexis that can define and analyze in its corresponding contexts. In her research, Suau Jiménez uses promotional genres of tourism in the electronic format (2012a): the *institutional webpage*, included in the corpus COMETVAL (Corpus Multilingüe en Turismo de la Universitat de València). The institutional webpage for the promotion of tourism has similar characteristics in English and Spanish, starting with the persuasion of the reader as regards the touristic product. Metadiscourse is especially important in certain genres with the object of provoking a particular action, which occurs with the genres of the promotion of tourism products, trying to get the reader to not only interpret a message, but also as a consequence to use the products (Suau Jiménez, 2012a). In English for tourism, for instance, persuasion is obtained by the usage of *attitude markers* (Suau Jiménez, 2006b), being that it is necessary to establish a direct relationship with the reader in that the writer transmits their opinion directly to the reader, which is very usual in English metadiscourse, and which the promotional genre the analyzed, has special importance. Suau Jiménez (2006b) observed that once again interpersonal metadiscourse is an important tool in a specialized language, in this case, for tourism. The interpersonal relationship between the author and the reader is relevant due to the genre *Promotional Institutional Tourism Web* – COMETVAL corpus – directs the reader towards certain contents through persuasion. On the one hand, it has been observed that the persuasive function is carried out differently in English and Spanish, through the frequency and usage of certain markers as the results indicate: mainly *downtoners*, *engagement markers*, and *self-mentions* for English, and for Spanish, *self-mentions* and *attitude markers* as the most used markers. This seems to confirm the findings of previous research in this specialized language for tourism (Suau Jiménez, 2006b; Mapelli, 2008),



and in other specialized languages apart from tourism, where *downtoners and engagement markers* are constant markers and are relevant for English just as *attitude markers* are for Spanish (Dafouz Milne, 2008). The conclusion drawn from this research could be that social and cultural linguistics of each language, that is, the need for each area or professional community to communicate and the usage and cultural tradition of each language require certain metadiscourse markers that meet the communication requirements of the genre (Suau Jiménez, 2012a).

As I mentioned beforehand in the Genre section of this paper, the international student handbook researched as a genre has been set out in the study 'the impact of marketization on higher education genres'. Judging from this analysis it does indeed appear that the international student prospectus (a.k.a. international student handbook) is becoming more and more an established genre within the international student community.

#### **2.11.2.1 Previous research on international student handbooks**

In Askehave's (2007) article on the international student prospectus and its marketization impact on higher education genres she describes and analyzes the international student prospectus as an example of a highly promotional genre. The article contains two analyses. The first analysis compares four examples of the international student prospectus genre from Finland, Scotland, Australia and Japan and tries to establish genre membership and genre characteristics by considering the overall text structure, and by looking for similarities in content and 'rhetorical moves'. The second analysis is an in-depth analysis of the language use in the international student prospectus from the University of Stirling, Scotland. This analysis focuses on the way the rhetorical moves and visual and lexico-grammatical features in the text are used to represent the two main participants in the text: the university and its (potential) international students. This analysis focuses specifically on the roles and relationships assigned to the two main participants in an attempt to show how the international student prospectus, with its obvious focus on promotion and marketization, uses a discourse which represents the university as a provider of innovative goods and services which then meets the demands of its students.

In the article, Askehave refers to the genre of *international student prospectuses*, a genre which has received little attention from discourse researchers and communications experts. Previous research into the international student prospectus as a genre is very limited and sporadic and the studies that *do* exist are mainly of a qualitative, content-oriented nature with special emphasis on *student expectations* in relation to materials design (Askehave, 2007).

The purpose of Askehave's analysis is to identify the characteristics of the international student prospectus – first by comparing four examples of the genre to see whether the genre shows consistency in terms of text orientation and rhetorical moves (particular linguistic patterns, stages or structures, conventionally found in a text or in a segment of a text) and second to make an in-depth analysis of the rhetorical features of one international student prospectus (2007).

The prospectuses under investigations are from the University of Stirling (Scotland), Waseda University / School of International Liberal Studies (Japan), Lappeenranta University (Finland) and University of Adelaide (Australia). Askehave has deliberately chosen to include prospectuses from four different countries in her analysis of rhetorical moves as she believes the international student prospectuses are a truly international genre and therefore should be compared cross-culturally. The genre is most often written in English (irrespective of country origin) and targeted towards the same international office – that is, potential international students seeking information on exchange programs/studies abroad. And, the prospectuses are, therefore, comparable as they are competing for the attention of the same group of adventurous young people with the same purpose in mind.

Askehave's analysis of rhetorical moves in the four international student prospectuses comes from Swales's genre theory:

“A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community and thereby constitute the rationale for the genre. This rationale *shapes the schematic structure* of the discourse and influences and constrains choice of content and style”. (Swales, 1990, p. 58)

As appears from the definition above, the primary criterion for classifying certain communicative events as a 'genre' is a set of shared communicative purposes (in the case of student prospectuses, e.g. to persuade international students to come to the university). However, it also appears that the major linguistic realization of communicative purpose is in the *staging structure* by which a text of a particular genre unfolds (referred to as the 'move structure' of the text). Thus identical genres will include a somewhat identical move structure, which divides the text into several functionally distinct stages or steps. As Swales (2004) puts it:

"A 'move' in genre analysis is a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse. (...) At one extreme it can be realized by a clause; at the other by several sentences. It is a functional, not a formal unit". (Swales, 2004, p. 228)

A thorough study of the four international student prospectuses show that all four documents contain moves of similar nature, while also allowing for individual variation in choice and sequence of moves.

The analysis shows that all the universities draw on a highly conventionalized move cache when producing international student prospectuses as all brochures contain the following moves: identification of sender, description of university, description of course/degrees, description of destination, providing practical information, providing contact information (Askehave, 2007).

Judging from the move structure analysis performed by Askehave, it appears that the international student prospectus is very much gaining ground as an established genre within the 'study abroad' community. The moves, and sequence of moves, display a shared, common pattern, which of course also leaves room for 'personal' variation, most notably depending on the emphasis placed on the extracurricular features of the foreign university.

The move structure of the Stirling prospectus makes a significant departure from the 'obligatory' move structure as it includes a significant number of additional moves. Apart from the first two moves (identification of genre and year), the choice and rhetorical functions of the additional moves reflect a certain concern for the reader and his/her well-being, focusing on the friendly, welcoming, beautiful atmosphere of the university while providing extensive information about what the university offers in terms of extra-curricular activities and facilities. Thus the prospectus begins by greeting the readers in the 'welcoming remark' and provides them with a table of contents which helps guide their reading. Contrary to some of the other prospectuses, an entire move is devoted to a detailed description of campus life, focusing on the things which the campus has to offer (e.g. student center, sports complex, library, auditorium). Furthermore, information about 'student support' and 'accommodation' is classified in two individual moves which provides the readers with detailed information about the kind of support students are offered during their stay and the accommodation possibilities.

Judging from the number of additional moves emphasizing extra-curricular activities and support facilities, the University of Stirling prospectus seems to be trying to attract the attention of its readers – not by emphasizing academic merits but by imitating the tourist industry, 'selling' the destination (Stirling/Scotland) and its people and facilities to potential students.

The analysis of interpersonal meaning is concerned with the way grammatical features help create a relationship between participants in the text: the writer and the reader (potential international students). Interpersonal meaning is, among other things, expressed grammatically through the use of mood and pronouns.

The prospectus is dominated by declarative clauses. This is not surprising given the fact that the main aim of the prospectus is to provide the reader with information about the university. However, and it should be highlighted, we also find quite a few imperative clauses in the text. Generally speaking, the basic communicative effect of imperative clauses is that of expressing command (Downing and Locke, 1992). However, the imperative clauses in this context are not used in the typical sense of ordering someone to do something but rather as an attention-seeking device known from promotional and advertising discourse, used as a friendly, direct call for action

(examples: 'Put yourself in the picture', 'Move in and feel at home'. ) (Askehave, 2007).

#### **2.11.2.2 The international student handbook: a business-academic genre**

Whether they are on paper or online, International Student Handbooks are the heart of the internationalization of any university campus because they provide the information the user (the international student) needs to use the product (to participate in an exchange or to enroll in the university as a regular degree-seeking student). Without an understandable handbook, the reader may not receive the message correctly if at all. Communicators can encounter several problems related to culture as they develop their International Student Handbook. One of the many problems is language. As mentioned before, in Western cultures, especially English-speaking cultural contexts, the principal verb form is the imperative mood where the subject is understood to be the second person *you*. In other, non-English-speaking Western cultures, it is considered rude to use second person imperative mood verbs. These are familiar forms used among friends and family and not be used by strangers – especially authors of handbooks containing information needed to study at a foreign university. Style can also create problems for the communicator, specifically such matters as word choice, metadiscourse and sentence structure.

After analyzing 100 international student handbooks (50 written by NSE and 50 by NNSE) for this thesis, I have found indications that these handbooks could be a mix of two genres, academic and business. The handbooks have certain features of academic genre in that they are targeted at an informed audience seeking admission to a foreign university, and they are intended to reinforce arguments about the university. On the other hand, the handbooks also follow certain tendencies of business genre such as persuading, marketing and literally 'selling' the foreign university. The business-academic genre provides an interesting combination of two genres which show a very interesting usage of interpersonal metadiscourse markers.

### **2.11.3 Cross-cultural varieties for promotional genres**

The second area of investigation would be to make a comparative study between Bhatia's (1993) findings in the area of cross-cultural variations in job application letters written by South Asian applicants and TEFL/TESL application letters written by British and Chinese students.

The examination of TEFL/TESL application letters written by British and Chinese students had yielded several interesting observations and suggested that certain generalizations could be made for both British and Chinese application letters. Many of the differences between the two sets of data suggested that many of the problems encountered by Chinese applicants writing in English might be attributable to cross-cultural variations.

It was found that British applicants were generally credited with greater knowledge of the conventionalized language use and internal structure of TEFL/TESL application letters in English than Chinese applicants. British TEFL/TESL application letters were generally more formal and less direct than those written by Chinese applicants. The data from Chinese TEFL/TESL application letters showed sensitivity to politeness strategies, even though their linguistic output was not always within the range of British variation.

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## **3. Statement of Purpose**

### **3.1 The need for research in the field**

The purpose of my research is to show the need for further investigation into interactional metadiscourse used by NSE and NNSE in international student handbooks. In a communicative situation, such as an international student handbook, an orientation to the reader is crucial in obtaining social and rhetorical goals. I propose that international student handbooks are both an academic and business genre, and, to my knowledge, not much, if any, research has been carried out on interactional metadiscourse as a combination of two genres. The bulk of the research to date has been carried out on academic genres such as research writing and academic texts written by native and non-native English speakers and also on business writing genres such as letters, reports and articles, as well as on internet touristic genres such as promotional web pages (e.g. Pérez-Llantada, 2006, 2010a, 2010b; Mur-Deñás, 2007, 2011; Vázquez-Orta, 2008, 2009; Suau Jiménez, 2005, 2006a, 2006b, 2012b; Vassileva, 2001; Lafuente-Millán et al. 2010). It appears that, little by little, research into interactional metadiscourse is covering more and more genres. In business writing, such is the case of international student handbooks, writers achieve an appropriate writer-reader relationship by skillfully combining various interpersonal markers in order to construct this relationship. The study carried out by Askehave (2007) on international student prospectuses clearly shows that there is beginning to be an interest in this particular genre and that further research is relevant and necessary. I would also like to look into the possibility that there is a difference in usage of certain interactional metadiscourse markers among NSE and NNSE writers and what could be the reasons for this difference.

The continuing interest in metadiscourse by students and researchers worldwide is evidence that metadiscourse is a distinctive characteristic of language and it deserves close attention from linguists. It is strongly expected that future studies of metadiscourse will add to our knowledge of effective rhetorical strategies for various cultures and contexts.

### **3.2 Professional experience and motivation**

After over 12 years of managing an international relations department and many more years as a professional EFL (English as a Foreign Language) teacher in a private university in Valencia, Spain, I have been able to observe that students follow similar

patterns when selecting a destination for a semester or a full year abroad. The availability of easily-understood pre-departure information about the host university is always essential in helping the student make a choice of which institution to study at. The international relations departments of all institutions, with rare exceptions, provide potential international students, or the international relations department of the potential students' university, with sufficient information to give a good idea of the location, facilities, leisure and academic programs. When I first set up the international relations department of my university 12 years ago, I knew that drawing up an enticing international student guide would be a key factor in recruiting the maximum number of international students (which at the time was of utmost importance). My key goal was "to sell". My knowledge of marketing was very limited, but I did know that potential customers, in this case potential international students, needed to be convinced that we were the best and that our university was the best campus for studying abroad period. Keeping this in mind when I started writing up my first International Student Handbook, I was very careful with my choice of words and structures. I was also very meticulous with selecting adverbs and adjectives and with the register to be used. Should the register be formal or informal? Should I add in extra adverbs and adjectives in order make the readers aware that they weren't being informed about just any university, but a very special one? I knew that the International Student Handbook would be the first contact that potential international students would have with my university and that their first impression would come from this guide. As a native English speaker, I was, and am, well aware that there exist "ways" of persuading and drawing the reader close to the writer and eventually convince them to do practically whatever you want. Our first year of international exchange was very weak, we received only 3 international students who had previously read a very quickly written handbook which had not even been revised and no emphasis had been given to interpersonality. However, the following year, with a new and improved handbook, we received over 30 applications just for the Fall Semester. I am convinced that this surge in the number of students was due to the improved International Student Handbook which had been previously sent to over 27 partner institutions. On the other hand, I noticed that it was very difficult to convince our outgoing Spanish students to attend certain universities in choice locations. Since my job was to provide our Spanish students with as much information as possible about the destinations, my sole source of information was the foreign universities' International Student Handbooks. After reading all the Handbooks



from our partner universities I detected that in many cases the English used was too ESL-type. In other words, the information was “cold”, impersonal and lacking any type of persuasion. It is no wonder our students were turned off by this information. These experiences motivated me to wonder if interactional metadiscourse was important or not in these guides for international students, or if the use of interactional strategies would help clarify and/or get the message across better. At one point I even asked myself if a university could recruit more international students as a result of the proper usage of interactional strategies, or, just the opposite, could the lack or misuse of interactional strategies give an international student an incorrect or negative opinion of a foreign university.

### **3.3 Research objectives**

The international student handbook is becoming more and more detailed and user-friendly as universities attempt to attract international students to their campuses. Handbooks written by NSE are leading the way with their detailed descriptions of courses, activities, procedures and solutions to every imaginable problem that an international student may encounter during their stay abroad. However, when NNSE attempt to produce similar guides, the message is not always clear, and/or the desired effect is not always achieved. The initial reading of the handbook can often lead to frustration, confusion, and only after sending several emails to the host university in an attempt to clear up all the doubts does the international student begin to understand the information that the handbook is trying to convey.

On the other hand, international student handbooks written by NSE do not seem to trigger so many doubts and so much confusion. One might be led to think that the reason would be the fact that the handbooks have been produced by NSE with perfect grammar, appropriate terminology and perfect spelling. However, looking closely at handbooks written by NNSE one can observe that the grammar is excellent if not perfect and the wording is more than adequate. Yet somehow the readers do not seem to be understanding, are not being persuaded and are not interacting with the writer. This assumption takes us right to the very principles of interaction in writing which is metadiscourse. The ability of writers to use metadiscourse effectively means that they control the level of personality in their texts and actually get the reader to interact with

them. Perhaps NNSE do not use metadiscourse in an effective manner and, thus, are not engaging the readers. The objective of this research is to compare NSE and NNSE authors' use of interactional metadiscourse in international student handbooks and discuss the possible implications.

### **3.4 Research questions**

I am intrigued by the fact that international student handbooks written by NNSE do not always get the message across and very frequently leave the reader confused or with a feeling of ambiguity even though at first glance the English is excellent. I am also extremely motivated by the fact that a possible explanation for this confusion could be the usage, or lack of, interpersonal metadiscourse on the part of NNSE which, interestingly enough, is used by NSE to persuade and convince our readers. This, in turn, leads me to ask the following questions:

- Are there any significant differences in the use of interpersonal metadiscourse between NSE and NNSE? If so, in what ways and what do these imply?
- Can it be supposed that guides produced by native English speakers (NSE) who are professional academics will naturally include better use of interpersonal strategies /metadiscourse than writers who use English as their L2 (non-native speakers of English, or NNSE)?
- Do NNSE really master interpersonal strategies?

Previous research leads me to suspect that two of the possible reasons for this could be the fact that interpersonal metadiscourse usage is not taught as part of learning English as a foreign language and/or there may very well be cultural factors which influence NNSE's written expression. On the other hand, I am also curious to know whether the possibility of different interpersonal metadiscourse usage among NSE writers could take place as well.

As mentioned previously, up until now the majority of the research on metadiscourse has involved studies on a limited number of academic genres such as research articles, textbooks and dissertations (e.g. Pérez-Llantada, 2006, 2010a, 2010b; Mur-Dueñas, 2011; Vázquez-Orta et al., 2008; Lafuente-Millán et al., 2010). It is

important to see how interactions work in other kinds of texts, and business genres, which, like international student handbooks, share a promotional and persuading nature, and are obviously a key area for further study. In the field of business interpersonal metadiscourse plays a key role in selling, persuading, convincing and reader-writer interaction. The subfield for my investigation is international relations, specifically student mobility, and the genre is university guides written in English for incoming international students. It must be emphasized that guides or handbooks for incoming international students normally appear in the English language, a language common to the vast majority of international students. It is much easier and less costly to provide these materials in just one language instead of translating them into various foreign languages. I believe that when a communicator is communicating to someone in a language which is not their mother tongue, in this case, English, the communication is made much more effective through interpersonal strategies/metadiscourse, and it is important that the writer master these techniques. What comes natural to a native English speaker, as a result of cultural upbringing or education, may not come easy to a non-native speaker. Since this type of texts have a persuasive aim, it can be understood that the use of interactional markers is vital. As simple as it may seem at first, this genre is a carefully crafted persuasive product designed to gain the reader's (in this case foreign student's) acceptance for a positive construction of the university's image and what it can offer on an international level.

#### **4. Methodology**

##### **4.1 Theoretical Framework**

For my theoretical framework I have relied heavily on Hyland's (1997, 1998a, 1998b, 2001, 2004, 2005a, 2005b, 2008a, 2008b, 2013) theories and research. As a result of his extensive research and writings, perhaps the most quoted expert on metadiscourse, and in the case of my research, particularly on interpersonal metadiscourse, is Hyland (2005a). As I said previously, Hyland highlights the fact that interpersonal metadiscourse deals in an attempt to bring the audience over to the writer's side. It is all about building a relationship with an audience. According to

Hyland, interactional metadiscourse allows the writer to project their stance towards the actual content of the writing, express their opinion and engage the readers. In other words, we are persuading and even convincing the audience to believe in something or take a particular action. The general model proposed by Hyland (2005a) for metadiscourse is comprised of two main categories of “interactive” and “interactional”. This model takes a wider focus by including stance and *engagement markers*. The interactive part of metadiscourse concerns the writer’s awareness of his receiver, and his attempts to accommodate his interests and needs, and to make the argument satisfactory for him. The interactional part, on the other hand, concerns the writer’s attempts to make his views explicit, and to engage the reader by anticipating his objections and responses to the text (Hyland, 2005a). Most of the above models follow Halliday’s (1994) tripartite conception of metafunctions which distinguishes between the ideational elements of a text - the ways we encode our experiences of the world - and its textual and interpersonal functions.

## 4.2 Method

### 4.2.1 About the theoretical framework

My opinion is that all of the approaches of metadiscourse which were explained earlier in this paper are relevant to informing what metadiscourse is and particularly how interactional metadiscourse has the main function of bringing the reader over to the author’s side by persuading and convincing. As I mentioned previously, several metadiscourse taxonomies have been introduced over the past three decades (e.g., Ädel, 2006, Crismore et al., 1993, Hyland, 2005a, Vande Kopple, 1985). However, as time went on, the taxonomies showed more comprehensiveness, clarity and simplicity along a similar theoretical line (except for Ädel, 2006, who brought up some theoretical changes). Hyland’s metadiscourse model (2005a), drawing on several earlier models, assumed two main categories for Metadiscourse – *interactive* and *interactional* – following the distinction made by Thompson and Thetela (1994:103-127) to acknowledge the *organizational* and *evaluative* features of interaction. This array of taxonomies has helped me create a mosaic of ideas which has in turn enabled me to form my own opinions about metadiscourse, particularly interactional metadiscourse.

For this research, I have applied the Interactional Metadiscourse model proposed by Hyland and Tse (2004) and Hyland (2005a) using the corresponding classification of elements which I have previously mentioned and which will be more thoroughly discussed here. Two separate tables were maintained, one for native English handbooks and the other for non-native English ones. In each handbook the interactional metadiscourse elements were identified line by line, classified, and the totals of each classification, along with the total number of words in the guide, were added to a table. I decided to include titles in my study and not just focus on the text because in my opinion they form a very important part of the communication to international students. Besides showing the number of interactional metadiscourse devices used for each classification, the percentage of usage was also included. In some cases I realized that many items were multifunctional (either metadiscursive with certain propositional content markers, depending on the context) and in some cases were simultaneously metadiscourse and propositional content. This was already suggested by Hyland and Tse (2004) and proved by Suau Jiménez (2006b, 2012a, 2014) in her research on tourism genres. My decisions of whether to identify certain elements as metadiscourse or not were based on what appeared to be the primary function of the item in a particular context. My most important criterion for this analysis was that a linguistic expression or item be an instance of metadiscourse rather than of propositional content. My decisions were based on what appeared to be the primary function of the item in a particular context and, therefore, my analysis was not strictly a linguistic analysis but rather a functional one. I limited the study to the more explicit examples of metadiscourse even though I realize that due to the complexity of language there are many more subtle uses of metadiscourse which may or may not be considered mainly propositional and not functional.

In short, Hyland's model was preferred in this study for (a) being recent, simple, clear and inclusive, (b) building on previous taxonomies, and (c) lending itself more easily to my purpose. I feel that the most adequate stance which would support a reliable framework for analysis in the case of International Student Handbooks, is Hyland's model. Hyland's model can be distinguished from other models of metadiscourse classifications by its suggestion that all metadiscourse is interpersonal, that is, metadiscourse takes into account readers' knowledge, textual experiences, and processing needs and that it provides writers with an armory of rhetorical appeals to

achieve this (Hyland and Tse). So-called textual devices organize texts as propositions by relating statements about the world and as metadiscourse by relating statements to readers; they do not function independently of these two functions. Apart from probably being the most widely-used classification scheme by different scholars, Hyland's model probably provides the most useful approach to systematizing the linguistic resources employed by writers in establishing their stance in respect of their subject matter and their engagement with their audience (Bruce, 2010). The markers which are used in Hyland's model of interactional metadiscourse provide a clear technique for expressing certainty (through the use of *boosters*), possibility (*hedges*), the writer's feelings (*attitude markers*), the writer's presence in the text (*self-mentions*), and explicitly addressing the reader (*engagement markers*). This theoretical framework and model of analysis best fit my own analysis of International Student Handbooks written by NSE and NNSE. Theoretically speaking, his views on persuasion and convincing as regards to bringing the readers over to the author's side and his view that rhetoric is the art of persuasion (Hyland, 2005a), have helped me to better define what the exact purpose of an International Student Handbook is. For instance, this type of Handbook aims at attracting, convincing and taking the reader to where the author wants them to go. This, in turn, will persuade more international students to study at our campus. Also, Hyland's idea that a large proportion of every text is not concerned with the world, but with its internal argument and its readers has led me to believe that his theoretical framework for analyzing interactional metadiscourse in International Student Handbooks is the most suitable for my study. In effect, an International Student Handbook should not have the sole purpose of just providing facts and information, but should take the reader by the hand and guide him right to the door of the university by using interactional metadiscourse resources.

The following table is based on what Hyland and Tse (2004) use to identify the 5 main categories of interactional metadiscourse. The subcategories represent my own methodological proposal.

**Model of Interactional Metadiscourse**

<b>Main Category</b>	<b>Function</b>	<b>Subcategory</b>	<b>Examples</b>
Hedges	Withhold writer's full commitment to proposition	Conditionals	would
		Epistemic Verbs	Suggest, consider, think, recommend
		Adverbs of frequency	Usually, sometimes
		Downtoners	Fairly, almost, partly, any, some, partly, around
	Hedging; adverbs and auxiliary verbs	Hedges	Probably, perhaps, tend to, the modal auxiliaries when used to express doubt: may, might, can, could
Boosters	Emphasize force or writer's certainty in proposition	Emphatics	Certainly, actually, really, in fact, no way, no doubt, easily see
		Amplifying adverbs	Totally, always, never, very
		Superlatives	The most effective, the quickest
Attitude markers	Express writer's attitude to proposition	Comparatives	Better than, more expensive than, easier than
		Attitude verbs	Agree, prefer, wish
		Sentence adverbs	Unfortunately, hopefully, interestingly
		Adjectives	Appropriate, logical, remarkable, important
		Exclamations	Don't forget!, Be aware!
Engagement markers	Explicitly refer	Second person	You

	to or build a relationship with reader	pronoun	
		Rhetorical questions	Where do I go on the first day?, How do you register for a class?
		Necessity modals	Must, should, need to , have to
		Presupposition markers	Of course, obviously
		Imperatives	Go to the website., Pick up your schedule.
		Interjections (used mostly in spoken communication)	Hey!, Oh!, Good!, Ah!, Well, Um., Wow!, Anyhow, Alas,
Self-mentions	Explicit reference to author(s). Direct involvement of the writer.	First-person pronouns	I, me, my, myself, we, us, our, ourselves.

#### 4.2.2 About the corpus

As I mentioned before, I decided to use International Student Handbooks for my study because to my knowledge very little if no research had been done on this business-academic genre and because they are texts with a persuasive aim in which the writers are most likely to use metadiscourse. The corpus used in this study includes 100 international student handbooks which contain a total of 546,419 words, out of which 44,937 interactional metadiscourse elements have been analyzed and classified. There are 50 handbooks written by NSE (318,836 words which include 31,989 interactional metadiscourse elements) and 50 handbooks written by NNSE (227,583 words including 12,948 interactional metadiscourse elements). The NSE handbooks were retrieved from 5 different English-speaking countries, 10 handbooks from each country: United States,



Canada, United Kingdom, Ireland, and Australia. The NNSE handbooks followed the same procedure and came from 4 different European countries, France, Germany, Italy, and Turkey, and from Japan. The disciplinary scope of the corpus was limited to interactional metadiscourse in these handbooks. Before starting my research I was intrigued by the fact that, according to my experience in international relations, International Student Handbooks from NNSE universities/countries seemed to be always hard to interpret due to ambiguity or information which very often led to misinterpretation. There almost always seemed to be something in the reading which did not quite get the point across. It was difficult to pinpoint what exactly the problem was, but after reading the Handbooks neither the Spanish student who was going to participate in the exchange program with the foreign institution nor myself, as Coordinator of International Relations, felt fully comfortable with what to expect upon arrival, how to prepare oneself before going, how the foreign university system works, and, most important, the majority of the foreign universities did not seem to be “foreign student friendly”. Curiously enough, the English used in the Handbooks was quite passable and more often than not even quite good. However, I always had the feeling that the problem was not exactly a grammatical one or that the information had not been offered, but that something was missing in the message.

In addition, after over 12 years of professional experience in international relations, I have become accustomed to reading a wide range of international student prospectuses written by both NSE and NNSE, and I acquired the habit of comparing the different styles of writing.

During the course of designing my study of Interactional Metadiscourse in International Student Handbooks written by NSE and NNSE, my criteria for choosing the handbooks which would be analyzed was based on the fact that the corpus of analysis would be homogeneous and aimed at a common audience. My professional experience of working in International Relations has shown that the majority of students participating in exchange programs in Spanish universities (including Erasmus students) come from English-speaking countries or countries where English is the second language. With few exceptions, these students need to have information about the universities abroad in English. In order to carry out the corpus analysis I first needed to obtain international student handbooks from English-speaking countries and non-English speaking countries. My goal was to obtain 50 handbooks written by NSE and

50 written by NNSE. I felt that this number of handbooks would provide the corpus I needed for a fairly accurate analysis and would also keep my study at a manageable level. I contacted over 70 English-speaking universities and over 80 non-English speaking institutions asking for their latest international student handbook. For the non-English speaking institutions I selected a variety of countries which I thought, due to cultural factors, would give a good sampling of the difference in interactional metadiscourse usage. After a relatively short period of time, responses were received from the universities – the majority sent their handbooks by post, and the rest gave instructions on how to find the international section of their websites where the pdf version of the international student handbooks could be downloaded. In the end I was able to obtain a total of 65 handbooks from English-speaking universities and 60 from non-English speaking institutions. On the whole, the NNSE handbooks were somewhat shorter than the NSE ones. Also, the appearance of the handbooks varied considerably from university to university. The handbooks which best promoted their universities through glossy photographs and attractive covers came from the United States and the United Kingdom. These particular universities did an excellent job in marketing their respective universities with glossy photographs, special sections on culture shock and exactly what the international student was to expect at the foreign university. It is interesting to note that the only universities which paid special attention to culture shock in their International Student Handbooks were those from the United States, the UK and Canada. The more austere, less enticing handbooks came from Japan.

In order to be able to analyze the corpus of each handbook, I carefully selected those handbooks which followed a similar pattern of presenting their information to international students. The basic setup of these handbooks is usually always the same, no matter what country they come from. The handbook usually starts off with a welcome from the university's president or at least from the staff of the International Office, followed by information which is of interest to a foreign student who is considering studying at the particular university. This key information, the order of which varies from handbook to handbook, normally consists of the academic calendar, important contacts, immigration procedures, accommodation, academic information, new student orientation, personal matters (finances, health, banking, and so on), background and structure of the university, cultural issues and living in the country. Once I had selected only those handbooks which followed a similar pattern of informing

the students, my second criterion was to pay attention to the length. The handbooks which were excessively long (those handbooks which consisted of over 130 pages) were discarded, and the final selection consisted of 50 handbooks written by NSE and 50 written by NNSE. It was noticed that the longer handbooks came from universities in the United States, Canada and the United Kingdom, while the handbooks from Japanese institutions were surprisingly short (the shortest consisting of just 8 pages). All 100 handbooks which were among the final selection shared a common system of organizing the information which would enable me to carry out my analysis in an effective manner. Tables 1 and 2 show the universities whose handbooks were selected for my study along with the corpus size of each.

In many cases it was not easy to obtain Handbooks from the NNSE countries and, to complicate matters further, I discovered at an early stage, quite by accident, that several NNSE Handbooks which I thought were written by NNSE, had actually been written by NSE. This required me to investigate the participating authors of the Handbooks I already had from NNSE countries, and, in a few cases, look for new International Student Handbooks. In order to ensure that the Handbooks had indeed been written by NNSE, I contacted again the International Relations Departments of each NNSE university in order to interview by telephone the participating authors of the Handbooks. I found out their country of origin, family background (if one or both parents is a NSE), any English language qualification they have, if they practice English on a regular basis and, finally, their particular responsibilities within the university. I can now confirm that all of the participating authors of the NNSE Handbooks are definitely NNSE and know English as a result of having studied it or, in some cases, after having lived for a period in an English-speaking country and, in the majority of the cases, have a certification to prove it. I would like to highlight the fact that the English language qualifications held by the majority of the NNSE authors are the standard, well-known qualifications which are common in practically all countries: Cambridge, TOEFL and IELTS. There were a total of 87 participating authors in the 50 NNSE Handbooks analyzed. I was informed by the NNSE university that, in some cases and whenever possible, the authors were chosen to write about a particular topic in the Handbook according to their area of expertise/knowledge. In the majority of the cases, however, and due to the lack of personnel with sufficient English language skills, the person with the best English was picked to write without taking into consideration their

knowledge of a particular topic. With the exception of 7 authors, all of the 50 participating authors come from the countries where the NNSE universities are located. None of the participating authors had NSE parents, which is extremely important for including them or not in the study. Nevertheless, from personal experience I can testify that just because one of the parents, if not both, are speakers of a second language, this does not necessarily mean that the children will be fluent in that second language. It does mean, however, that the children have had an exposure to the language that a “normal” person would not, thus giving the children an advantage in that language. All but 13 of the participating authors hold an official English language qualification. This can or cannot be significant because, as mentioned earlier, depending on the date the qualification was obtained, it can be considered as proof of a good knowledge of the English language. Apart from my professional experience of working in International Relations, I have also worked in the field of TEFL/ESP for many years. I have always been wary of these qualifications because, depending on how long ago the person obtained them, they do not really reflect the current level of English. I have even interviewed some candidates who boasted a Cambridge Proficiency level, but could not carry on a conversation in English much less write a letter. After checking the date of their Cambridge examination the contradiction was clarified: the examination had been taken and passed with flying colors over 12 years ago, but the candidates had not practiced English since then, or, at best, had barely kept up with their English skills. Therefore, in order to judge the real level of the participating author I pay attention to the English language qualification and if the author speaks and/or writes English on a frequent basis. One of the participating authors, for instance, obtained the Cambridge First Certificate exam in 1994 and practices English almost every day. In my opinion, this means that this particular person has maintained their English after all these years. On the other hand, there is another author who took the TOEFL test in 1998 and obtained a computer-based score of 250, an advanced level. However, this person has indicated that they do not keep up with the English language. Can we assume that this author has an advanced level of English today? My answer is no. As mentioned previously, 13 of the authors hold no English language qualification. These 13 people participated in the writing of the Handbooks which means that they must have a good enough level of English, despite the fact that they hold no qualification. However, it is not really clear where or how these people learned English. Out of the 87 authors, 58 have indicated that they keep up with their English on a daily basis. The jobs held by

the participating authors at their respective universities are quite varied. Only 1 of the 87 participating authors does not work in International Relations.

Tables 1 and 2 below represent the NSE and NNSE universities and their corresponding countries which were chosen to form a part of my study. After table 2, I have included a table of English language levels which show the most common English language qualifications with the equivalent Common European Framework Levels. This particular table will give you an idea of the levels of English which the NNSE authors had when they wrote their international student handbooks.

**Table No. 1 – NSE Corpus**

**International Student Handbooks written by NSE**

<b>NSE Universities: USA</b>	<b>Total words</b>	<b>Total Interpersonal Metadiscourse markers</b>
Lock Haven University of Pennsylvania	4574	312
North Island College	2609	258
New York City College of Technology	2407	192
Appalachian State University	2095	268
Contra Costa Community College	5647	656
University of Florida	33181	2646
Vanderbilt University	5653	849
University of Michigan	7702	1096
Montana State University	6019	443
Central Michigan University	3716	1071
<b>Total corpus</b>	<b>73603</b>	<b>7791</b>

<b>NSE Universities: Canada</b>	<b>Total words</b>	<b>Total Interpersonal Metadiscourse</b>

		<b>markers</b>
University of New Brunswick	4120	603
Carleton University	7126	883
University of British Columbia	11008	2947
University of Frazier Valley	6911	727
Vancouver Island University	11200	369
Western University	8344	727
Bishop's University	1218	112
Mount Allison University	4101	498
Mohawk College	5371	330
Saint Mary's University	7464	495
<b>Total corpus</b>	<b>66863</b>	<b>7691</b>

<b>NSE Universities: UK</b>	<b>Total words</b>	<b>Total Interpersonal Metadiscourse markers</b>
University of the West of England	3928	336
University of Aberdeen	3644	418
Newcastle University	6496	1514
University of Bath	19259	2045
University of Derby	3381	816
Coventry University	2750	220
University of Manchester	5107	682
University of Hertfordshire	2742	440
University of Sussex	3880	801
University of York	7941	632
<b>Total corpus</b>	<b>59128</b>	<b>7904</b>

<b>NSE Universities: Ireland</b>	<b>Total words</b>	<b>Total Interpersonal</b>

		<b>Metadiscourse markers</b>
Dublin Institute of Technology	4099	430
Trinity College	1638	167
National College of Ireland	5047	308
National University of Ireland	6113	290
Institute of Art, Design and Technology	2170	116
Griffith College	5681	444
Dublin City University	4679	404
Waterford Institute of Technology	6897	362
Dublin Business School	2211	218
University of Limerick	2097	151
<b>Total corpus</b>	<b>40632</b>	<b>2890</b>

<b>NSE Universities: Australia</b>	<b>Total words</b>	<b>Total Interpersonal Metadiscourse markers</b>
The Bremer Institute of TAFE	12131	1361
University of Adelaide	3708	288
Bond University	5565	477
University of South Australia	6588	424
University of Canberra Collge	7272	480
University of Notre Dame	5839	233
CQ University Brisbane	8565	831
Monash College	4000	121
Flinders University	11000	1154
University of the Sunshine Coast	13942	344
<b>Total corpus</b>	<b>78610</b>	<b>5713</b>
<b>Total corpus for NSE handbooks</b>	<b>318836</b>	<b>31989</b>

**Table No. 2 – NNSE Corpus**

**International Student Handbooks written by NNSE**

<b>NNSE Universities: France</b>	<b>Total words</b>	<b>Total Interpersonal Metadiscourse markers</b>
Université Paris-sud 11	4462	241
University of Grenoble	11647	698
University Paris X	9532	132
Université Paris Diderot	3120	159
Leonardo Da Vinci University	6171	445
École supérieure d'électricité	5531	389
École supérieure de commerce et management	10928	542
Université de Reims	5513	322
ESCIP	1715	255
Université Catholique de Lille	815	121
<b>Total corpus</b>	<b>59434</b>	<b>3304</b>

<b>NNSE Universities: Germany</b>	<b>Total words</b>	<b>Total Interpersonal Metadiscourse markers</b>
International School of Management	3747	378
Friedrich-Schiller-Universität Jena	4988	287
Fachhochschule Kiel	366	208
University of Tübingen	7018	643
University of Flensburg	3810	176
Hochschule Aschaffenburg	1709	74
Georg-August-Universität Göttingen	2468	238
Goethe-Universität	3600	191
Bauhaus-Universität Weimar	6162	494



Fachhochschule Düsseldorf	3753	342
<b>Total corpus</b>	<b>37621</b>	<b>3031</b>

<b>NNSE Universities: Italy</b>	<b>Total words</b>	<b>Total Interpersonal Metadiscourse markers</b>
LUMSA University of Rome	834	93
Sapienza - Università di Roma	5029	316
Università Ca' Foscari Venezia	6080	295
University of Cagliari	1664	57
Università Degla Studi Di Urbino Carlo Bo	4159	158
University of Padova	5152	394
Università Degli Studi Del Molise	4736	125
Università Degla Studi Di Milano	2918	171
IED Istituto Europeo di Design	7282	272
University of Bologna	3370	242
<b>Total corpus</b>	<b>41224</b>	<b>2123</b>

<b>NNSE Universities: Turkey</b>	<b>Total words</b>	<b>Total Interpersonal Metadiscourse markers</b>
Bilgi University	1732	161
Uludag University	8651	269
Sabanci University	7920	401
Ondokuz Mayıs University	5051	119
Sinop University	2719	37
Yeditepe University	863	47
ODTU University	8050	345
Marmara University	3487	196

Koç University	5680	421
Izmir Institute of Technology	11728	228
<b>Total corpus</b>	<b>55881</b>	<b>2224</b>

<b>NNSE Universities: Japan</b>	<b>Total words</b>	<b>Total Interpersonal Metadiscourse markers</b>
Osaka Gakuin University	2226	477
Akita University	3234	78
Doshisha University	5200	212
Hokkaido University	2430	244
Kagoshima University	5256	112
Kanazawa University	3367	328
Tokyo International University	1725	54
Yokohama National University	3828	305
Kyoto University	1570	65
Meiji University	4587	391
<b>Total corpus</b>	<b>33423</b>	<b>2266</b>

<b>Total corpus for NNSE handbooks</b>	<b>227583</b>	<b>12948</b>
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<b>Total corpus for this study</b>	<b>546419</b>	<b>44937</b>
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#### 4.2.3 Quantitative analysis

On a quantitative level, to measure the incidence of interactional metadiscourse in handbooks, percentages have been used. This statistical data is then shown on tables which allow us to see if the quantitative analysis of the corpus reveals that interactional metadiscourse usage varies or not among NSE and NNSE authors. This analysis, in turn, will allow me to classify the usage according to the different nationalities of the

NNSE authors and compare it with that of NSE authors. The analysis shows how writers prioritize some interactional metadiscourse elements and points out that certain groups of writers have stronger tendencies to utilize specific interactional metadiscourse elements. This quantitative analysis is then used to suggest a course of action, that is, speculate on why these differences occur and their frequency. Another reason for using quantitative analysis is that it enables me to project the results to a larger population and describe characteristics of relevant groups of people. Besides, all quantitative analyses are based on certain categories that are, by all means, also qualitative.

The data were first categorized as NSE or NNSE y then put into the correct interactional metadiscourse categories: *attitude markers*, *boosters*, *engagement markers*, *hedges*, and *self-mentions*. Subsequently, the data were classified into subcategories: *attitude markers* – *comparatives*, *attitude verbs*, *sentence adverbs*, *adjectives*, and *exclamations*; *boosters* – *emphatics*, *amplifying adverbs*, and *superlatives*; *engagement markers* – *second person pronouns*, *rhetorical questions*, *necessity modals*, *presupposition markers*, *imperatives*, and *interjections*; *hedges* – *conditionals*, *epistemic verbs*, *adverbs of frequency*, *downtoners*, and *hedges*; *self-mentions* had no subcategory.

On the other hand, I think it is necessary to look at the results from a qualitative perspective as well due to the fact that once the results are put into context, the findings are better explained and a better understanding develops. In addition, the qualitative research captures the complexity of the behavior being studied and does not just focus on the collection of data in the form of numbers. It also provides us with more insight into the different usage of interactional metadiscourse among different writers, in this case, NSE and NNSE writers, and allows us to gain an understanding of underlying reasons and motivations. However, and due to time factors and complexity, I will leave qualitative research for further analysis that will surely give a more complete picture of how interactional metadiscourse functions in international student handbooks.

#### **4.2.4. Reliability of findings**

The reliability of the data retrieved was a major concern while carrying out the research and subsequent analysis. The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. Although

unreliability is always present to a certain extent, there will generally be a good deal of consistency in the results of a quality instrument gathered at different times (Key, 1997). As I have stated previously, there has been very little research on the use of interactional metadiscourse in international student handbooks. Most of the research carried out to date has been on interactional metadiscourse usage in research articles, CEO letters, textbooks, postgraduate papers, newspaper articles and scientific articles. While the genres studied so far are not the same as the one being analyzed in this paper, the findings do indeed demonstrate that interactional metadiscourse usage varies between languages and cultures. This, in my opinion, is consistent enough with the findings from my research on interactional metadiscourse in international student handbooks written by NSE and NNSE. My method for retrieval of data for the research basically matched the methodology used by other researchers who were investigating interactional metadiscourse in other genres (e.g. Dahl, 2004; Crismore, 1983; Vázquez-Orta et al., 2008; Markkanen et al., 1993, to name a few). I found that in practically all cases the method used for analyzing interactional metadiscourse consisted of first analyzing the metadiscourse usage, then retrieving the examples followed by measuring the frequency of usage. Take for example the study carried out by Vázquez-Orta et al. (2008), on what extent *boosters* are used in the disciplines of Marketing, Biology and Mechanical Engineering with a persuasive and intensifying value. Their methodology for the retrieval of data consisted of selecting research articles from these three disciplines and compare the use of *boosters*. In the case of my research, I selected a corpus which I knew would rely on metadiscourse in order to convey an effective message, and I had the suspicion that NSE and NNSE would use metadiscourse differently. Knowing that one of the prime goals of international student handbooks is to persuade the readers to take specific actions and to bring them over to the writer's side, a correct usage of interactional metadiscourse is paramount. I located all the interactive metadiscourse features in the corpora and measured the frequency of usage. This system of data retrieval and measurement is used by other researchers, and it has apparently proved to be reliable. However, certain problems do exist when it comes to the analysis of data. As Markkanen et al. (1993) explain, in all contrastive studies the fundamental methodological question is how to establish the common platform that guarantees the comparability between, in the case of my research, NSE and NNSE writers of international student handbooks. This requirement naturally affects also the collection of data. In my case, all the writers of the 100 international student handbooks

wrote in English, half wrote in L1 English and the other half in L2 English, and the corpus came from the same genre. This would seemingly guarantee that the data would be reliable. However, I had to be very sure that all the NNSE writers had a similar level of English in order to make the conclusions of my study as accurate as possible. Just as I commented earlier, it was challenging for me to ensure that the handbooks written by NNSE were definitely written by non-native speakers and had no help from native English speakers. It was also very tedious to discover the exact level of L2 English of all the NNSE. This was accomplished by interviewing each and every NNSE and by disregarding those who did not meet the requirements. In the end, I had fulfilled two requirements which were of utmost importance for the reliability of my research: a similar level of L2 English and similar professional background (in this case, international relations). Thus my common platform as far as data collection was concerned was to have NSE and NNSE who had written international student handbooks for their universities. This I felt would be enough to guarantee the equivalence requirement for data in this type of study. For detailed information on each NNSE author, refer to the table “NNSE Authors” below, and, for English language levels, see the table “Equivalents to the Common European Framework” immediately after the authors table.

**Table No. 3: Background information on NNSE authors of International Student Handbooks**

<b>University and Country</b>	<b>Section(s) of the handbook written by the author</b>	<b>Author’s Country of origin</b>	<b>One or both parents is a NSE</b>	<b>English language Qualification*  *see Table 4</b>	<b>Speaks and/or writes English on a daily basis</b>	<b>Post held at the university</b>
Université Paris-sud II, France	Author 1: University structure, a message from the Rector, facts and figures, history of the	France	No	CPE	Yes	International Manager

	University					
	Author 2: ECTS information, main regulations, study programmes structure, programmes taught in English, Structure of programmes in English	France	No	IELTS 6.0	No	Assistant to the international manager
University of Grenoble, France	Author 1: Before arrival, after arrival, map, campus life, culture and leisure, academic facilities, International Relations Office, contacts	France	No	FCE	No	Director of International Office
	Author 2: academic programs and accommodation	France	No	FCE	No	In charge of incoming international students
	Author 3: Student life	France	No	FCE	Yes	In charge of outgoing students
University Paris X, France	Author 1: Before arrival, after arrival, map, campus life, culture and leisure, academic facilities, International	France	No	FCE	Yes	Assistant International Manager

	Relations Office, contacts					
	Author 2: All the rest of the handbook	Belgium	No	IELTS 5.5	No	Responsible for incoming international students
University Paris Diderot, France	Author 1: Welcome, the city, the university, International office, language courses, university hotel, culture shock, clubs and entertainment, cultural events	France	No	CAE	Yes	Assistant Director of International Affairs
	Author 2: Organization of degree programmes, libraries and facilities, computing services, organizations and associations	France	No	TOEFL 145	Yes	Responsible for incoming international students
Da Vinci University, France	Author 1: Wrote the entire hand book	France	No	TOEFL 227	No	Dean, Faculty of Economics
Supélec University, France	Author 1: Application process, planning study abroad, arriving, studying	France	No	IELTS 6.5	Yes	Director of Study Abroad Office

	Author 2: Living in France, language and culture course, transportation to the university, The exchange experience, important addresses, checklist	France	No	Nothing official; lived in the USA for 2 years	Yes	Co-director of Study Abroad
	Author 3: Study programs and course descriptions	France	No	IELTS 8.5	No	Responsible for incoming international students
ESCEM, France	Author 1: Map, opening hours, introduction, degree programs, ECTS.	France	No	TOEFL 243	Yes	Assistant Director of Study Abroad
	Author 2: Residence permit, student ID card, health insurance, libraries, newspapers, passports, police, holidays, shopping, sightseeing, sports, student associations, student counselling, temporary lodging, theatres, transportation	France	No	CPE	Yes	Director of international programs
Reims	Author 1:	France	No	TOEFL 180	Yes	Director of



University, France	Wrote the entire handbook					International Studies and the ECTS Institutional Coordinator
ESCIPI Business School, France	Author 1: Welcome, accommodation, deadlines, student life, academic calendar	France	No	CAE	Yes	Secretary to the Director of International Studies
	Author 2: Degree programs, short course descriptions, how final mark is determined	Argentina	No	FCE	No	Responsible for incoming and outgoing students
Catholic University of Lille, France	Author 1: Welcome, student induction period, documentation for admission	France	No	Nothing official; studied in the UK for 4 summers	Yes	Assistant Director of International Studies
	Author 2: Academic tracks, pre- requisites, legal matters	France	No	Nothing official; private diploma from a language school in the UK	Yes	International advisor for incoming international students
International School of	Author 1: Contact information,	Germany	No	IELTS 7.0	Yes	Acting Director of

Business, Germany	International Office, organizational issues, social life and activities, accommodation					International Office
	Author 2: Academic issues, university information, international cooperation, faculties and degrees	Poland	No	TOEFL 230	Yes	Responsible for incoming and outgoing students
Friedrich- Schiller University, Germany	Author 1: Wrote the entire handbook	Germany	No	TOEFL 200	Yes	Assistant to Director of International Office
FH Kiel, Germany	Author 1: Wrote the entire handbook	Germany	No	FCE	No	Head of Economics Department and International Student Coordinator
University of Tübingen, Germany	Author 1: Admission procedures, academic service, dates, visa procedures, practical information	Germany	No	FCE	Yes	Coordinator of International Relations and Study Abroad Office

	Author 2: Arrival, entertainment, useful information	Holland	No	CAE	No	Responsible for incoming international students (Europe)
	Author 3: The university and degree programmes	Germany	No	Nothing official	No	Responsible for incoming international students (North and South America)
University of Fleensburg, Germany	Author 1: Welcome, academic authorities, description of the university, international relations office, Spanish courses, leisure and sports, practical information, accommodation, required documents, health insurance, money and banks	Denmark	No	Nothing official	Yes	Secretary to the Coordinator of International Relations
	Author 2: Academic offer, studying	Germany	No	CPE	Yes	Assistant co- ordinator of International Relations
Hochschule	Author 1:	Germany	No	TOEFL 250	No	International

Ashafferbug, Germany	Wrote the entire handbook					Relations Manager
Georg-August University, Germany	Author 1: Welcome, international department, the city, arrival information	Germany	No	IELTS 5.5	No	Co-director of International Office
	Author 2: Degree courses, faculties, academic calendar, Holidays , university system in Italy, ECTS, enrolment	Germany	No	FCE	Yes	Responsible for incoming international students
	Author 3: Student life and shopping	Germany	No	CAE	Yes	Responsible for outgoing students
Goethe University, Germany	Author 1: Introduction, welcome, academic authorities, location	Germany	No	FCE	No	Study abroad advisor at the International Relations Office
	Author 2: Programmes, undergraduate and graduate, application procedures.	France	No	Nothing official	Yes	Head of international programs
Bauhaus University, Germany	Author 1: Wrote the entire handbook	Germany	No	IELTS 6.0	No	Assistant Study Abroad Advisor

FH Düsseldorf, Germany	Author 1: Wrote the entire handbook	Germany	No	CPE	Yes	International Office Manager
LUMSA University of Rome, Italy	Author 1: General information, Important things before arrival, upon your arrival, Information about the city	Italy	No	FCE	Yes	Assistant to the International Office Manager
	Author 2: ECTS system	Italy	No	Nothing official	Yes	Responsible for incoming international students
Sapienza University of Rome, Italy	Author 1: The university, academic calendar, academic authorities, international office, student life, information for foreign students	Italy	No	CAE	Yes	Director of International Relations
	Author 2: Arrival Immigration, Health regulations, Language, Food and Clothing, Money, Finances	Italy	No	FCE	No	Assistant to the Director of International Relations
Ca' Foscari	Author 1:	Italy	No	IELTS 5.0	Yes	Assistant to

University of Venice, Italy	Accommodation, meals, transportation, Italian language courses, climate, food, useful addresses, museums, theatres, libraries, emergencies					the Director of International Relations
	Author 2: Studying at the university, Information about the city, Information about the campus	Italy	No	FCE	No	Responsible for outgoing students
University of Cagliari, Italy	Author 1: Wrote the entire handbook	Italy	No	FCE	Yes	Secretary of International Relations
University Degla Studi Di Urbino Carlo Bo, Italy	Author 1: Rector's message, history of the university, the city, student services	Italy	No	CPE	Yes	Director of External Affairs Office
	Author 2: Welcome, mission and values, international office, practical information for students, location, the city, contacts	Spain	No	TOEFL 150	No	Responsible for incoming international students
University of Padova, Italy	Author 1: Wrote the entire	Italy	No	TOEFL 233	Yes	Assistant to the Director

	handbook					of External Affairs
University Degli Studi del Molise, Italy	Author 1: Welcome, practical information, life in Italy, shopping, university facilities,	Italy	No	Nothing official	Yes	Head of International Relations
	Author 2: Studying, ECTS	Italy	No	FCE	Yes	Responsible for incoming and outgoing students
University Degli Studi Di Milano, Italy	Author 1: Introduction, welcome from the Rector, student testimonials, accommodation, deadlines, travel	Italy	No	FCE	Yes	Assistant to the Head of International Students – Incoming Students
	Author 2: Academics, student life, climate, legal matters, sports	Italy	No	CAE	Yes	Responsible for outgoing students
IED University, Italy	Author 1: Wrote the entire handbook	Italy	No	CPE	No	International Projects Manager
University of Bologna, Italy	Author 1: Wrote the entire handbook	Italy	No	CPE	No	Director of the International Office

Bilgi University Turkey	Author 1: Before coming to Turkey, arrival to campus, transportation, orientation, important dates	Turkey	No	IELTS 6.0	Yes	Erasmus Institutional Coordinator
	Author 2: Mentor students, obtaining a residence permit, student ID card, accommodation, Turkish language course	Turkey	No	FCE	Yes	Director of international programs
	Author 3: Registration, payments, academic advisors, ECTS	Turkey	No	FCE	Yes	Responsible for outgoing international students
Uludag University, Turkey	Author 1: Enrolment dates and places, required documents, student life, accommodation	Turkey	No	FCE	Yes	ECTS Institutional Coordinator
	Author 2: Undergraduate programs, International Relations Office, health center, banking, bookstore	Turkey	No	CAE	No	Director International Relations
Sabancı University,	Author 1: Wrote the entire	Turkey	No	FCE	Yes	Institutional Coordinator –



Turkey	handbook					International Relations Office
Ondokuz Mayıs University, Turkey	Author 1: Wrote the entire handbook	Turkey	No	Nothing official	Yes	International Officer
Sinop University, Turkey	Author 1: The university, Information about Turkey, student life, what to bring, paying bills and making purchases, health insurance, health center, and so on.	Turkey	No	TOEFL 210	Yes	Study Abroad Director
	Author 2: Welcome, acceptance, student visa, residence permit, accommodation, academics	Turkey	No	Nothing official	No	Co-director of Study Abroad
Yeditepe University, Turkey	Author 1: Welcome, course registration, academic calendar, grading, bachelor degrees	Turkey	No	FCE	Yes	Assistant to the Study Abroad Director
	Author 2: Student life, student mentorship program, academic advisors	Turkey	No	FCE	Yes	Incoming international students coordinator

	Author 3: Cost of living, employment, emergencies, accommodation, meal plans	Turkey	No	IELTS 6.0	No	Outgoing international students coordinator
ODTU University, Turkey	Author 1: Wrote the entire handbook	Turkey	No	CAE	Yes	Director of International Relations
Marmara University, Turkey	Author 1: Wrote the entire handbook	Turkey	No	FCE	Yes	Assistant to the Director of International Relations Office
Koç University, Turkey	Author 1: Welcome, organization chart, International exchange programmes	Turkey	No	CPE	Yes	Director of the International Center
	Author 2: Academic calendar, overview of courses, housing, finances, pre- departure information, on-campus facilities, general Information, maps	Turkey	No	FCE	No	Responsible for incoming international students
Izmir Institute of	Author 1:	Turkey	No	TOEFL 210		Deputy

Technology, Turkey	Introduction, contact information, the city, culture and language, religion				Yes	Director of the International Center
	Author 2: Legal matters, important dates, course registration, add-drop periods, academics	Turkey	No	CAE	Yes	Responsible for incoming Business students
Osaka Gakuin University, Japan	Author 1: Welcome notes, Japanese culture and customs, arrival to campus, new student orientation	Japan	No	CPE	Yes	Director of Study Abroad
	Author 2: Student life, transportation, accommodation, student mentor, course registration, academics	Japan	No	FCE	No	Assistant to the Director of Study Abroad
Akita University, Japan	Author 1: International relations welcome, know before you go, necessary documents, health insurance, student life	Japan	No	IELTS 8.5	No	Responsible for incoming international students
	Author 2: Recommended	Japan	No	FCE	Yes	Responsible for outgoing

	subjects to take, deadlines, registration, residence halls, private accommodation, Japanese customs and culture, currency					students
Doshisha University, Japan	Author 1: Wrote the entire handbook	Japan	No	FCE	Yes	Head of International Center
Hokkaido University, Japan	Author 1: The university, welcome section, before coming to Japan, student orientation, important dates	Japan	No	CAE	Yes	Director of International Relations
	Author 2: Obtaining a residence permit, student ID card, where to live, payments, Japanese culture and language courses	Japan	No	FCE	No	Assistant Director of International Relations
	Author 3: Registration, credits, academic advisors, library, communication center, international relations office	Japan	No	Nothing official	No	Secretary of the International Relations Office

Kagoshima University, Japan	Author 1: Wrote the entire handbook	Japan	No	FCE	Yes	Co-ordinator of International Relations
Kanazawa University, Japan	Author 1: Wrote the entire handbook	Japan	No	CPE	Yes	Head International Office
Tokyo International University	Author 1: Welcome, acceptance, student visa information, required documentation, health insurance, housing	Japan	No	FCE	No	Responsible for incoming international students
	Author 2: Academics, course registration, information technology department	Japan	No	Nothing official	Yes	Assistant Director International Office
Yokohama National University	Author 1: Welcome, arrival to Japan, weather, clothing, getting settled in, where to live, food and drink	Japan	No	Nothing official	Yes	Head International Affairs Department
	Author 2: Courses in English, registration, academic year dates, holidays,	Japan	No	FCE	Yes	Secretary International Affairs Department

	health insurance					
Kyoto University, Japan	Author 1: Wrote the entire handbook	Japan	No	FCE	Yes	International Programs Coordinator
Meiji University, Japan	Author 1: Wrote the entire handbook	Japan	No	IELTS 8.0	No	Responsible for incoming international students

**Table No. 4: Equivalents to the Common European Framework (according to the Modern Languages Division, Directorate General IV, Council of Europe, Strasbourg, France)**

English language qualification	Common European Framework Level
FCE(Cambridge First Certificate)	B2 (Upper Intermediate)
CAE (Cambridge Advanced Certificate)	C1 (Advanced)
CPE (Cambridge Proficiency)	C2 (Mastery-Proficiency)
<b>TOEFL (Test of English as a Foreign Language)</b>	
145-195 computer based	B2 (Upper Intermediate)
195-230 computer based	C1 (Advanced)
230-250+ computer based	C2 (Mastery-Proficiency)
<b>IELTS (International English Language Testing Service)</b>	
5.5-6.5	B2 (Upper Intermediate)
6.5-8.5	C1 (Advanced)
8.5-9.0	C2 (Mastery-Proficiency)

In a contrastive study in which the aim is to compare the ways of using linguistic items to serve certain functions (in this case, interactional metadiscourse elements) and in which the data consists of texts written in the same language by NSE and NNSE, individual items are comparable only on the basis of their function, in this particular study on the similarity of their functions in interactional metadiscourse. This means that the instances of interactional metadiscourse have to be identified and their functions analyzed separately for each set of data. In the analysis of metadiscourse the initial problem is its separation from the actual discourse, the propositional content of the text. No linguistic criteria can be used in the identification of metadiscourse items since it can be realized through all kinds of linguistic units, ranging from affixes to whole clauses. Thus, we should in each case decide what constitutes the propositional part relative to which some other part is metadiscourse. As an important criterion for deciding what counts as metatext we could say that elements are considered metatext if their function in the first place is to describe the text in which they are located (Markkanen et al., 1993, p. 142). Even greater are the difficulties with the modalities of the text, i.e., interactional metadiscourse. If we simply say that it refers to those linguistic elements in the text whose function is to denote the writer's attitude to the propositional content or the potential readers, its recognition becomes impossible because the choice of almost every lexical item could be claimed to express the writer's attitude. It seems, then, that explicitness is an important criterion in the identification of metadiscourse, i.e. those elements belonging to metadiscourse whose function in the first place is to allow writer intrusion between the propositional content and the reader. Thus, for example *could* when used to express ability, as in *Before, students could register online* is clearly part of metadiscourse, whereas its metadiscursive function in *Students could have a problem with wifi during the first few days* is not as clear, because we can claim that its function in the first place is to express possibility. Difficulties like these mean that it is in some cases necessary to make decisions that may look artificial or forced in this extremely fuzzy area of language use.

Metadiscourse covers such a wide area of language use that it requires subclassification; saying that some item in a text is metadiscourse does not tell much. One division, of course, is into the textual and interactional types since metadiscourse, as we use the term, serves these two functions. But even this division is still too general. Therefore, for the purpose of my study, subcategories in order to classify interactional

metadiscourse must be used. For all practical purposes, I have chosen Hyland and Tse's (2004) model of interactional metadiscourse which was discussed in section 2.2.5.

The subcategorization of metadiscourse items is problematic because metadiscourse items often operate in 'ambiguous, fuzzy and subtle ways' (Crismore 1989, p. 74). This means that they can be multifunctional, not only because they perform different functions in different contexts but also because they seem to perform more than one function at a time. Therefore, deciding in what function a writer has used a particular item is at times impossible. The analyst(s) then has (have) to decide on an interpretation that is the most likely one in that particular context.

Problems in the analysis of the interactional type of metadiscourse are similar but even greater than those faced with the textual type. One whole problematic area is the ways that modality can be expressed with the verb phrase, ie. the modal auxiliaries in English. The meanings of the English modals are often described in terms of epistemic and deontic modality. Making a distinction between the epistemic and the deontic meanings of the modals is not the only difficulty in their analysis. The fact is that they cannot always automatically be included in metadiscourse. For example, the modal *can* in its root meaning denotes the ability to do something, as in *The university can help you with accommodation*, which is a simple statement of ability and does not involve writer/speaker intrusion in the metadiscourse sense. The same applies to *could* when it refers to the subject's ability in the past as in the following example: *Last semester students could enroll for more than 12 credits*. However, *could* is metadiscursive when used to express possibility, which was frequently used in the international student handbooks: *This could jeopardize entitlement to benefits*. For similar reasons, *would* is not part of metadiscourse in the following example in which the writer is referring to the past habit of the subject: *When I was young I would always go to the cinema on Friday afternoons*. However, *would* is metadiscursive when used hypothetically, which was very common in my data, due to the nature of the international student handbooks: *You wouldn't be able to speak fluent Danish even if you had 3 months of intensive classes*.

The above examples of difficulties faced in the classification of metadiscourse items show that there is a need for reconsideration of the categories used. For example, the category of *attitude markers* becomes easily a catchall into which items are placed



## 5. Analysis and Results

### 5.1 SPSS

To make the results of my study reliable, the obtained data was submitted to SPSS, and the ANOVA and T-tests were ran in order to discover any significant differences among the subcategories of interactional metadiscourse in NSE and NNSE international student handbooks. The one-way analysis of variance (ANOVA) was used to determine whether there were any significant differences between the means of three or more independent groups. The means between the groups were compared and it was determined whether any of those means were significantly different from each other. The T-test was used to compare two “groups” (in this case, NSE and NNSE writers) to determine if their means are likely to be different. The keys to interpreting the findings are:

$p > 0.05$  means no significant difference

$p < 0.05$  means a significant difference

$p < 0.01$  means a highly significant difference

### 5.2 All results of the One Way ANOVA and T-test

In order to be able to interpret the results, the following key is provided which indicates what the numbers for each variable correspond to:

<u>In the case of NSE results</u>	<u>In the case of NNSE results</u>	<u>In the case of T-test results where only two groups of authors are analyzed, NSE and NNSE</u>
1= U.S.A.	1 = France	1 = NSE authors
2 = Canada	2 = Germany	2 = NNSE authors
3 = U.K.	3 = Italy	
4= Ireland	4 = Turkey	
5 = Australia	5 = Japan	

because they do not fit elsewhere. The reliability of the analysis can, of course, be increased by taking the time to carefully consider the multifunctional metadiscourse items.

#### **4.3 Object of study: international student handbook**

I decided to use International Student Handbooks for my study because, as I mentioned before, very little research has been performed on this genre to date and because they are texts with a persuasive aim in which the writers need to use interactional metadiscourse for effectiveness in persuading and bringing the reader over to the author's side. In the face of internationalization, universities all over the world have opened their doors to international students in order to be more competitive and also for survival. This crisscrossing the globe puts English speakers and foreigners in close quarters with one another. Practically all universities nowadays are involved in writing documents that target international audiences, which are getting increasingly diverse and complex. This scenario presents a context where interaction with multicultural students becomes inevitable and essential for the success of universities (Subbiah, 1992, p. 15). In almost all cases, the only source of information that potential international students have about a particular foreign university is the International Student Handbook. Thus, the importance of a well-written, well-organized Handbook cannot be emphasized enough. As I earlier described, there are two types of metadiscourse: textual and interpersonal (interactional). For my study the interpersonal type has been used (it allows the writer to engage with the reader) and within this type I focused on the interactional dimension which involves the reader in the text. I feel that international student handbooks are an ideal genre for an analysis of interactional metadiscourse owing to the fact that they cover such matters as welcoming the international students to the campus, before arrival, after arrival, campus life, culture, leisure, the international office, organizations, entertainment, language courses, transportation, health insurance, shopping, accommodation and social life. All these matters require the usage of interactional metadiscourse in order to involve the international readers in the text and persuade them to enroll at the foreign university.

## ANOVA results no. 1: General Table NSE

```

ONEWAY TWHANDBK Hedges Boosters Selfmentions Attitude Engagement TMD PMEHA
NDBK BY Manual
  /STATISTICS DESCRIPTIVES
  /PLOT MEANS
  /MISSING ANALYSIS
  /POSTHOC=BONFERRONI ALPHA(0.05).
    
```

### ANOVA de un factor

[Conjunto\_de\_datos0]

#### Descriptivos

		N	Media	Desviación típica	Error típico
TWHANDBK	1	10	7360,3000	9251,74140	2925,65751
	2	10	6686,3000	3118,92400	986,29037
	3	10	5912,8000	4976,72956	1573,78007
	4	10	4063,2000	1913,69688	605,16409
	5	10	7861,0000	3480,78340	1100,72036
	Total	50	6376,7200	5172,83824	731,54980
Hedges	1	10	182,9000	227,30032	71,87867
	2	10	118,8000	175,56752	55,51933
	3	10	142,2000	123,22229	38,96631
	4	10	38,7000	21,78200	6,88807
	5	10	77,3000	87,02624	27,52011
	Total	50	111,9800	148,26280	20,96753
Boosters	1	10	59,2000	65,39759	20,68053
	2	10	54,7000	54,34059	17,18400
	3	10	53,0000	36,57868	11,56719
	4	10	60,3000	23,36213	7,38775
	5	10	54,2000	30,24272	9,56359
	Total	50	56,2800	43,01781	6,08364
Selfmentions	1	10	21,3000	25,87169	8,18135
	2	10	29,0000	25,91439	8,19485
	3	10	39,1000	37,36442	11,81567
	4	10	34,4000	17,46234	5,52208
	5	10	29,5000	35,30581	11,16468
	Total	50	30,6600	28,70157	4,05901
Attitude	1	10	34,0000	37,52629	11,86685
	2	10	36,0000	39,97499	12,64120
	3	10	31,6000	29,58678	9,35616
	4	10	20,4000	9,10677	2,87981
	5	10	32,1000	19,22643	6,07993
	Total	50	30,8200	28,74426	4,06505
Engagement	1	10	482,3000	409,49428	129,49346
	2	10	530,6000	521,95577	165,05691

**Descriptivos**

		Intervalo de confianza para la media al 95%		Mínimo	Máximo
		Limite inferior	Limite superior		
TWHANDBK	1	742,0029	13978,5971	2095,00	33181,00
	2	4455,1562	8917,4438	1218,00	11200,00
	3	2352,6621	9472,9379	2742,00	19259,00
	4	2694,2237	5432,1763	1638,00	6897,00
	5	5370,9976	10351,0024	3708,00	13942,00
	Total		4906,6156	7846,8244	1218,00
Hedges	1	20,2991	345,5009	10,00	775,00
	2	-6,7934	244,3934	14,00	609,00
	3	54,0521	230,3479	25,00	383,00
	4	23,1181	54,2819	13,00	76,00
	5	15,0452	139,5548	4,00	292,00
	Total		69,8442	154,1158	4,00
Boosters	1	12,4174	105,9826	3,00	216,00
	2	15,8271	93,5729	12,00	188,00
	3	26,8332	79,1668	22,00	121,00
	4	43,5877	77,0123	19,00	89,00
	5	32,5657	75,8343	20,00	108,00
	Total		44,0545	68,5055	3,00
Selfmentions	1	2,7925	39,8075	2,00	91,00
	2	10,4620	47,5380	1,00	75,00
	3	12,3711	65,8289	10,00	127,00
	4	21,9082	46,8918	13,00	68,00
	5	4,2437	54,7563	5,00	121,00
	Total		22,5031	38,8169	1,00
Attitude	1	7,1553	60,8447	1,00	124,00
	2	7,4036	64,5964	7,00	132,00
	3	10,4349	52,7651	4,00	106,00
	4	13,8854	26,9146	4,00	32,00
	5	18,3462	45,8538	11,00	69,00
	Total		22,6510	38,9890	1,00
Engagement	1	189,3654	775,2346	164,00	1520,00
	2	157,2153	903,9847	77,00	1943,00

**Descriptivos**

		N	Media	Desviación típica	Error típico
TME	3	10	524,5000	364,55307	115,28180
	4	10	139,6000	104,47881	33,03910
	5	10	378,2000	300,87273	95,14431
	Total	50	411,0400	381,73080	53,98489
	1	10	779,7000	737,36514	233,17533
	2	10	769,1000	797,26274	252,11662
	3	10	790,4000	570,43107	180,38614
	4	10	293,4000	127,30995	40,25894
	5	10	571,3000	410,78192	129,90065
	Total	50	640,7800	589,76994	83,40606
PMEHANDBK	1	10	12,2690	6,50994	2,05862
	2	10	11,0400	6,46363	2,04398
	3	10	14,4040	6,29238	1,98983
	4	10	7,7660	2,37974	,75254
	5	10	7,0230	3,09531	,97882
	Total	50	10,5004	5,77332	,81647

**Descriptivos**

		Intervalo de confianza para la media al 95%		Mínimo	Máximo
		Límite inferior	Límite superior		
TME	3	263,7144	785,2856	149,00	1352,00
	4	64,8604	214,3396	10,00	345,00
	5	162,9686	593,4314	52,00	946,00
	Total	302,5533	519,5267	10,00	1943,00
	1	252,2208	1307,1792	192,00	2646,00
	2	198,7726	1339,4274	112,00	2947,00
	3	382,3382	1198,4618	220,00	2045,00
	4	202,3280	384,4720	116,00	474,00
	5	277,4443	865,1557	121,00	1361,00
	Total	473,1692	808,3908	112,00	2947,00
PMEHANDBK	1	7,6121	16,9259	6,82	28,82
	2	6,4162	15,6638	3,29	26,77
	3	9,9027	18,9053	7,95	24,13
	4	6,0636	9,4684	4,74	11,56
	5	4,8087	9,2373	2,46	11,21
	Total	8,8596	12,1412	2,46	28,82

## ANOVA de un factor

		Suma de cuadrados	gl	Media cuadrática	F
TWHANDBK	Inter-grupos	88339530,680	4	22084882,670	,813
	Intra-grupos	1222814985,400	45	27173666,342	
	Total	1311154516,080	49		
Hedges	Inter-grupos	125620,680	4	31405,170	1,485
	Intra-grupos	951490,300	45	21144,229	
	Total	1077110,980	49		
Boosters	Inter-grupos	422,680	4	105,670	,053
	Intra-grupos	90253,400	45	2005,631	
	Total	90676,080	49		
Selfmentions	Inter-grupos	1769,320	4	442,330	,516
	Intra-grupos	38595,900	45	857,687	
	Total	40365,220	49		
Attitude	Inter-grupos	1477,680	4	369,420	,426
	Intra-grupos	39007,700	45	866,838	
	Total	40485,380	49		
Engagement	Inter-grupos	1070038,920	4	267509,730	1,983
	Intra-grupos	6070163,000	45	134892,511	
	Total	7140201,920	49		
TME	Inter-grupos	1836512,680	4	459128,170	1,359
	Intra-grupos	15207087,900	45	337935,287	
	Total	17043600,580	49		
PMEHANDBK	Inter-grupos	382,265	4	95,566	3,438
	Intra-grupos	1250,964	45	27,799	
	Total	1633,228	49		

## ANOVA de un factor

		Sig.
TWHANDBK	Inter-grupos	,524
	Intra-grupos	
	Total	
Hedges	Inter-grupos	,223
	Intra-grupos	
	Total	
Boosters	Inter-grupos	,995
	Intra-grupos	
	Total	
Selfmentions	Inter-grupos	,725
	Intra-grupos	
	Total	
Attitude	Inter-grupos	,789
	Intra-grupos	
	Total	
Engagement	Inter-grupos	,113
	Intra-grupos	
	Total	
TME	Inter-grupos	,263
	Intra-grupos	
	Total	
PMEHANDBK	Inter-grupos	,016
	Intra-grupos	
	Total	

## Pruebas post hoc

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Manual	(J) Manual	Diferencia de medias (I-J)	Error típico	Sig.
TWHANDBK	1	2	674,00000	2331,25144	1,000
		3	1447,50000	2331,25144	1,000
		4	3297,10000	2331,25144	1,000
		5	-500,70000	2331,25144	1,000
	2	1	-674,00000	2331,25144	1,000
		3	773,50000	2331,25144	1,000
		4	2623,10000	2331,25144	1,000
		5	-1174,70000	2331,25144	1,000
	3	1	-1447,50000	2331,25144	1,000
		2	-773,50000	2331,25144	1,000
		4	1849,60000	2331,25144	1,000
		5	-1948,20000	2331,25144	1,000
	4	1	-3297,10000	2331,25144	1,000
		2	-2623,10000	2331,25144	1,000
		3	-1849,60000	2331,25144	1,000
		5	-3797,80000	2331,25144	1,000
	5	1	500,70000	2331,25144	1,000
		2	1174,70000	2331,25144	1,000
		3	1948,20000	2331,25144	1,000
		4	3797,80000	2331,25144	1,000
Hedges	1	2	64,10000	65,02958	1,000
		3	40,70000	65,02958	1,000
		4	144,20000	65,02958	,317
		5	105,60000	65,02958	1,000
	2	1	-64,10000	65,02958	1,000
		3	-23,40000	65,02958	1,000
		4	80,10000	65,02958	1,000
		5	41,50000	65,02958	1,000
	3	1	-40,70000	65,02958	1,000
		2	23,40000	65,02958	1,000
		4	103,50000	65,02958	1,000
		5	64,90000	65,02958	1,000
	4	1	-144,20000	65,02958	,317
		2	-80,10000	65,02958	1,000
		3	-103,50000	65,02958	1,000
		5	-38,60000	65,02958	1,000
	5	1	-105,60000	65,02958	1,000
		2	-41,50000	65,02958	1,000
		3	-64,90000	65,02958	1,000
		4	38,60000	65,02958	1,000



Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Manual	(J) Manual	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
TWHANDBK	1	2	-6208,0387	7556,0387
		3	-5434,5387	8329,5387
		4	-3584,9387	10179,1387
		5	-7382,7387	6381,3387
	2	1	-7556,0387	6208,0387
		3	-6108,5387	7655,5387
		4	-4258,9387	9505,1387
		5	-8056,7387	5707,3387
	3	1	-8329,5387	5434,5387
		2	-7655,5387	6108,5387
		4	-5032,4387	8731,6387
		5	-8830,2387	4933,8387
	4	1	-10179,1387	3584,9387
		2	-9505,1387	4258,9387
		3	-8731,6387	5032,4387
		5	-10679,8387	3084,2387
	5	1	-6381,3387	7382,7387
		2	-5707,3387	8056,7387
		3	-4933,8387	8830,2387
		4	-3084,2387	10679,8387
Hedges	1	2	-127,8725	256,0725
		3	-151,2725	232,6725
		4	-47,7725	336,1725
		5	-86,3725	297,5725
	2	1	-256,0725	127,8725
		3	-215,3725	168,5725
		4	-111,8725	272,0725
		5	-150,4725	233,4725
	3	1	-232,6725	151,2725
		2	-168,5725	215,3725
		4	-88,4725	295,4725
		5	-127,0725	256,8725
	4	1	-336,1725	47,7725
		2	-272,0725	111,8725
		3	-295,4725	88,4725
		5	-230,5725	153,3725
	5	1	-297,5725	86,3725
		2	-233,4725	150,4725
		3	-256,8725	127,0725
		4	-153,3725	230,5725

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Manual	(J) Manual	Diferencia de medias (I-J)	Error típico	Sig.
Boosters	1	2	4,50000	20,02814	1,000
		3	6,20000	20,02814	1,000
		4	-1,10000	20,02814	1,000
		5	5,00000	20,02814	1,000
	2	1	-4,50000	20,02814	1,000
		3	1,70000	20,02814	1,000
		4	-5,60000	20,02814	1,000
		5	,50000	20,02814	1,000
	3	1	-6,20000	20,02814	1,000
		2	-1,70000	20,02814	1,000
		4	-7,30000	20,02814	1,000
		5	-1,20000	20,02814	1,000
	4	1	1,10000	20,02814	1,000
		2	5,60000	20,02814	1,000
		3	7,30000	20,02814	1,000
		5	6,10000	20,02814	1,000
	5	1	-5,00000	20,02814	1,000
		2	-,50000	20,02814	1,000
		3	1,20000	20,02814	1,000
		4	-6,10000	20,02814	1,000
Selfmentions	1	2	-7,70000	13,09723	1,000
		3	-17,80000	13,09723	1,000
		4	-13,10000	13,09723	1,000
		5	-8,20000	13,09723	1,000
	2	1	7,70000	13,09723	1,000
		3	-10,10000	13,09723	1,000
		4	-5,40000	13,09723	1,000
		5	-,50000	13,09723	1,000
	3	1	17,80000	13,09723	1,000
		2	10,10000	13,09723	1,000
		4	4,70000	13,09723	1,000
		5	9,60000	13,09723	1,000
	4	1	13,10000	13,09723	1,000
		2	5,40000	13,09723	1,000
		3	-4,70000	13,09723	1,000
		5	4,90000	13,09723	1,000
	5	1	8,20000	13,09723	1,000
		2	,50000	13,09723	1,000
		3	-9,60000	13,09723	1,000
		4	-4,90000	13,09723	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Manual	(J) Manual	Intervalo de confianza al 95%	
			Limite inferior	Limite superior
Boosters	1	2	-54,6246	63,6246
		3	-52,9246	65,3246
		4	-60,2246	58,0246
		5	-54,1246	64,1246
	2	1	-63,6246	54,6246
		3	-57,4246	60,8246
		4	-64,7246	53,5246
		5	-58,6246	59,6246
	3	1	-65,3246	52,9246
		2	-60,8246	57,4246
		4	-66,4246	51,8246
		5	-60,3246	57,9246
	4	1	-58,0246	60,2246
		2	-53,5246	64,7246
		3	-51,8246	66,4246
		5	-53,0246	65,2246
	5	1	-64,1246	54,1246
		2	-59,6246	58,6246
		3	-57,9246	60,3246
		4	-65,2246	53,0246
Selfmentions	1	2	-46,3640	30,9640
		3	-56,4640	20,8640
		4	-51,7640	25,5640
		5	-46,8640	30,4640
	2	1	-30,9640	46,3640
		3	-48,7640	28,5640
		4	-44,0640	33,2640
		5	-39,1640	38,1640
	3	1	-20,8640	56,4640
		2	-28,5640	48,7640
		4	-33,9640	43,3640
		5	-29,0640	48,2640
	4	1	-25,5640	51,7640
		2	-33,2640	44,0640
		3	-43,3640	33,9640
		5	-33,7640	43,5640
	5	1	-30,4640	46,8640
		2	-38,1640	39,1640
		3	-48,2640	29,0640
		4	-43,5640	33,7640

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Manual	(J) Manual	Diferencia de medias (I-J)	Error típico	Sig.
Attitude	1	2	-2,00000	13,16691	1,000
		3	2,40000	13,16691	1,000
		4	13,60000	13,16691	1,000
		5	1,90000	13,16691	1,000
	2	1	2,00000	13,16691	1,000
		3	4,40000	13,16691	1,000
		4	15,60000	13,16691	1,000
		5	3,90000	13,16691	1,000
	3	1	-2,40000	13,16691	1,000
		2	-4,40000	13,16691	1,000
		4	11,20000	13,16691	1,000
		5	-,50000	13,16691	1,000
	4	1	-13,60000	13,16691	1,000
		2	-15,60000	13,16691	1,000
		3	-11,20000	13,16691	1,000
		5	-11,70000	13,16691	1,000
	5	1	-1,90000	13,16691	1,000
		2	-3,90000	13,16691	1,000
		3	,50000	13,16691	1,000
		4	11,70000	13,16691	1,000
Engagement	1	2	-48,30000	164,25134	1,000
		3	-42,20000	164,25134	1,000
		4	342,70000	164,25134	,426
		5	104,10000	164,25134	1,000
	2	1	48,30000	164,25134	1,000
		3	6,10000	164,25134	1,000
		4	391,00000	164,25134	,216
		5	152,40000	164,25134	1,000
	3	1	42,20000	164,25134	1,000
		2	-6,10000	164,25134	1,000
		4	384,90000	164,25134	,236
		5	146,30000	164,25134	1,000
	4	1	-342,70000	164,25134	,426
		2	-391,00000	164,25134	,216
		3	-384,90000	164,25134	,236
		5	-238,60000	164,25134	1,000
	5	1	-104,10000	164,25134	1,000
		2	-152,40000	164,25134	1,000
		3	-146,30000	164,25134	1,000
		4	238,60000	164,25134	1,000

**Comparaciones múltiples**

Bonferroni

Variable dependiente	(I) Manual	(J) Manual	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Attitude	1	2	-40,8698	36,8698
		3	-36,4698	41,2698
		4	-25,2698	52,4698
		5	-36,9698	40,7698
	2	1	-36,8698	40,8698
		3	-34,4698	43,2698
		4	-23,2698	54,4698
		5	-34,9698	42,7698
	3	1	-41,2698	36,4698
		2	-43,2698	34,4698
		4	-27,6698	50,0698
		5	-39,3698	38,3698
	4	1	-52,4698	25,2698
		2	-54,4698	23,2698
		3	-50,0698	27,6698
		5	-50,5698	27,1698
	5	1	-40,7698	36,9698
		2	-42,7698	34,9698
		3	-38,3698	39,3698
		4	-27,1698	50,5698
Engagement	1	2	-533,1829	436,5829
		3	-527,0829	442,6829
		4	-142,1829	827,5829
		5	-380,7829	588,9829
	2	1	-436,5829	533,1829
		3	-478,7829	490,9829
		4	-93,8829	875,8829
		5	-332,4829	637,2829
	3	1	-442,6829	527,0829
		2	-490,9829	478,7829
		4	-99,9829	869,7829
		5	-338,5829	631,1829
	4	1	-827,5829	142,1829
		2	-875,8829	93,8829
		3	-869,7829	99,9829
		5	-723,4829	246,2829
	5	1	-588,9829	380,7829
		2	-637,2829	332,4829
		3	-631,1829	338,5829
		4	-246,2829	723,4829

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Manual	(J) Manual	Diferencia de medias (I-J)	Error típico	Sig.
TME	1	2	10,60000	259,97511	1,000
		3	-10,70000	259,97511	1,000
		4	486,30000	259,97511	,679
		5	208,40000	259,97511	1,000
	2	1	-10,60000	259,97511	1,000
		3	-21,30000	259,97511	1,000
		4	475,70000	259,97511	,739
		5	197,80000	259,97511	1,000
	3	1	10,70000	259,97511	1,000
		2	21,30000	259,97511	1,000
		4	497,00000	259,97511	,623
		5	219,10000	259,97511	1,000
	4	1	-486,30000	259,97511	,679
		2	-475,70000	259,97511	,739
		3	-497,00000	259,97511	,623
		5	-277,90000	259,97511	1,000
	5	1	-208,40000	259,97511	1,000
		2	-197,80000	259,97511	1,000
		3	-219,10000	259,97511	1,000
		4	277,90000	259,97511	1,000
PMEHANDBK	1	2	1,22900	2,35793	1,000
		3	-2,13500	2,35793	1,000
		4	4,50300	2,35793	,626
		5	5,24600	2,35793	,312
	2	1	-1,22900	2,35793	1,000
		3	-3,36400	2,35793	1,000
		4	3,27400	2,35793	1,000
		5	4,01700	2,35793	,954
	3	1	2,13500	2,35793	1,000
		2	3,36400	2,35793	1,000
		4	6,63800	2,35793	,072
		5	7,38100*	2,35793	,031
	4	1	-4,50300	2,35793	,626
		2	-3,27400	2,35793	1,000
		3	-6,63800	2,35793	,072
		5	,74300	2,35793	1,000
	5	1	-5,24600	2,35793	,312
		2	-4,01700	2,35793	,954
		3	-7,38100*	2,35793	,031
		4	-,74300	2,35793	1,000

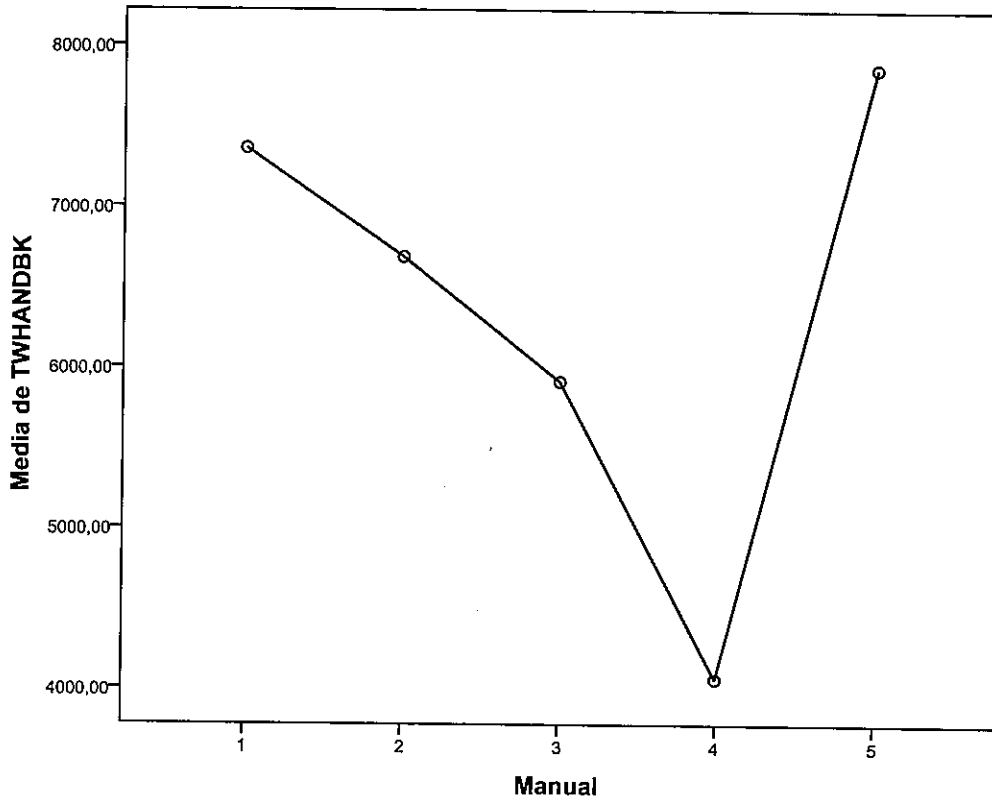
Comparaciones múltiples

Bonferroni

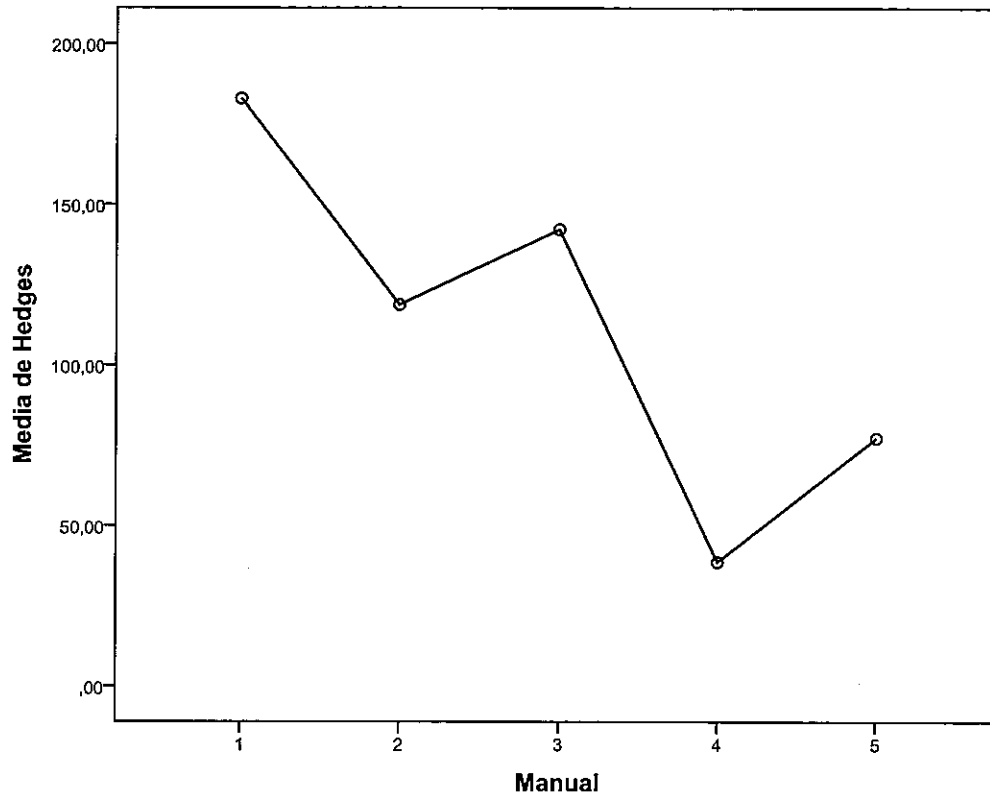
Variable dependiente	(I) Manual	(J) Manual	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
TME	1	2	-756,8671	778,0671
		3	-778,1671	756,7671
		4	-281,1671	1253,7671
		5	-559,0671	975,8671
		2	1	-778,0671
	2	3	-788,7671	746,1671
		4	-291,7671	1243,1671
		5	-569,6671	965,2671
		3	1	-756,7671
	3	2	-746,1671	788,7671
		4	-270,4671	1264,4671
		5	-548,3671	986,5671
		4	1	-1253,7671
	4	2	-1243,1671	291,7671
		3	-1264,4671	270,4671
		5	-1045,3671	489,5671
		5	1	-975,8671
	5	2	-965,2671	569,6671
		3	-986,5671	548,3671
		4	-489,5671	1045,3671
PMEHANDBK		1	2	-5,7318
	3		-9,0958	4,8258
	4		-2,4578	11,4638
	5		-1,7148	12,2068
	2		1	-8,1898
	2	3	-10,3248	3,5968
		4	-3,6868	10,2348
		5	-2,9438	10,9778
		3	1	-4,8258
	3	2	-3,5968	10,3248
		4	-,3228	13,5988
		5	,4202	14,3418
		4	1	-11,4638
	4	2	-10,2348	3,6868
		3	-13,5988	,3228
		5	-6,2178	7,7038
		5	1	-12,2068
	5	2	-10,9778	2,9438
		3	-14,3418	-,4202
		4	-7,7038	6,2178

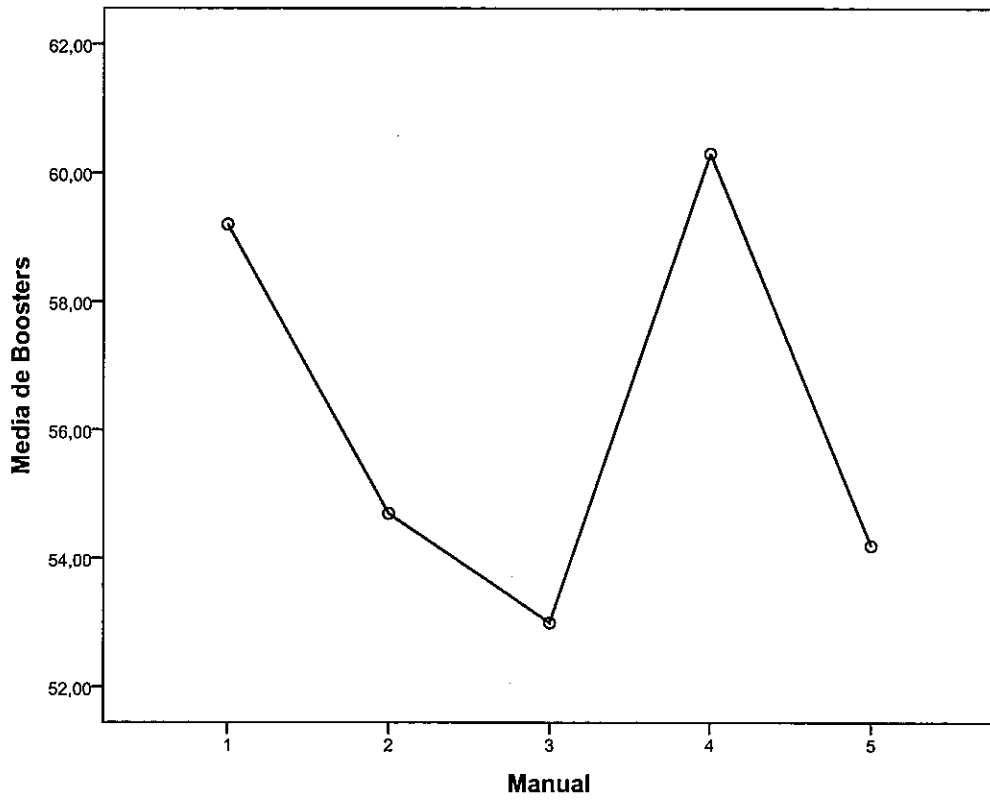
\*. La diferencia de medias es significativa al nivel 0.05.

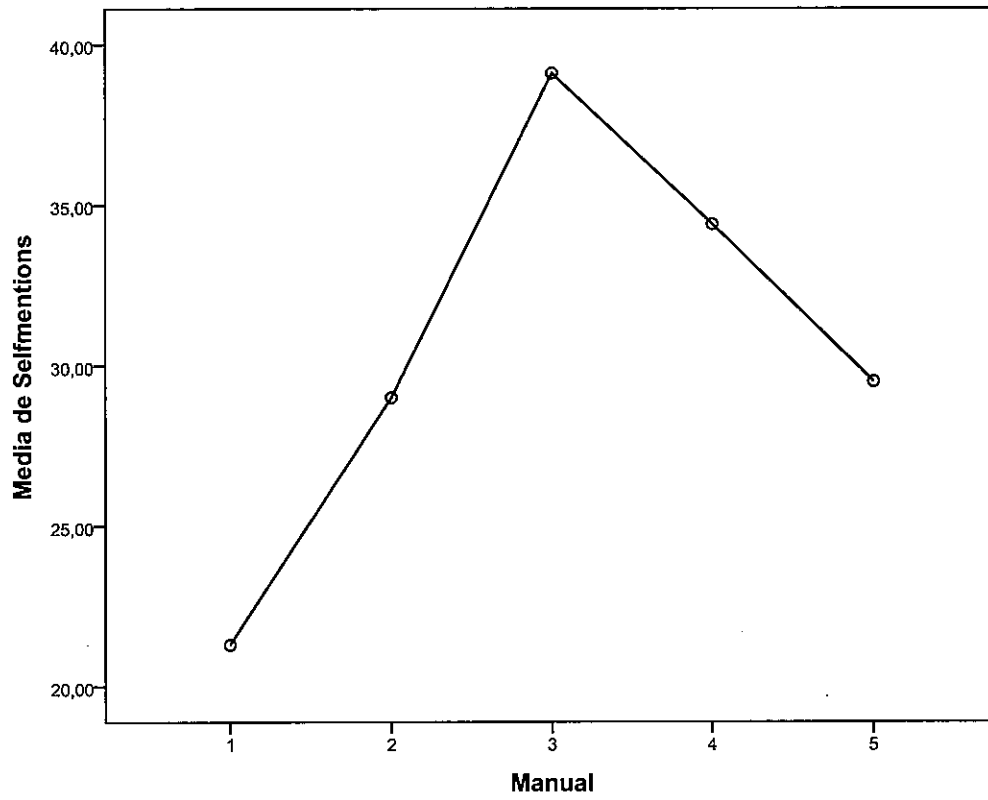
### Gráfico de las medias

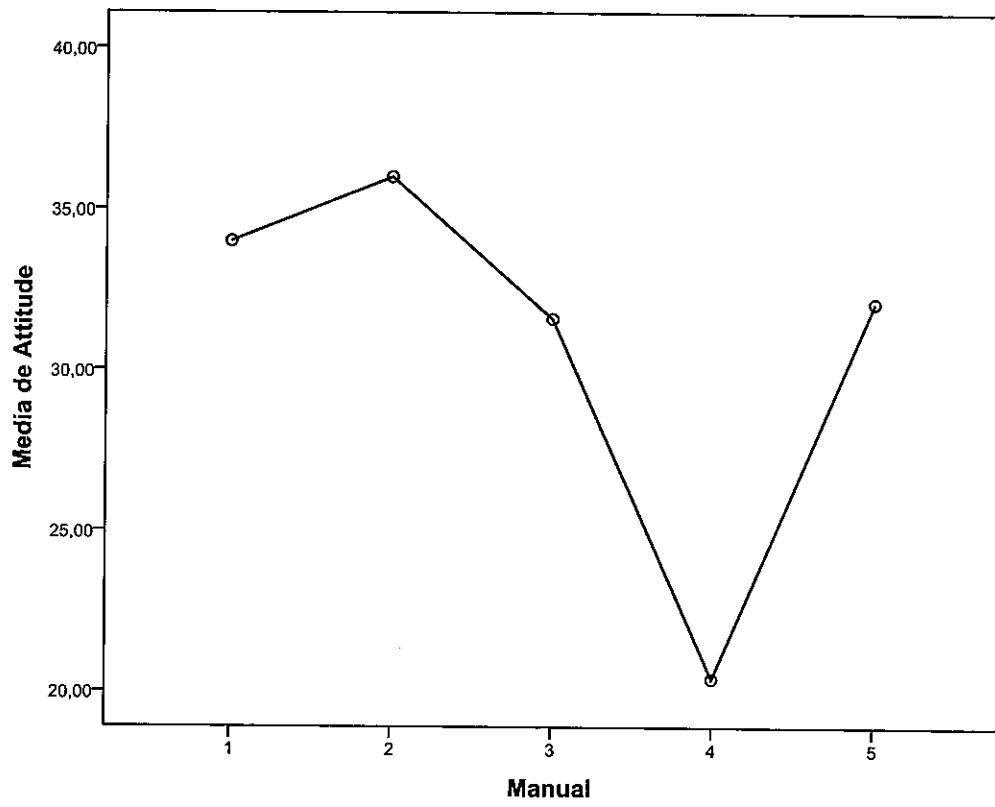


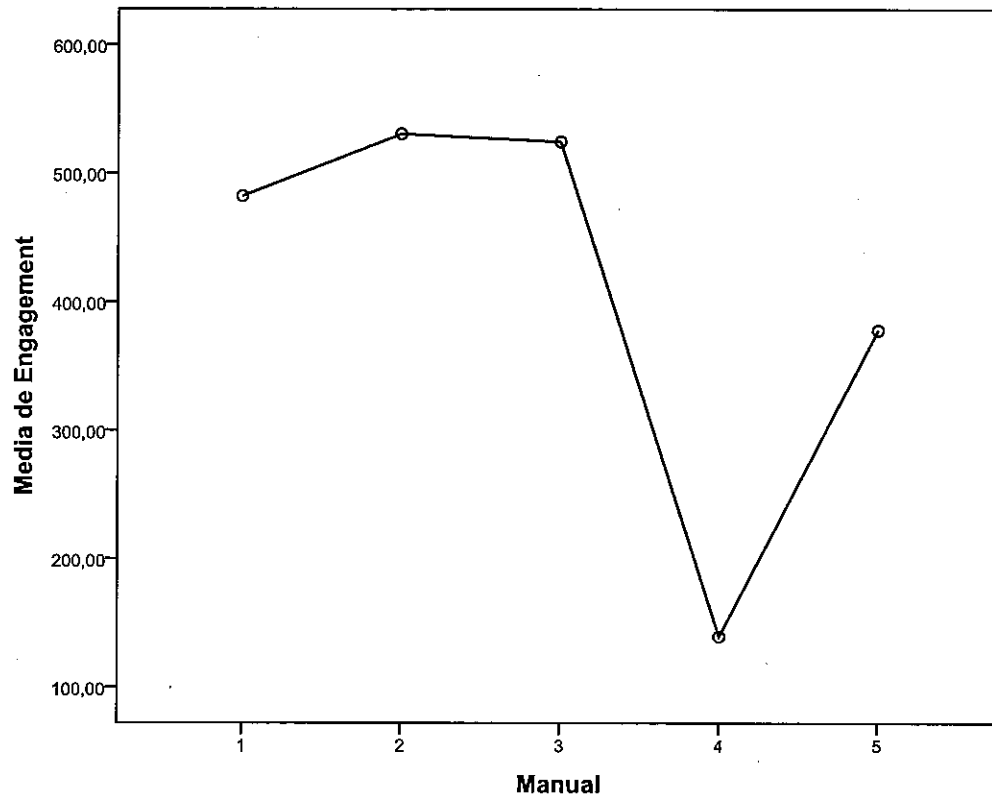


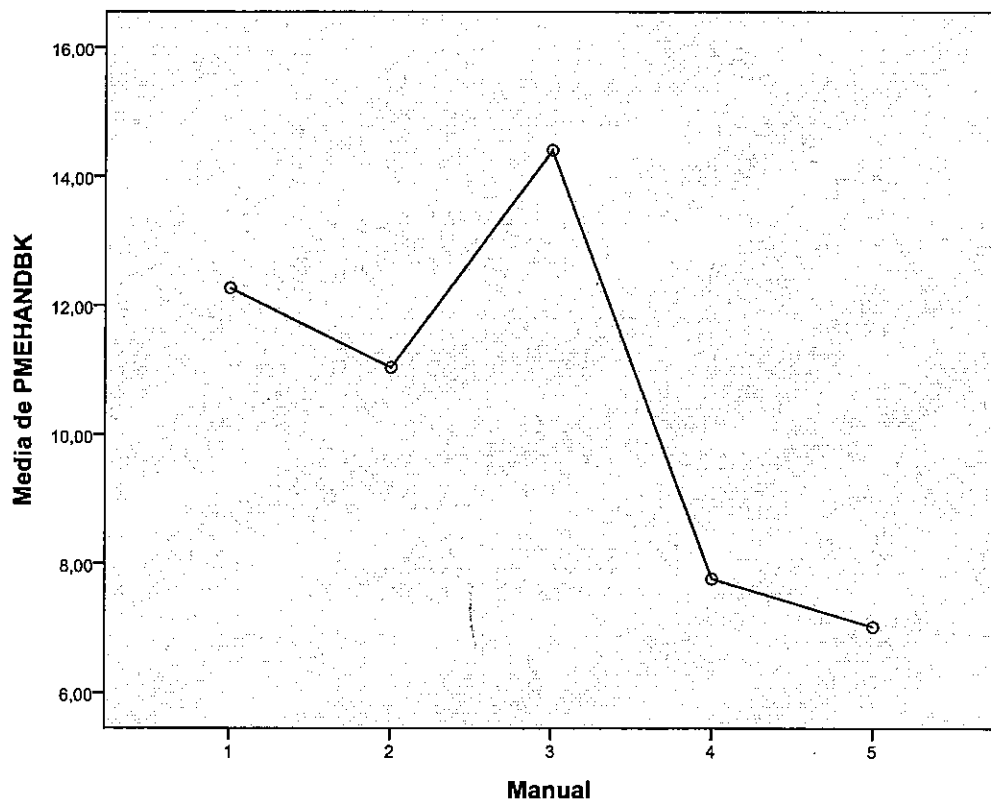
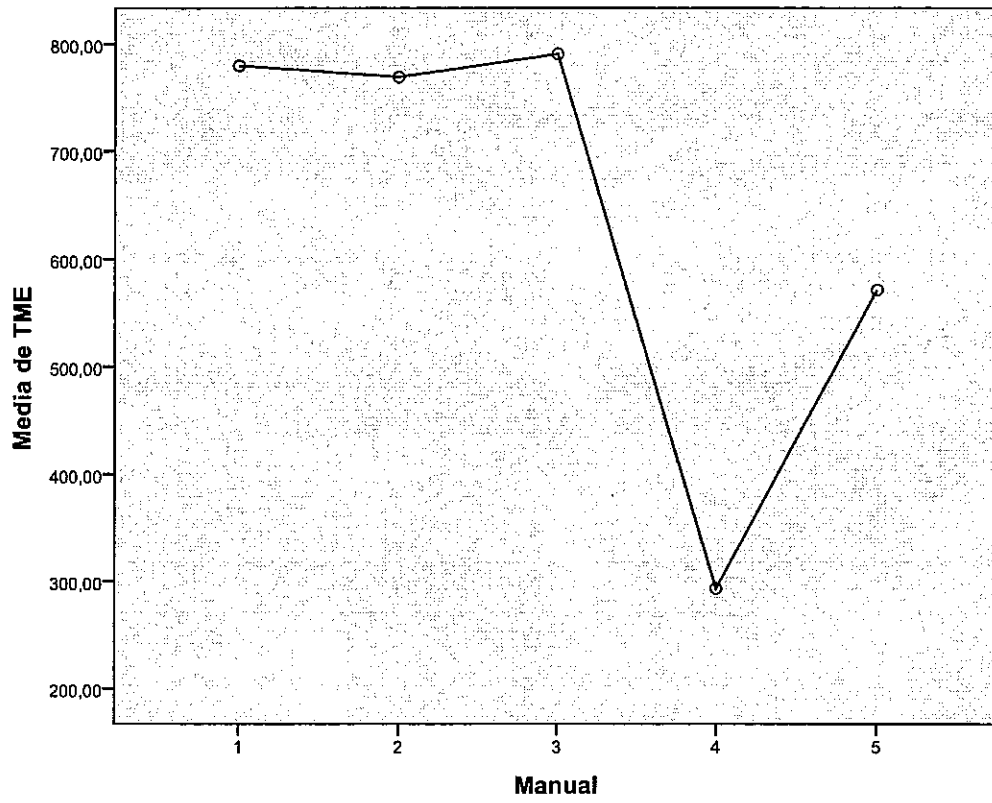












## ANOVA results no. 2: General Table NNSE

```

ONEWAY TWHANDBK Hedges Boosters Selfmentions Attitude Engagement TME PMEHA
NDBK BY Manual
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS
  /POSTHOC=BONFERRONI ALPHA(0.05) .
    
```

### ANOVA de un factor

[Conjunto\_de\_datos0]

#### Descriptivos

		N	Media	Desviación típica	Error típico
TWHANDBK	1	10	5943,4000	3726,90587	1178,55112
	2	10	3762,1000	1980,89561	626,41419
	3	10	4122,4000	1970,59225	623,15599
	4	10	5588,1000	3475,59416	1099,07938
	5	10	3342,3000	1364,06020	431,35371
	Total	50	4551,6600	2761,06494	390,47355
Hedges	1	10	37,4000	23,16703	7,32606
	2	10	40,5000	26,87936	8,50000
	3	10	28,3000	14,95958	4,73063
	4	10	35,7000	21,70023	6,86222
	5	10	30,9000	27,63834	8,74001
	Total	50	34,5600	22,78216	3,22188
Boosters	1	10	37,1000	33,83768	10,70042
	2	10	38,3000	23,82366	7,53370
	3	10	28,3000	8,20637	2,59508
	4	10	31,8000	15,79592	4,99511
	5	10	21,4000	14,22205	4,49741
	Total	50	31,3800	21,18133	2,99549
Selfmentions	1	10	10,9000	11,95780	3,78139
	2	10	16,8000	14,97999	4,73709
	3	10	6,2000	4,36654	1,38082
	4	10	15,4000	11,68285	3,69444
	5	10	26,1000	43,99356	13,91199
	Total	50	15,0800	22,28465	3,15153
Attitude	1	10	31,1000	23,32119	7,37481
	2	10	29,5000	14,40872	4,55644
	3	10	21,0000	13,24974	4,18994
	4	10	23,2000	13,07925	4,13602
	5	10	25,5000	14,75165	4,66488
	Total	50	26,0600	16,00690	2,26372
Engagement	1	10	213,9000	123,09026	38,92456
	2	10	178,0000	113,51554	35,89677
	3	10	128,5000	87,58647	27,69727

**Descriptivos**

		Intervalo de confianza para la media al 95%		Mínimo	Máximo
		Límite inferior	Límite superior		
TWHANDBK	1	3277,3321	8609,4679	815,00	11647,00
	2	2345,0526	5179,1474	366,00	7018,00
	3	2712,7232	5532,0768	834,00	7282,00
	4	3101,8097	8074,3903	863,00	11728,00
	5	2366,5101	4318,0899	1570,00	5256,00
	Total	3766,9740	5336,3460	366,00	11728,00
Hedges	1	20,8273	53,9727	8,00	77,00
	2	21,2717	59,7283	13,00	88,00
	3	17,5986	39,0014	11,00	51,00
	4	20,1766	51,2234	6,00	83,00
	5	11,1287	50,6713	11,00	104,00
	Total	28,0854	41,0346	6,00	104,00
Boosters	1	12,8940	61,3060	3,00	120,00
	2	21,2576	55,3424	15,00	88,00
	3	22,4295	34,1705	13,00	39,00
	4	20,5003	43,0997	14,00	67,00
	5	11,2262	31,5738	9,00	54,00
	Total	25,3603	37,3997	3,00	120,00
Selfmentions	1	2,3459	19,4541	,00	42,00
	2	6,0840	27,5160	4,00	56,00
	3	3,0764	9,3236	1,00	12,00
	4	7,0426	23,7574	2,00	34,00
	5	-5,3711	57,5711	,00	143,00
	Total	8,7468	21,4132	,00	143,00
Attitude	1	14,4170	47,7830	9,00	89,00
	2	19,1926	39,8074	8,00	63,00
	3	11,5217	30,4783	6,00	52,00
	4	13,8437	32,5563	5,00	42,00
	5	14,9473	36,0527	6,00	48,00
	Total	21,5109	30,6091	5,00	89,00
Engagement	1	125,8465	301,9535	76,00	405,00
	2	96,7959	259,2041	34,00	394,00
	3	65,8444	191,1556	2,00	279,00



**Descriptivos**

		N	Media	Desviación típica	Error típico
TME	4	10	116,3000	102,78246	32,50267
	5	10	122,7000	93,31792	29,50972
	Total	50	151,8800	107,54736	15,20949
	1	10	330,4000	189,38743	59,88957
	2	10	303,1000	167,94407	53,10858
	3	10	212,3000	108,36159	34,26694
	4	10	222,4000	136,97948	43,31671
	5	10	226,6000	148,24619	46,87956
Total	50	258,9600	154,20156	21,80739	
PMEHANDBK	1	10	7,2590	4,30736	1,36211
	2	10	12,2820	15,80408	4,99769
	3	10	5,6530	2,55759	,80878
	4	10	4,5850	2,51298	,79467
	5	10	7,3560	5,80399	1,83538
	Total	50	7,4270	8,05855	1,13965

**Descriptivos**

		Intervalo de confianza para la media al 95%		Mínimo	Máximo
		Límite inferior	Límite superior		
TME	4	42,7739	189,8261	1,00	300,00
	5	55,9444	189,4556	26,00	275,00
	Total	121,3154	182,4446	1,00	405,00
	1	194,9204	465,8796	121,00	698,00
	2	182,9600	423,2400	74,00	643,00
	3	134,7828	289,8172	57,00	394,00
	4	124,4108	320,3892	37,00	421,00
	5	120,5511	332,6489	54,00	477,00
Total	215,1364	302,7836	37,00	698,00	
PMEHANDBK	1	4,1777	10,3403	1,38	14,86
	2	,9764	23,5876	4,33	56,83
	3	3,8234	7,4826	2,63	11,15
	4	2,7873	6,3827	1,36	9,29
	5	3,2041	11,5079	2,13	21,42
	Total	5,1368	9,7172	1,36	56,83

## ANOVA de un factor

		Suma de cuadrados	gl	Media cuadrática	F
TWHANDBK	Inter-grupos	52813688,520	4	13203422,130	1,852
	Intra-grupos	320736812,700	45	7127484,727	
	Total	373550501,220	49		
Hedges	Inter-grupos	972,320	4	243,080	,447
	Intra-grupos	24460,000	45	543,556	
	Total	25432,320	49		
Boosters	Inter-grupos	1898,680	4	474,670	1,063
	Intra-grupos	20085,100	45	446,336	
	Total	21983,780	49		
Selfmentions	Inter-grupos	2208,280	4	552,070	1,123
	Intra-grupos	22125,400	45	491,676	
	Total	24333,680	49		
Attitude	Inter-grupos	713,320	4	178,330	,678
	Intra-grupos	11841,500	45	263,144	
	Total	12554,820	49		
Engagement	Inter-grupos	71927,680	4	17981,920	1,635
	Intra-grupos	494827,600	45	10996,169	
	Total	566755,280	49		
TME	Inter-grupos	116129,720	4	29032,430	1,245
	Intra-grupos	1048998,200	45	23311,071	
	Total	1165127,920	49		
PMEHANDBK	Inter-grupos	348,283	4	87,071	1,383
	Intra-grupos	2833,785	45	62,973	
	Total	3182,068	49		

## ANOVA de un factor

		Sig.
TWHANDBK	Inter-grupos	,135
	Intra-grupos	
	Total	
Hedges	Inter-grupos	,774
	Intra-grupos	
	Total	
Boosters	Inter-grupos	,386
	Intra-grupos	
	Total	
Selfmentions	Inter-grupos	,358
	Intra-grupos	
	Total	
Attitude	Inter-grupos	,611
	Intra-grupos	
	Total	
Engagement	Inter-grupos	,182
	Intra-grupos	
	Total	
TME	Inter-grupos	,305
	Intra-grupos	
	Total	
PMEHANDBK	Inter-grupos	,255
	Intra-grupos	
	Total	

## Pruebas post hoc

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Manual	(J) Manual	Diferencia de medias (I-J)	Error típico	Sig.
TWHANDBK	1	2	2181,30000	1193,94177	,743
		3	1821,00000	1193,94177	1,000
		4	355,30000	1193,94177	1,000
		5	2601,10000	1193,94177	,346
	2	1	-2181,30000	1193,94177	,743
		3	-360,30000	1193,94177	1,000
		4	-1826,00000	1193,94177	1,000
		5	419,80000	1193,94177	1,000
	3	1	-1821,00000	1193,94177	1,000
		2	360,30000	1193,94177	1,000
		4	-1465,70000	1193,94177	1,000
		5	780,10000	1193,94177	1,000
	4	1	-355,30000	1193,94177	1,000
		2	1826,00000	1193,94177	1,000
		3	1465,70000	1193,94177	1,000
		5	2245,80000	1193,94177	,665
	5	1	-2601,10000	1193,94177	,346
		2	-419,80000	1193,94177	1,000
		3	-780,10000	1193,94177	1,000
		4	-2245,80000	1193,94177	,665
Hedges	1	2	-3,10000	10,42646	1,000
		3	9,10000	10,42646	1,000
		4	1,70000	10,42646	1,000
		5	6,50000	10,42646	1,000
	2	1	3,10000	10,42646	1,000
		3	12,20000	10,42646	1,000
		4	4,80000	10,42646	1,000
		5	9,60000	10,42646	1,000
	3	1	-9,10000	10,42646	1,000
		2	-12,20000	10,42646	1,000
		4	-7,40000	10,42646	1,000
		5	-2,60000	10,42646	1,000
	4	1	-1,70000	10,42646	1,000
		2	-4,80000	10,42646	1,000
		3	7,40000	10,42646	1,000
		5	4,80000	10,42646	1,000
	5	1	-6,50000	10,42646	1,000
		2	-9,60000	10,42646	1,000
		3	2,60000	10,42646	1,000
		4	-4,80000	10,42646	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Manual	(J) Manual	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
TWHANDBK	1	2	-1343,3106	5705,9106
		3	-1703,6106	5345,6106
		4	-3169,3106	3879,9106
		5	-923,5106	6125,7106
		2	1	-5705,9106
	2	3	-3884,9106	3164,3106
		4	-5350,6106	1698,6106
		5	-3104,8106	3944,4106
		3	1	-5345,6106
	3	2	-3164,3106	3884,9106
		4	-4990,3106	2058,9106
		5	-2744,5106	4304,7106
		4	1	-3879,9106
	4	2	-1698,6106	5350,6106
		3	-2058,9106	4990,3106
		5	-1278,8106	5770,4106
		5	1	-6125,7106
	5	2	-3944,4106	3104,8106
		3	-4304,7106	2744,5106
		4	-5770,4106	1278,8106
Hedges		1	2	-33,8797
1	3	-21,6797	39,8797	
	4	-29,0797	32,4797	
	5	-24,2797	37,2797	
	2	1	-27,6797	33,8797
2	3	-18,5797	42,9797	
	4	-25,9797	35,5797	
	5	-21,1797	40,3797	
	3	1	-39,8797	21,6797
3	2	-42,9797	18,5797	
	4	-38,1797	23,3797	
	5	-33,3797	28,1797	
	4	1	-32,4797	29,0797
4	2	-35,5797	25,9797	
	3	-23,3797	38,1797	
	5	-25,9797	35,5797	
	5	1	-37,2797	24,2797
5	2	-40,3797	21,1797	
	3	-28,1797	33,3797	
	4	-35,5797	25,9797	

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Manual	(J) Manual	Diferencia de medias (I-J)	Error típico	Sig.
Boosters	1	2	-1,20000	9,44813	1,000
		3	8,80000	9,44813	1,000
		4	5,30000	9,44813	1,000
		5	15,70000	9,44813	1,000
	2	1	1,20000	9,44813	1,000
		3	10,00000	9,44813	1,000
		4	6,50000	9,44813	1,000
		5	16,90000	9,44813	,804
	3	1	-8,80000	9,44813	1,000
		2	-10,00000	9,44813	1,000
		4	-3,50000	9,44813	1,000
		5	6,90000	9,44813	1,000
	4	1	-5,30000	9,44813	1,000
		2	-6,50000	9,44813	1,000
		3	3,50000	9,44813	1,000
		5	10,40000	9,44813	1,000
	5	1	-15,70000	9,44813	1,000
		2	-16,90000	9,44813	,804
		3	-6,90000	9,44813	1,000
		4	-10,40000	9,44813	1,000
Selfmentions	1	2	-5,90000	9,91641	1,000
		3	4,70000	9,91641	1,000
		4	-4,50000	9,91641	1,000
		5	-15,20000	9,91641	1,000
	2	1	5,90000	9,91641	1,000
		3	10,60000	9,91641	1,000
		4	1,40000	9,91641	1,000
		5	-9,30000	9,91641	1,000
	3	1	-4,70000	9,91641	1,000
		2	-10,60000	9,91641	1,000
		4	-9,20000	9,91641	1,000
		5	-19,90000	9,91641	,508
	4	1	4,50000	9,91641	1,000
		2	-1,40000	9,91641	1,000
		3	9,20000	9,91641	1,000
		5	-10,70000	9,91641	1,000
	5	1	15,20000	9,91641	1,000
		2	9,30000	9,91641	1,000
		3	19,90000	9,91641	,508
		4	10,70000	9,91641	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Manual	(J) Manual	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Boosters	1	2	-29,0916	26,6916
		3	-19,0916	36,6916
		4	-22,5916	33,1916
		5	-12,1916	43,5916
	2	1	-26,6916	29,0916
		3	-17,8916	37,8916
		4	-21,3916	34,3916
		5	-10,9916	44,7916
	3	1	-36,6916	19,0916
		2	-37,8916	17,8916
		4	-31,3916	24,3916
		5	-20,9916	34,7916
	4	1	-33,1916	22,5916
		2	-34,3916	21,3916
		3	-24,3916	31,3916
		5	-17,4916	38,2916
	5	1	-43,5916	12,1916
		2	-44,7916	10,9916
		3	-34,7916	20,9916
		4	-38,2916	17,4916
Selfmentions	1	2	-35,1740	23,3740
		3	-24,5740	33,9740
		4	-33,7740	24,7740
		5	-44,4740	14,0740
	2	1	-23,3740	35,1740
		3	-18,6740	39,8740
		4	-27,8740	30,6740
		5	-38,5740	19,9740
	3	1	-33,9740	24,5740
		2	-39,8740	18,6740
		4	-38,4740	20,0740
		5	-49,1740	9,3740
	4	1	-24,7740	33,7740
		2	-30,6740	27,8740
		3	-20,0740	38,4740
		5	-39,9740	18,5740
	5	1	-14,0740	44,4740
		2	-19,9740	38,5740
		3	-9,3740	49,1740
		4	-18,5740	39,9740

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Manual	(J) Manual	Diferencia de medias (I-J)	Error típico	Sig.
Attitude	1	2	1,60000	7,25458	1,000
		3	10,10000	7,25458	1,000
		4	7,90000	7,25458	1,000
		5	5,60000	7,25458	1,000
	2	1	-1,60000	7,25458	1,000
		3	8,50000	7,25458	1,000
		4	6,30000	7,25458	1,000
		5	4,00000	7,25458	1,000
	3	1	-10,10000	7,25458	1,000
		2	-8,50000	7,25458	1,000
		4	-2,20000	7,25458	1,000
		5	-4,50000	7,25458	1,000
	4	1	-7,90000	7,25458	1,000
		2	-6,30000	7,25458	1,000
		3	2,20000	7,25458	1,000
		5	-2,30000	7,25458	1,000
	5	1	-5,60000	7,25458	1,000
		2	-4,00000	7,25458	1,000
		3	4,50000	7,25458	1,000
		4	2,30000	7,25458	1,000
Engagement	1	2	35,90000	46,89599	1,000
		3	85,40000	46,89599	,753
		4	97,60000	46,89599	,431
		5	91,20000	46,89599	,581
	2	1	-35,90000	46,89599	1,000
		3	49,50000	46,89599	1,000
		4	61,70000	46,89599	1,000
		5	55,30000	46,89599	1,000
	3	1	-85,40000	46,89599	,753
		2	-49,50000	46,89599	1,000
		4	12,20000	46,89599	1,000
		5	5,80000	46,89599	1,000
	4	1	-97,60000	46,89599	,431
		2	-61,70000	46,89599	1,000
		3	-12,20000	46,89599	1,000
		5	-6,40000	46,89599	1,000
	5	1	-91,20000	46,89599	,581
		2	-55,30000	46,89599	1,000
		3	-5,80000	46,89599	1,000
		4	6,40000	46,89599	1,000



Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Manual	(J) Manual	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Attitude	1	2	-19,8161	23,0161
		3	-11,3161	31,5161
		4	-13,5161	29,3161
		5	-15,8161	27,0161
	2	1	-23,0161	19,8161
		3	-12,9161	29,9161
		4	-15,1161	27,7161
		5	-17,4161	25,4161
	3	1	-31,5161	11,3161
		2	-29,9161	12,9161
		4	-23,6161	19,2161
		5	-25,9161	16,9161
	4	1	-29,3161	13,5161
		2	-27,7161	15,1161
		3	-19,2161	23,6161
		5	-23,7161	19,1161
	5	1	-27,0161	15,8161
		2	-25,4161	17,4161
		3	-16,9161	25,9161
		4	-19,1161	23,7161
Engagement	1	2	-102,5407	174,3407
		3	-53,0407	223,8407
		4	-40,8407	236,0407
		5	-47,2407	229,6407
	2	1	-174,3407	102,5407
		3	-88,9407	187,9407
		4	-76,7407	200,1407
		5	-83,1407	193,7407
	3	1	-223,8407	53,0407
		2	-187,9407	88,9407
		4	-126,2407	150,6407
		5	-132,6407	144,2407
	4	1	-236,0407	40,8407
		2	-200,1407	76,7407
		3	-150,6407	126,2407
		5	-144,8407	132,0407
	5	1	-229,6407	47,2407
		2	-193,7407	83,1407
		3	-144,2407	132,6407
		4	-132,0407	144,8407

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Manual	(J) Manual	Diferencia de medias (I-J)	Error típico	Sig.
TME	1	2	27,30000	68,28041	1,000
		3	118,10000	68,28041	,906
		4	108,00000	68,28041	1,000
		5	103,80000	68,28041	1,000
	2	1	-27,30000	68,28041	1,000
		3	90,80000	68,28041	1,000
		4	80,70000	68,28041	1,000
		5	76,50000	68,28041	1,000
	3	1	-118,10000	68,28041	,906
		2	-90,80000	68,28041	1,000
		4	-10,10000	68,28041	1,000
		5	-14,30000	68,28041	1,000
	4	1	-108,00000	68,28041	1,000
		2	-80,70000	68,28041	1,000
		3	10,10000	68,28041	1,000
		5	-4,20000	68,28041	1,000
	5	1	-103,80000	68,28041	1,000
		2	-76,50000	68,28041	1,000
		3	14,30000	68,28041	1,000
		4	4,20000	68,28041	1,000
PMEHANDBK	1	2	-5,02300	3,54889	1,000
		3	1,60600	3,54889	1,000
		4	2,67400	3,54889	1,000
		5	-,09700	3,54889	1,000
	2	1	5,02300	3,54889	1,000
		3	6,62900	3,54889	,683
		4	7,69700	3,54889	,354
		5	4,92600	3,54889	1,000
	3	1	-1,60600	3,54889	1,000
		2	-6,62900	3,54889	,683
		4	1,06800	3,54889	1,000
		5	-1,70300	3,54889	1,000
	4	1	-2,67400	3,54889	1,000
		2	-7,69700	3,54889	,354
		3	-1,06800	3,54889	1,000
		5	-2,77100	3,54889	1,000
	5	1	,09700	3,54889	1,000
		2	-4,92600	3,54889	1,000
		3	1,70300	3,54889	1,000
		4	2,77100	3,54889	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Manual	(J) Manual	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
TME	1	2	-174,2692	228,8692
		3	-83,4692	319,6692
		4	-93,5692	309,5692
		5	-97,7692	305,3692
	2	1	-228,8692	174,2692
		3	-110,7692	292,3692
		4	-120,8692	262,2692
		5	-125,0692	278,0692
	3	1	-319,6692	83,4692
		2	-292,3692	110,7692
		4	-211,6692	191,4692
		5	-215,8692	187,2692
	4	1	-309,5692	93,5692
		2	-282,2692	120,8692
		3	-191,4692	211,6692
		5	-205,7692	197,3692
	5	1	-305,3692	97,7692
		2	-278,0692	125,0692
		3	-187,2692	215,8692
		4	-197,3692	205,7692
PMEHANDBK	1	2	-15,4996	5,4536
		3	-8,8706	12,0826
		4	-7,8026	13,1506
		5	-10,5736	10,3796
	2	1	-5,4536	15,4996
		3	-3,8476	17,1056
		4	-2,7796	18,1736
		5	-5,5506	15,4026
	3	1	-12,0826	8,8706
		2	-17,1056	3,8476
		4	-9,4086	11,5446
		5	-12,1796	8,7736
	4	1	-13,1506	7,8026
		2	-18,1736	2,7796
		3	-11,5446	9,4086
		5	-13,2476	7,7056
	5	1	-10,3796	10,5736
		2	-15,4026	5,5506
		3	-8,7736	12,1796
		4	-7,7056	13,2476



### ANOVA results no. 3: General Table NSE and NNSE

T-TEST GROUPS=Manual(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=TWHANDBK Hedges Boosters Selfmentions Attitude Engagement TME  
 PMEHANDBK  
 /CRITERIA=CI(.95).

#### Prueba T

[Conjunto\_de\_datos0]

Estadísticos de grupo

	Manual	N	Media	Desviación típ.	Error típ. de la media
TWHANDBK	1	50	6376,7200	5172,83824	731,54980
	2	50	4551,6600	2761,06494	390,47355
Hedges	1	50	111,9800	148,26280	20,96753
	2	50	34,5600	22,78216	3,22188
Boosters	1	50	56,2800	43,01781	6,08364
	2	50	31,3800	21,18133	2,99549
Selfmentions	1	50	30,6600	28,70157	4,05901
	2	50	15,0800	22,28465	3,15153
Attitude	1	50	30,8200	28,74426	4,06505
	2	50	26,0600	16,00690	2,26372
Engagement	1	50	411,0400	381,73080	53,98489
	2	50	151,8800	107,54736	15,20949
TME	1	50	640,7800	589,76994	83,40606
	2	50	258,9600	154,20156	21,80739
PMEHANDBK	1	50	10,5004	5,77332	,81647
	2	50	7,4270	8,05855	1,13965

Prueba de muestras independientes

		Prueba de Levene para la igualdad de varianzas	
		F	Sig.
TWHANDBK	Se han asumido varianzas iguales No se han asumido varianzas iguales	2,538	,114
Hedges	Se han asumido varianzas iguales No se han asumido varianzas iguales	22,900	,000
Boosters	Se han asumido varianzas iguales No se han asumido varianzas iguales	14,950	,000
Selfmentions	Se han asumido varianzas iguales No se han asumido varianzas iguales	4,532	,036
Attitude	Se han asumido varianzas iguales No se han asumido varianzas iguales	5,398	,022
Engagement	Se han asumido varianzas iguales No se han asumido varianzas iguales	19,109	,000
TME	Se han asumido varianzas iguales No se han asumido varianzas iguales	19,192	,000
PMEHANDBK	Se han asumido varianzas iguales No se han asumido varianzas iguales	,006	,938

Prueba de muestras independientes

		Prueba T para la igualdad de medias		
		t	gl	Sig. (bilateral)
TWHANDBK	Se han asumido varianzas iguales	2,201	98	,030
	No se han asumido varianzas iguales	2,201	74,824	,031
Hedges	Se han asumido varianzas iguales	3,650	98	,000
	No se han asumido varianzas iguales	3,650	51,313	,001
Boosters	Se han asumido varianzas iguales	3,672	98	,000
	No se han asumido varianzas iguales	3,672	71,440	,000
Selfmentions	Se han asumido varianzas iguales	3,032	98	,003
	No se han asumido varianzas iguales	3,032	92,331	,003
Attitude	Se han asumido varianzas iguales	1,023	98	,309
	No se han asumido varianzas iguales	1,023	76,724	,310
Engagement	Se han asumido varianzas iguales	4,621	98	,000
	No se han asumido varianzas iguales	4,621	56,730	,000
TME	Se han asumido varianzas iguales	4,429	98	,000
	No se han asumido varianzas iguales	4,429	55,668	,000
PMEHANDBK	Se han asumido varianzas iguales	2,192	98	,031
	No se han asumido varianzas iguales	2,192	88,812	,031

**Prueba de muestras independientes**

		Prueba T para la igualdad de medias	
		Diferencia de medias	Error tip. de la diferencia
TWHANDBK	Se han asumido varianzas iguales	1825,06000	829,23742
	No se han asumido varianzas iguales	1825,06000	829,23742
Hedges	Se han asumido varianzas iguales	77,42000	21,21362
	No se han asumido varianzas iguales	77,42000	21,21362
Boosters	Se han asumido varianzas iguales	24,90000	6,78112
	No se han asumido varianzas iguales	24,90000	6,78112
Selfmentions	Se han asumido varianzas iguales	15,58000	5,13884
	No se han asumido varianzas iguales	15,58000	5,13884
Attitude	Se han asumido varianzas iguales	4,76000	4,65286
	No se han asumido varianzas iguales	4,76000	4,65286
Engagement	Se han asumido varianzas iguales	259,16000	56,08651
	No se han asumido varianzas iguales	259,16000	56,08651
TME	Se han asumido varianzas iguales	381,82000	86,20983
	No se han asumido varianzas iguales	381,82000	86,20983
PMEHANDBK	Se han asumido varianzas iguales	3,07340	1,40194
	No se han asumido varianzas iguales	3,07340	1,40194



**Prueba de muestras independientes**

		Prueba T para la igualdad de medias	
		95% Intervalo de confianza para la diferencia	
		Inferior	Superior
TWHANDBK	Se han asumido varianzas iguales	179,46533	3470,65467
	No se han asumido varianzas iguales	173,07075	3477,04925
Hedges	Se han asumido varianzas iguales	35,32226	119,51774
	No se han asumido varianzas iguales	34,83818	120,00182
Boosters	Se han asumido varianzas iguales	11,44308	38,35692
	No se han asumido varianzas iguales	11,38027	38,41973
Selfmentions	Se han asumido varianzas iguales	5,38213	25,77787
	No se han asumido varianzas iguales	5,37430	25,78570
Attitude	Se han asumido varianzas iguales	-4,47344	13,99344
	No se han asumido varianzas iguales	-4,50555	14,02555
Engagement	Se han asumido varianzas iguales	147,85814	370,46186
	No se han asumido varianzas iguales	146,83711	371,48289
TME	Se han asumido varianzas iguales	210,73941	552,90059
	No se han asumido varianzas iguales	209,09825	554,54175
PMEHANDBK	Se han asumido varianzas iguales	,29130	5,85550
	No se han asumido varianzas iguales	,28770	5,85910



## ANOVA results no. 4: Attitude Markers NNSE

ONEWAY Comparative Attitudeverbs Sentenceadverbs Adjectives Exclamations T  
total BY Nationality  
/STATISTICS DESCRIPTIVES  
/MISSING ANALYSIS  
/POSTHOC=BONFERRONI ALPHA(0.05).

### ANOVA de un factor

[Conjunto\_de\_datos0]

#### Descriptivos

		N	Media	Desviación típica	Error típico
Comparative	1	10	,1320	,11670	,03690
	2	10	,3500	,47317	,14963
	3	10	,1030	,11295	,03572
	4	10	,0860	,06240	,01973
	5	10	,2570	,32083	,10146
	Total	50	,1856	,27595	,03903
Attitudeverbs	1	10	,0730	,06482	,02050
	2	10	,1490	,17130	,05417
	3	10	,0430	,03653	,01155
	4	10	,0668	,06964	,02202
	5	10	,0940	,08222	,02600
	Total	50	,0852	,09924	,01403
Sentenceadverbs	1	10	,2100	,17857	,05647
	2	10	,2910	,38512	,12179
	3	10	,1200	,05207	,01647
	4	10	,0800	,04899	,01549
	5	10	,2380	,17126	,05416
	Total	50	,1878	,21336	,03017
Adjectives	1	10	,0850	,06884	,02177
	2	10	,2510	,30632	,09687
	3	10	,1870	,08097	,02561
	4	10	,1800	,13679	,04326
	5	10	,1240	,10157	,03212
	Total	50	,1654	,16716	,02364
Exclamations	1	10	,0790	,11742	,03713
	2	10	,1650	,25030	,07915
	3	10	,0380	,06197	,01960
	4	10	,0230	,03802	,01202
	5	10	,1290	,25071	,07928
	Total	50	,0868	,17174	,02429
Total	1	10	,5980	,26981	,08532
	2	10	1,2220	1,51876	,48027
	3	10	,5110	,14836	,04691

**Descriptivos**

		Intervalo de confianza para la media al 95%		Mínimo
		Límite inferior	Límite superior	
Comparative	1	,0485	,2155	,03
	2	,0115	,6885	,05
	3	,0222	,1838	,00
	4	,0414	,1306	,00
	5	,0275	,4865	,00
	Total	,1072	,2640	,00
Attitudeverbs	1	,0266	,1194	,00
	2	,0265	,2715	,00
	3	,0169	,0691	,00
	4	,0170	,1166	,00
	5	,0352	,1528	,00
	Total	,0570	,1134	,00
Sentenceadverbs	1	,0823	,3377	,02
	2	,0155	,5665	,05
	3	,0828	,1572	,02
	4	,0450	,1150	,00
	5	,1155	,3605	,11
	Total	,1272	,2484	,00
Adjectives	1	,0358	,1342	,01
	2	,0319	,4701	,05
	3	,1291	,2449	,06
	4	,0821	,2779	,05
	5	,0513	,1967	,00
	Total	,1179	,2129	,00
Exclamations	1	-,0050	,1630	,00
	2	-,0141	,3441	,00
	3	-,0063	,0823	,00
	4	-,0042	,0502	,00
	5	-,0503	,3083	,00
	Total	,0380	,1356	,00
Total	1	,4050	,7910	,19
	2	,1355	2,3085	,46
	3	,4049	,6171	,29

Descriptivos

		Máximo
Comparative	1	,40
	2	1,63
	3	,30
	4	,20
	5	1,02
	Total	1,63
Attitudeverbs	1	,18
	2	,54
	3	,11
	4	,23
	5	,25
	Total	,54
Sentenceadverbs	1	,61
	2	1,36
	3	,21
	4	,16
	5	,67
	Total	1,36
Adjectives	1	,24
	2	1,09
	3	,35
	4	,51
	5	,33
	Total	1,09
Exclamations	1	,34
	2	,81
	3	,15
	4	,11
	5	,80
	Total	,81
Total	1	1,10
	2	5,46
	3	,71

Descriptivos

	N	Media	Desviación típica	Error típico
4	10	,4490	,20409	,06454
5	10	,8620	,60387	,19096
Total	50	,7284	,77338	,10937

**Descriptivos**

	Intervalo de confianza para la media al 95%		Mínimo
	Límite inferior	Límite superior	
4	,3030	,5950	,26
5	,4300	1,2940	,32
Total	,5086	,9482	,19

**Descriptivos**

	Máximo
4	,94
5	1,93
Total	5,46

**ANOVA de un factor**

		Suma de cuadrados	gl	Media cuadrática
Comparative	Inter-grupos	,517	4	,129
	Intra-grupos	3,214	45	,071
	Total	3,731	49	
Attitudeverbs	Inter-grupos	,064	4	,016
	Intra-grupos	,418	45	,009
	Total	,483	49	
Sentenceadverbs	Inter-grupos	,299	4	,075
	Intra-grupos	1,932	45	,043
	Total	2,231	49	
Adjectives	Inter-grupos	,162	4	,040
	Intra-grupos	1,207	45	,027
	Total	1,369	49	
Exclamations	Inter-grupos	,144	4	,036
	Intra-grupos	1,301	45	,029
	Total	1,445	49	
Total	Inter-grupos	4,038	4	1,010
	Intra-grupos	25,270	45	,562
	Total	29,308	49	

## ANOVA de un factor

		F	Sig.
Comparative	Inter-grupos	1,811	,143
	Intra-grupos		
	Total		
Attitudeverbs	Inter-grupos	1,725	,161
	Intra-grupos		
	Total		
Sentenceadverbs	Inter-grupos	1,740	,158
	Intra-grupos		
	Total		
Adjectives	Inter-grupos	1,508	,216
	Intra-grupos		
	Total		
Exclamations	Inter-grupos	1,246	,305
	Intra-grupos		
	Total		
Total	Inter-grupos	1,798	,146
	Intra-grupos		
	Total		

## Pruebas post hoc

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Diferencia de medias (I-J)	Error típico
Comparative	1	2	-,21800	,11951
		3	,02900	,11951
		4	,04600	,11951
		5	-,12500	,11951
	2	1	,21800	,11951
		3	,24700	,11951
		4	,26400	,11951
		5	,09300	,11951
	3	1	-,02900	,11951
		2	-,24700	,11951
		4	,01700	,11951
		5	-,15400	,11951
	4	1	-,04600	,11951
		2	-,26400	,11951
		3	-,01700	,11951
		5	-,17100	,11951
	5	1	,12500	,11951
		2	-,09300	,11951
		3	,15400	,11951
		4	,17100	,11951
Attitudeverbs	1	2	-,07600	,04312
		3	,03000	,04312
		4	,00620	,04312
		5	-,02100	,04312
	2	1	,07600	,04312
		3	,10600	,04312
		4	,08220	,04312
		5	,05500	,04312
	3	1	-,03000	,04312
		2	-,10600	,04312
		4	-,02380	,04312
		5	-,05100	,04312
	4	1	-,00620	,04312
		2	-,08220	,04312
		3	,02380	,04312
		5	-,02720	,04312
	5	1	,02100	,04312
		2	-,05500	,04312
		3	,05100	,04312
		4	,02720	,04312



Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Sig.	Intervalo de ..
				Límite inferior
Comparative	1	2	,748	-,5708
		3	1,000	-,3238
		4	1,000	-,3068
		5	1,000	-,4778
	2	1	,748	-,1348
		3	,445	-,1058
		4	,323	-,0888
		5	1,000	-,2598
	3	1	1,000	-,3818
		2	,445	-,5998
		4	1,000	-,3358
		5	1,000	-,5068
	4	1	1,000	-,3988
		2	,323	-,6168
		3	1,000	-,3698
		5	1,000	-,5238
	5	1	1,000	-,2278
		2	1,000	-,4458
		3	1,000	-,1988
		4	1,000	-,1818
Attitudeverbs	1	2	,848	-,2033
		3	1,000	-,0973
		4	1,000	-,1211
		5	1,000	-,1483
	2	1	,848	-,0513
		3	,179	-,0213
		4	,630	-,0451
		5	1,000	-,0723
	3	1	1,000	-,1573
		2	,179	-,2333
		4	1,000	-,1511
		5	1,000	-,1783
	4	1	1,000	-,1335
		2	,630	-,2095
		3	1,000	-,1035
		5	1,000	-,1545
	5	1	1,000	-,1063
		2	1,000	-,1823
		3	1,000	-,0763
		4	1,000	-,1001

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Intervalo de ...
			Límite superior
Comparative	1	2	,1348
		3	,3818
		4	,3988
		5	,2278
		2	1
	2	3	,5998
		4	,6168
		5	,4458
		3	1
	3	2	,1058
		4	,3698
		5	,1988
		4	1
	4	2	,0888
		3	,3358
		5	,1818
		5	1
	5	2	,2598
		3	,5068
		4	,5238
Attitudeverbs		1	2
	3		,1573
	4		,1335
	5		,1063
	2		1
	2	3	,2333
		4	,2095
		5	,1823
		3	1
	3	2	,0213
		4	,1035
		5	,0763
		4	1
	4	2	,0451
		3	,1511
		5	,1001
		5	1
	5	2	,0723
		3	,1783
		4	,1545

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Diferencia de medias (I-J)	Error típico
Sentenceadverbs	1	2	-,08100	,09266
		3	,09000	,09266
		4	,13000	,09266
		5	-,02800	,09266
	2	1	,08100	,09266
		3	,17100	,09266
		4	,21100	,09266
		5	,05300	,09266
	3	1	-,09000	,09266
		2	-,17100	,09266
		4	,04000	,09266
		5	-,11800	,09266
	4	1	-,13000	,09266
		2	-,21100	,09266
		3	-,04000	,09266
		5	-,15800	,09266
	5	1	,02800	,09266
		2	-,05300	,09266
		3	,11800	,09266
		4	,15800	,09266
Adjectives	1	2	-,16600	,07325
		3	-,10200	,07325
		4	-,09500	,07325
		5	-,03900	,07325
	2	1	,16600	,07325
		3	,06400	,07325
		4	,07100	,07325
		5	,12700	,07325
	3	1	,10200	,07325
		2	-,06400	,07325
		4	,00700	,07325
		5	,06300	,07325
	4	1	,09500	,07325
		2	-,07100	,07325
		3	-,00700	,07325
		5	,05600	,07325
	5	1	,03900	,07325
		2	-,12700	,07325
		3	-,06300	,07325
		4	-,05600	,07325

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Sig.	Intervalo de ...
				Límite inferior
Sentenceadverbs	1	2	1,000	-,3545
		3	1,000	-,1835
		4	1,000	-,1435
		5	1,000	-,3015
	2	1	1,000	-,1925
		3	,716	-,1025
		4	,276	-,0625
		5	1,000	-,2205
	3	1	1,000	-,3635
		2	,716	-,4445
		4	1,000	-,2335
		5	1,000	-,3915
	4	1	1,000	-,4035
		2	,276	-,4845
		3	1,000	-,3135
		5	,951	-,4315
	5	1	1,000	-,2455
		2	1,000	-,3265
		3	1,000	-,1555
		4	,951	-,1155
Adjectives	1	2	,283	-,3823
		3	1,000	-,3183
		4	1,000	-,3113
		5	1,000	-,2553
	2	1	,283	-,0503
		3	1,000	-,1523
		4	1,000	-,1453
		5	,898	-,0893
	3	1	1,000	-,1143
		2	1,000	-,2803
		4	1,000	-,2093
		5	1,000	-,1533
	4	1	1,000	-,1213
		2	1,000	-,2873
		3	1,000	-,2233
		5	1,000	-,1603
	5	1	1,000	-,1773
		2	,898	-,3433
		3	1,000	-,2793
		4	1,000	-,2723

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Intervalo de ...
			Límite superior
Sentenceadverbs	1	2	,1925
		3	,3635
		4	,4035
		5	,2455
		2	1
	2	3	,4445
		4	,4845
		5	,3265
		3	1
	3	2	,1025
		4	,3135
		5	,1555
		4	1
	4	2	,0625
		3	,2335
		5	,1155
		5	1
	5	2	,2205
		3	,3915
		4	,4315
Adjectives		1	2
	3		,1143
	4		,1213
	5		,1773
	2		1
	2	3	,2803
		4	,2873
		5	,3433
		3	1
	3	2	,1523
		4	,2233
		5	,2793
		4	1
	4	2	,1453
		3	,2093
		5	,2723
		5	1
	5	2	,0893
		3	,1533
		4	,1603

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Diferencia de medias (I-J)	Error típico
Exclamations	1	2	-,08600	,07605
		3	,04100	,07605
		4	,05600	,07605
		5	-,05000	,07605
	2	1	,08600	,07605
		3	,12700	,07605
		4	,14200	,07605
		5	,03600	,07605
	3	1	-,04100	,07605
		2	-,12700	,07605
		4	,01500	,07605
		5	-,09100	,07605
	4	1	-,05600	,07605
		2	-,14200	,07605
		3	-,01500	,07605
		5	-,10600	,07605
	5	1	,05000	,07605
		2	-,03600	,07605
		3	,09100	,07605
		4	,10600	,07605
Total	1	2	-,62400	,33513
		3	,08700	,33513
		4	,14900	,33513
		5	-,26400	,33513
	2	1	,62400	,33513
		3	,71100	,33513
		4	,77300	,33513
		5	,36000	,33513
	3	1	-,08700	,33513
		2	-,71100	,33513
		4	,06200	,33513
		5	-,35100	,33513
	4	1	-,14900	,33513
		2	-,77300	,33513
		3	-,06200	,33513
		5	-,41300	,33513
	5	1	,26400	,33513
		2	-,36000	,33513
		3	,35100	,33513
		4	,41300	,33513

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Sig.	Intervalo de ...
				Limite inferior
Exclamations	1	2	1,000	-,3105
		3	1,000	-,1835
		4	1,000	-,1685
		5	1,000	-,2745
	2	1	1,000	-,1385
		3	1,000	-,0975
		4	,684	-,0825
		5	1,000	-,1885
	3	1	1,000	-,2655
		2	1,000	-,3515
		4	1,000	-,2095
		5	1,000	-,3155
	4	1	1,000	-,2805
		2	,684	-,3665
		3	1,000	-,2395
		5	1,000	-,3305
	5	1	1,000	-,1745
		2	1,000	-,2605
		3	1,000	-,1335
		4	1,000	-,1185
Total	1	2	,691	-1,6133
		3	1,000	-,9023
		4	1,000	-,8403
		5	1,000	-1,2533
	2	1	,691	-,3653
		3	,394	-,2783
		4	,257	-,2163
		5	1,000	-,6293
	3	1	1,000	-1,0763
		2	,394	-1,7003
		4	1,000	-,9273
		5	1,000	-1,3403
	4	1	1,000	-1,1383
		2	,257	-1,7623
		3	1,000	-1,0513
		5	1,000	-1,4023
	5	1	1,000	-,7253
		2	1,000	-1,3493
		3	1,000	-,6383
		4	1,000	-,5763

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Intervalo de ...
			Límite superior
Exclamations	1	2	,1385
		3	,2655
		4	,2805
		5	,1745
		2	,3105
	2	1	,3515
		3	,3665
		4	,2605
		5	,1835
	3	1	,0975
		2	,2395
		4	,1335
		5	,1685
	4	1	,0825
		2	,2095
		3	,1185
		5	,2745
	5	1	,1885
		2	,3155
		3	,3305
4		,3653	
Total	1	2	,3653
		3	1,0763
		4	1,1383
		5	,7253
		2	1,6133
	2	1	1,7003
		3	1,7623
		4	1,3493
		5	,9023
	3	1	,2783
		2	1,0513
		4	,6383
		5	,8403
	4	1	,2163
		2	,9273
		3	,5763
		5	1,2533
	5	1	,6293
		2	1,3403
		3	1,4023
4			



## ANOVA results no. 5: Attitude Markers NSE

```

ONEWAY Comparative Attitudeverbs Sentenceadverbs Adjectives Exclamations T
otal BY Nationality
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS
  /POSTHOC=BONFERRONI ALPHA(0.05) .
    
```

### ANOVA de un factor

[Conjunto\_de\_datos0]

#### Descriptivos

		N	Media	Desviación típica	Error típico
Comparative	1,00	10	,1400	,16746	,05296
	2,00	10	,1380	,10983	,03473
	3,00	10	,1470	,17969	,05682
	4,00	10	,1540	,10814	,03420
	5,00	10	,1250	,07735	,02446
	Total	50	,1408	,12900	,01824
Attitudeverbs	1,00	10	,0390	,02601	,00823
	2,00	10	,0118	,01235	,00390
	3,00	10	,0175	,02125	,00672
	4,00	10	,7720	2,18915	,69227
	5,00	10	,0510	,05896	,01865
	Total	50	,1783	,98552	,13937
Sentenceadverbs	1,00	10	,1130	,07587	,02399
	2,00	10	,0540	,08553	,02705
	3,00	10	,1030	,11196	,03540
	4,00	10	,1250	,10003	,03163
	5,00	10	,1298	,07460	,02359
	Total	50	,1050	,09119	,01290
Adjectives	1,00	10	,0770	,06499	,02055
	2,00	10	,1560	,16474	,05209
	3,00	10	,1650	,11844	,03745
	4,00	10	,1480	,14935	,04723
	5,00	10	,0800	,06515	,02060
	Total	50	,1252	,12136	,01716
Exclamations	1,00	10	,0470	,04968	,01571
	2,00	10	,1260	,16324	,05162
	3,00	10	,0670	,08354	,02642
	4,00	10	,0400	,04546	,01438
	5,00	10	,0270	,04923	,01557
	Total	50	,0614	,09322	,01318
Total	1,00	10	,4310	,29240	,09247
	2,00	10	,5020	,37638	,11902
	3,00	10	,5160	,27881	,08817

**Descriptivos**

		Intervalo de confianza para la media al 95%		Mínimo
		Límite inferior	Límite superior	
Comparative	1,00	,0202	,2598	,00
	2,00	,0594	,2166	,03
	3,00	,0185	,2755	,00
	4,00	,0766	,2314	,00
	5,00	,0697	,1803	,04
	Total	,1041	,1775	,00
Attitudeverbs	1,00	,0204	,0576	,00
	2,00	,0030	,0206	,00
	3,00	,0023	,0327	,00
	4,00	-,7940	2,3380	,01
	5,00	,0088	,0932	,00
	Total	-,1018	,4583	,00
Sentenceadverbs	1,00	,0587	,1673	,00
	2,00	-,0072	,1152	,00
	3,00	,0229	,1831	,00
	4,00	,0534	,1966	,00
	5,00	,0764	,1832	,01
	Total	,0790	,1309	,00
Adjectives	1,00	,0305	,1235	,00
	2,00	,0382	,2738	,02
	3,00	,0803	,2497	,03
	4,00	,0412	,2548	,03
	5,00	,0334	,1266	,00
	Total	,0907	,1597	,00
Exclamations	1,00	,0115	,0825	,00
	2,00	,0092	,2428	,00
	3,00	,0072	,1268	,00
	4,00	,0075	,0725	,00
	5,00	-,0082	,0622	,00
	Total	,0349	,0879	,00
Total	1,00	,2218	,6402	,03
	2,00	,2328	,7712	,14
	3,00	,3165	,7155	,14

Descriptivos

		Máximo
Comparative	1,00	,44
	2,00	,41
	3,00	,56
	4,00	,36
	5,00	,30
	Total	,56
Attitudeverbs	1,00	,08
	2,00	,04
	3,00	,07
	4,00	7,00
	5,00	,18
	Total	7,00
Sentenceadverbs	1,00	,24
	2,00	,27
	3,00	,29
	4,00	,26
	5,00	,25
	Total	,29
Adjectives	1,00	,18
	2,00	,60
	3,00	,41
	4,00	,54
	5,00	,17
	Total	,60
Exclamations	1,00	,15
	2,00	,41
	3,00	,22
	4,00	,10
	5,00	,16
	Total	,41
Total	1,00	,77
	2,00	1,19
	3,00	1,12

Descriptivos

	N	Media	Desviación típica	Error típico
4,00	10	,5670	,30126	,09527
5,00	10	,4270	,19539	,06179
Total	50	,4886	,28737	,04064

**Descriptivos**

	Intervalo de confianza para la media al 95%		Mínimo
	Límite inferior	Límite superior	
4,00	,3515	,7825	,18
5,00	,2872	,5668	,10
Total	,4069	,5703	,03

**Descriptivos**

	Máximo
4,00	1,15
5,00	,80
Total	1,19

**ANOVA de un factor**

		Suma de cuadrados	gl	Media cuadrática
Comparative	Inter-grupos	,005	4	,001
	Intra-grupos	,811	45	,018
	Total	,815	49	
Attitudeverbs	Inter-grupos	4,417	4	1,104
	Intra-grupos	43,174	45	,959
	Total	47,591	49	
Sentenceadverbs	Inter-grupos	,037	4	,009
	Intra-grupos	,371	45	,008
	Total	,407	49	
Adjectives	Inter-grupos	,074	4	,019
	Intra-grupos	,647	45	,014
	Total	,722	49	
Exclamations	Inter-grupos	,061	4	,015
	Intra-grupos	,365	45	,008
	Total	,426	49	
Total	Inter-grupos	,142	4	,035
	Intra-grupos	3,905	45	,087
	Total	4,046	49	

**ANOVA de un factor**

		F	Sig.
Comparative	Inter-grupos	,065	,992
	Intra-grupos		
	Total		
Attitudeverbs	Inter-grupos	1,151	,345
	Intra-grupos		
	Total		
Sentenceadverbs	Inter-grupos	1,118	,360
	Intra-grupos		
	Total		
Adjectives	Inter-grupos	1,289	,289
	Intra-grupos		
	Total		
Exclamations	Inter-grupos	1,864	,133
	Intra-grupos		
	Total		
Total	Inter-grupos	,409	,801
	Intra-grupos		
	Total		

**Pruebas post hoc**

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Diferencia de medias (I-J)	Error típico
Comparative	1,00	2,00	,00200	,06002
		3,00	-,00700	,06002
		4,00	-,01400	,06002
		5,00	,01500	,06002
	2,00	1,00	-,00200	,06002
		3,00	-,00900	,06002
		4,00	-,01600	,06002
		5,00	,01300	,06002
	3,00	1,00	,00700	,06002
		2,00	,00900	,06002
		4,00	-,00700	,06002
		5,00	,02200	,06002
	4,00	1,00	,01400	,06002
		2,00	,01600	,06002
		3,00	,00700	,06002
		5,00	,02900	,06002
	5,00	1,00	-,01500	,06002
		2,00	-,01300	,06002
		3,00	-,02200	,06002
		4,00	-,02900	,06002
Attitudeverbs	1,00	2,00	,02720	,43805
		3,00	,02150	,43805
		4,00	-,73300	,43805
		5,00	-,01200	,43805
	2,00	1,00	-,02720	,43805
		3,00	-,00570	,43805
		4,00	-,76020	,43805
		5,00	-,03920	,43805
	3,00	1,00	-,02150	,43805
		2,00	,00570	,43805
		4,00	-,75450	,43805
		5,00	-,03350	,43805
	4,00	1,00	,73300	,43805
		2,00	,76020	,43805
		3,00	,75450	,43805
		5,00	,72100	,43805
	5,00	1,00	,01200	,43805
		2,00	,03920	,43805
		3,00	,03350	,43805
		4,00	-,72100	,43805

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Sig.	Intervalo de ...
				Límite inferior
Comparative	1,00	2,00	1,000	-,1752
		3,00	1,000	-,1842
		4,00	1,000	-,1912
		5,00	1,000	-,1622
	2,00	1,00	1,000	-,1792
		3,00	1,000	-,1862
		4,00	1,000	-,1932
		5,00	1,000	-,1642
	3,00	1,00	1,000	-,1702
		2,00	1,000	-,1682
		4,00	1,000	-,1842
		5,00	1,000	-,1552
	4,00	1,00	1,000	-,1632
		2,00	1,000	-,1612
		3,00	1,000	-,1702
		5,00	1,000	-,1482
	5,00	1,00	1,000	-,1922
		2,00	1,000	-,1902
		3,00	1,000	-,1992
		4,00	1,000	-,2062
Attitudeverbs	1,00	2,00	1,000	-1,2659
		3,00	1,000	-1,2716
		4,00	1,000	-2,0261
		5,00	1,000	-1,3051
	2,00	1,00	1,000	-1,3203
		3,00	1,000	-1,2988
		4,00	,895	-2,0533
		5,00	1,000	-1,3323
	3,00	1,00	1,000	-1,3146
		2,00	1,000	-1,2874
		4,00	,919	-2,0476
		5,00	1,000	-1,3266
	4,00	1,00	1,000	-,5601
		2,00	,895	-,5329
		3,00	,919	-,5386
		5,00	1,000	-,5721
	5,00	1,00	1,000	-1,2811
		2,00	1,000	-1,2539
		3,00	1,000	-1,2596
		4,00	1,000	-2,0141

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Intervalo de ...
			Límite superior
Comparative	1,00	2,00	,1792
		3,00	,1702
		4,00	,1632
		5,00	,1922
	2,00	1,00	,1752
		3,00	,1682
		4,00	,1612
		5,00	,1902
	3,00	1,00	,1842
		2,00	,1862
		4,00	,1702
		5,00	,1992
	4,00	1,00	,1912
		2,00	,1932
		3,00	,1842
		5,00	,2062
	5,00	1,00	,1622
		2,00	,1642
		3,00	,1552
		4,00	,1482
Attitudeverbs	1,00	2,00	1,3203
		3,00	1,3146
		4,00	,5601
		5,00	1,2811
	2,00	1,00	1,2659
		3,00	1,2874
		4,00	,5329
		5,00	1,2539
	3,00	1,00	1,2716
		2,00	1,2988
		4,00	,5386
		5,00	1,2596
	4,00	1,00	2,0261
		2,00	2,0533
		3,00	2,0476
		5,00	2,0141
	5,00	1,00	1,3051
		2,00	1,3323
		3,00	1,3266
		4,00	,5721



Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Diferencia de medias (I-J)	Error típico
Sentenceadverbs	1,00	2,00	,05900	,04058
		3,00	,01000	,04058
		4,00	-,01200	,04058
		5,00	-,01680	,04058
	2,00	1,00	-,05900	,04058
		3,00	-,04900	,04058
		4,00	-,07100	,04058
		5,00	-,07580	,04058
	3,00	1,00	-,01000	,04058
		2,00	,04900	,04058
		4,00	-,02200	,04058
		5,00	-,02680	,04058
	4,00	1,00	,01200	,04058
		2,00	,07100	,04058
		3,00	,02200	,04058
		5,00	-,00480	,04058
	5,00	1,00	,01680	,04058
		2,00	,07580	,04058
		3,00	,02680	,04058
		4,00	,00480	,04058
Adjectives	1,00	2,00	-,07900	,05364
		3,00	-,08800	,05364
		4,00	-,07100	,05364
		5,00	-,00300	,05364
	2,00	1,00	,07900	,05364
		3,00	-,00900	,05364
		4,00	,00800	,05364
		5,00	,07600	,05364
	3,00	1,00	,08800	,05364
		2,00	,00900	,05364
		4,00	,01700	,05364
		5,00	,08500	,05364
	4,00	1,00	,07100	,05364
		2,00	-,00800	,05364
		3,00	-,01700	,05364
		5,00	,06800	,05364
	5,00	1,00	,00300	,05364
		2,00	-,07600	,05364
		3,00	-,08500	,05364
		4,00	-,06800	,05364

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Sig.	Intervalo de ...
				Límite inferior
Sentenceadverbs	1,00	2,00	1,000	-,0608
		3,00	1,000	-,1098
		4,00	1,000	-,1318
		5,00	1,000	-,1366
	2,00	1,00	1,000	-,1788
		3,00	1,000	-,1688
		4,00	,870	-,1908
		5,00	,683	-,1956
	3,00	1,00	1,000	-,1298
		2,00	1,000	-,0708
		4,00	1,000	-,1418
		5,00	1,000	-,1466
	4,00	1,00	1,000	-,1078
		2,00	,870	-,0488
		3,00	1,000	-,0978
		5,00	1,000	-,1246
	5,00	1,00	1,000	-,1030
		2,00	,683	-,0440
		3,00	1,000	-,0930
		4,00	1,000	-,1150
Adjectives	1,00	2,00	1,000	-,2374
		3,00	1,000	-,2464
		4,00	1,000	-,2294
		5,00	1,000	-,1614
	2,00	1,00	1,000	-,0794
		3,00	1,000	-,1674
		4,00	1,000	-,1504
		5,00	1,000	-,0824
	3,00	1,00	1,000	-,0704
		2,00	1,000	-,1494
		4,00	1,000	-,1414
		5,00	1,000	-,0734
	4,00	1,00	1,000	-,0874
		2,00	1,000	-,1664
		3,00	1,000	-,1754
		5,00	1,000	-,0904
	5,00	1,00	1,000	-,1554
		2,00	1,000	-,2344
		3,00	1,000	-,2434
		4,00	1,000	-,2264

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Intervalo de ...
			Límite superior
Sentence adverbs	1,00	2,00	,1788
		3,00	,1298
		4,00	,1078
		5,00	,1030
	2,00	1,00	,0608
		3,00	,0708
		4,00	,0488
		5,00	,0440
	3,00	1,00	,1098
		2,00	,1688
		4,00	,0978
		5,00	,0930
	4,00	1,00	,1318
		2,00	,1908
		3,00	,1418
		5,00	,1150
	5,00	1,00	,1366
		2,00	,1956
		3,00	,1466
		4,00	,1246
Adjectives	1,00	2,00	,0794
		3,00	,0704
		4,00	,0874
		5,00	,1554
	2,00	1,00	,2374
		3,00	,1494
		4,00	,1664
		5,00	,2344
	3,00	1,00	,2464
		2,00	,1674
		4,00	,1754
		5,00	,2434
	4,00	1,00	,2294
		2,00	,1504
		3,00	,1414
		5,00	,2264
	5,00	1,00	,1614
		2,00	,0824
		3,00	,0734
		4,00	,0904

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Diferencia de medias (I-J)	Error típico
Exclamations	1,00	2,00	-,07900	,04029
		3,00	-,02000	,04029
		4,00	,00700	,04029
		5,00	,02000	,04029
	2,00	1,00	,07900	,04029
		3,00	,05900	,04029
		4,00	,08600	,04029
		5,00	,09900	,04029
	3,00	1,00	,02000	,04029
		2,00	-,05900	,04029
		4,00	,02700	,04029
		5,00	,04000	,04029
	4,00	1,00	-,00700	,04029
		2,00	-,08600	,04029
		3,00	-,02700	,04029
		5,00	,01300	,04029
	5,00	1,00	-,02000	,04029
		2,00	-,09900	,04029
		3,00	-,04000	,04029
		4,00	-,01300	,04029
Total	1,00	2,00	-,07100	,13173
		3,00	-,08500	,13173
		4,00	-,13600	,13173
		5,00	,00400	,13173
	2,00	1,00	,07100	,13173
		3,00	-,01400	,13173
		4,00	-,06500	,13173
		5,00	,07500	,13173
	3,00	1,00	,08500	,13173
		2,00	,01400	,13173
		4,00	-,05100	,13173
		5,00	,08900	,13173
	4,00	1,00	,13600	,13173
		2,00	,06500	,13173
		3,00	,05100	,13173
		5,00	,14000	,13173
	5,00	1,00	-,00400	,13173
		2,00	-,07500	,13173
		3,00	-,08900	,13173
		4,00	-,14000	,13173

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Sig.	Intervalo de ..
				Límite inferior
Exclamations	1,00	2,00	,561	-,1979
		3,00	1,000	-,1389
		4,00	1,000	-,1119
		5,00	1,000	-,0989
	2,00	1,00	,561	-,0399
		3,00	1,000	-,0599
		4,00	,383	-,0329
		5,00	,179	-,0199
	3,00	1,00	1,000	-,0989
		2,00	1,000	-,1779
		4,00	1,000	-,0919
		5,00	1,000	-,0789
	4,00	1,00	1,000	-,1259
		2,00	,383	-,2049
		3,00	1,000	-,1459
		5,00	1,000	-,1059
	5,00	1,00	1,000	-,1389
		2,00	,179	-,2179
		3,00	1,000	-,1589
		4,00	1,000	-,1319
Total	1,00	2,00	1,000	-,4599
		3,00	1,000	-,4739
		4,00	1,000	-,5249
		5,00	1,000	-,3849
	2,00	1,00	1,000	-,3179
		3,00	1,000	-,4029
		4,00	1,000	-,4539
		5,00	1,000	-,3139
	3,00	1,00	1,000	-,3039
		2,00	1,000	-,3749
		4,00	1,000	-,4399
		5,00	1,000	-,2999
	4,00	1,00	1,000	-,2529
		2,00	1,000	-,3239
		3,00	1,000	-,3379
		5,00	1,000	-,2489
	5,00	1,00	1,000	-,3929
		2,00	1,000	-,4639
		3,00	1,000	-,4779
		4,00	1,000	-,5289

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Nationality	(J) Nationality	Intervalo de ...
			Límite superior
Exclamations	1,00	2,00	,0399
		3,00	,0989
		4,00	,1259
		5,00	,1389
	2,00	1,00	,1979
		3,00	,1779
		4,00	,2049
		5,00	,2179
	3,00	1,00	,1389
		2,00	,0599
		4,00	,1459
		5,00	,1589
	4,00	1,00	,1119
		2,00	,0329
		3,00	,0919
		5,00	,1319
	5,00	1,00	,0989
		2,00	,0199
		3,00	,0789
		4,00	,1059
Total	1,00	2,00	,3179
		3,00	,3039
		4,00	,2529
		5,00	,3929
	2,00	1,00	,4599
		3,00	,3749
		4,00	,3239
		5,00	,4639
	3,00	1,00	,4739
		2,00	,4029
		4,00	,3379
		5,00	,4779
	4,00	1,00	,5249
		2,00	,4539
		3,00	,4399
		5,00	,5289
	5,00	1,00	,3849
		2,00	,3139
		3,00	,2999
		4,00	,2489

## ANOVA results no. 6: Attitude Markers NSE and NNSE

T-TEST GROUPS=Nationality(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=Comparative Attitudeverbs Sentenceadverbs Adjectives Exclamations Total  
 /CRITERIA=CI(.95).

### Prueba T

[Conjunto\_de\_datos0]

Estadísticos de grupo

	Nationality	N	Media	Desviación típ.	Error típ. de la media
Comparative	1	50	9,4600	10,42213	1,47391
	2	50	6,0000	5,42105	,76665
Attitudeverbs	1	50	2,4400	3,04497	,43062
	2	50	3,2200	2,81606	,39825
Sentenceadverbs	1	50	6,7200	6,88400	,97354
	2	50	6,8000	4,13052	,58414
Adjectives	1	50	7,7000	8,16476	1,15467
	2	50	6,8000	6,16110	,87131
Exclamations	1	49	4,5918	8,66487	1,23784
	2	50	3,2400	6,19928	,87671
Total	1	50	30,8200	28,74426	4,06505
	2	50	26,0600	16,00690	2,26372

**Prueba de muestras independientes**

		Prueba de Levene para la igualdad de varianzas	
		F	Sig.
Comparative	Se han asumido varianzas iguales No se han asumido varianzas iguales	11,108	,001
Attitudeverbs	Se han asumido varianzas iguales No se han asumido varianzas iguales	,094	,760
Sentenceadverbs	Se han asumido varianzas iguales No se han asumido varianzas iguales	8,302	,005
Adjectives	Se han asumido varianzas iguales No se han asumido varianzas iguales	,536	,466
Exclamations	Se han asumido varianzas iguales No se han asumido varianzas iguales	1,204	,275
Total	Se han asumido varianzas iguales No se han asumido varianzas iguales	5,398	,022

**Prueba de muestras independientes**

		Prueba T para la igualdad de medias	
		t	gl
Comparative	Se han asumido varianzas iguales No se han asumido varianzas iguales	2,083 2,083	98 73,706
Attitudeverbs	Se han asumido varianzas iguales No se han asumido varianzas iguales	-1,330 -1,330	98 97,407
Sentenceadverbs	Se han asumido varianzas iguales No se han asumido varianzas iguales	-,070 -,070	98 80,234
Adjectives	Se han asumido varianzas iguales No se han asumido varianzas iguales	,622 ,622	98 91,140
Exclamations	Se han asumido varianzas iguales No se han asumido varianzas iguales	,894 ,891	97 86,831
Total	Se han asumido varianzas iguales No se han asumido varianzas iguales	1,023 1,023	98 76,724



**Prueba de muestras independientes**

		Prueba T para la igualdad de medias	
		Sig. (bilateral)	Diferencia de medias
Comparative	Se han asumido varianzas iguales	,040	3,46000
	No se han asumido varianzas iguales	,041	3,46000
Attitudeverbs	Se han asumido varianzas iguales	,187	-,78000
	No se han asumido varianzas iguales	,187	-,78000
Sentenceadverbs	Se han asumido varianzas iguales	,944	-,08000
	No se han asumido varianzas iguales	,944	-,08000
Adjectives	Se han asumido varianzas iguales	,535	,90000
	No se han asumido varianzas iguales	,535	,90000
Exclamations	Se han asumido varianzas iguales	,373	1,35184
	No se han asumido varianzas iguales	,375	1,35184
Total	Se han asumido varianzas iguales	,309	4,76000
	No se han asumido varianzas iguales	,310	4,76000

**Prueba de muestras independientes**

		Prueba T para la igualdad de medias	
		Error típ. de la diferencia	95% Intervalo de confianza para la ... Inferior
Comparative	Se han asumido varianzas iguales	1,66138	,16305
	No se han asumido varianzas iguales	1,66138	,14942
Attitudeverbs	Se han asumido varianzas iguales	,58655	-1,94399
	No se han asumido varianzas iguales	,58655	-1,94408
Sentenceadverbs	Se han asumido varianzas iguales	1,13535	-2,33306
	No se han asumido varianzas iguales	1,13535	-2,33931
Adjectives	Se han asumido varianzas iguales	1,44653	-1,97059
	No se han asumido varianzas iguales	1,44653	-1,97329
Exclamations	Se han asumido varianzas iguales	1,51187	-1,64881
	No se han asumido varianzas iguales	1,51686	-1,66317
Total	Se han asumido varianzas iguales	4,65286	-4,47344
	No se han asumido varianzas iguales	4,65286	-4,50555

**Prueba de muestras independientes**

		Prueba T para la igualdad de medias
		95% Intervalo de confianza para la ...
		Superior
Comparative	Se han asumido varianzas iguales	6,75695
	No se han asumido varianzas iguales	6,77058
Attitudeverbs	Se han asumido varianzas iguales	,38399
	No se han asumido varianzas iguales	,38408
Sentenceadverbs	Se han asumido varianzas iguales	2,17306
	No se han asumido varianzas iguales	2,17931
Adjectives	Se han asumido varianzas iguales	3,77059
	No se han asumido varianzas iguales	3,77329
Exclamations	Se han asumido varianzas iguales	4,35248
	No se han asumido varianzas iguales	4,36684
Total	Se han asumido varianzas iguales	13,99344
	No se han asumido varianzas iguales	14,02555

## ANOVA results no. 7: Boosters NNSE

ONEWAY Emphatics Amplifyingadverbs Superlatives Total BY Author  
 /MISSING ANALYSIS  
 /POSTHOC=BONFERRONI ALPHA(0.05).

### ANOVA de un factor

[Conjunto\_de\_datos0]

ANOVA de un factor

		Suma de cuadrados	gl	Media cuadrática
Emphatics	Inter-grupos	704,920	4	176,230
	Intra-grupos	7132,300	45	158,496
	Total	7837,220	49	
Amplifyingadverbs	Inter-grupos	118,880	4	29,720
	Intra-grupos	2294,800	45	50,996
	Total	2413,680	49	
Superlatives	Inter-grupos	258,680	4	64,670
	Intra-grupos	2480,300	45	55,118
	Total	2738,980	49	
Total	Inter-grupos	1831,480	4	457,870
	Intra-grupos	20210,600	45	449,124
	Total	22042,080	49	

ANOVA de un factor

		F	Sig.
Emphatics	Inter-grupos	1,112	,363
	Intra-grupos		
	Total		
Amplifyingadverbs	Inter-grupos	,583	,677
	Intra-grupos		
	Total		
Superlatives	Inter-grupos	1,173	,335
	Intra-grupos		
	Total		
Total	Inter-grupos	1,019	,408
	Intra-grupos		
	Total		

### Pruebas post hoc

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Autor	(J) Autor	Diferencia de medias (I-J)	Error típico	Sig.
Emphatics	1,00	2,00	,50000	5,63020	1,000
		3,00	4,80000	5,63020	1,000
		4,00	6,50000	5,63020	1,000
		5,00	10,00000	5,63020	,825
	2,00	1,00	-,50000	5,63020	1,000
		3,00	4,30000	5,63020	1,000
		4,00	6,00000	5,63020	1,000
		5,00	9,50000	5,63020	,985
	3,00	1,00	-4,80000	5,63020	1,000
		2,00	-4,30000	5,63020	1,000
		4,00	1,70000	5,63020	1,000
		5,00	5,20000	5,63020	1,000
	4,00	1,00	-6,50000	5,63020	1,000
		2,00	-6,00000	5,63020	1,000
		3,00	-1,70000	5,63020	1,000
		5,00	3,50000	5,63020	1,000
	5,00	1,00	-10,00000	5,63020	,825
		2,00	-9,50000	5,63020	,985
		3,00	-5,20000	5,63020	1,000
		4,00	-3,50000	5,63020	1,000
Amplifyingadverbs	1,00	2,00	2,30000	3,19360	1,000
		3,00	2,80000	3,19360	1,000
		4,00	3,00000	3,19360	1,000
		5,00	4,80000	3,19360	1,000
	2,00	1,00	-2,30000	3,19360	1,000
		3,00	,50000	3,19360	1,000
		4,00	,70000	3,19360	1,000
		5,00	2,50000	3,19360	1,000
	3,00	1,00	-2,80000	3,19360	1,000
		2,00	-,50000	3,19360	1,000
		4,00	,20000	3,19360	1,000
		5,00	2,00000	3,19360	1,000
	4,00	1,00	-3,00000	3,19360	1,000
		2,00	-,70000	3,19360	1,000
		3,00	-,20000	3,19360	1,000
		5,00	1,80000	3,19360	1,000
	5,00	1,00	-4,80000	3,19360	1,000
		2,00	-2,50000	3,19360	1,000
		3,00	-2,00000	3,19360	1,000
		4,00	-1,80000	3,19360	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Autor	(J) Autor	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Emphatics	1,00	2,00	-16,1208	17,1208
		3,00	-11,8208	21,4208
		4,00	-10,1208	23,1208
		5,00	-6,6208	26,6208
	2,00	1,00	-17,1208	16,1208
		3,00	-12,3208	20,9208
		4,00	-10,6208	22,6208
		5,00	-7,1208	26,1208
	3,00	1,00	-21,4208	11,8208
		2,00	-20,9208	12,3208
		4,00	-14,9208	18,3208
		5,00	-11,4208	21,8208
	4,00	1,00	-23,1208	10,1208
		2,00	-22,6208	10,6208
		3,00	-18,3208	14,9208
		5,00	-13,1208	20,1208
	5,00	1,00	-26,6208	6,6208
		2,00	-26,1208	7,1208
		3,00	-21,8208	11,4208
		4,00	-20,1208	13,1208
Amplifyingadverbs	1,00	2,00	-7,1278	11,7278
		3,00	-6,6278	12,2278
		4,00	-6,4278	12,4278
		5,00	-4,6278	14,2278
	2,00	1,00	-11,7278	7,1278
		3,00	-8,9278	9,9278
		4,00	-8,7278	10,1278
		5,00	-6,9278	11,9278
	3,00	1,00	-12,2278	6,6278
		2,00	-9,9278	8,9278
		4,00	-9,2278	9,6278
		5,00	-7,4278	11,4278
	4,00	1,00	-12,4278	6,4278
		2,00	-10,1278	8,7278
		3,00	-9,6278	9,2278
		5,00	-7,6278	11,2278
	5,00	1,00	-14,2278	4,6278
		2,00	-11,9278	6,9278
		3,00	-11,4278	7,4278
		4,00	-11,2278	7,6278

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Autor	(J) Autor	Diferencia de medias (I-J)	Error típico	Sig.
Superlatives	1,00	2,00	-3,50000	3,32017	1,000
		3,00	1,20000	3,32017	1,000
		4,00	-4,20000	3,32017	1,000
		5,00	,90000	3,32017	1,000
	2,00	1,00	3,50000	3,32017	1,000
		3,00	4,70000	3,32017	1,000
		4,00	-,70000	3,32017	1,000
		5,00	4,40000	3,32017	1,000
	3,00	1,00	-1,20000	3,32017	1,000
		2,00	-4,70000	3,32017	1,000
		4,00	-5,40000	3,32017	1,000
		5,00	-,30000	3,32017	1,000
	4,00	1,00	4,20000	3,32017	1,000
		2,00	,70000	3,32017	1,000
		3,00	5,40000	3,32017	1,000
		5,00	5,10000	3,32017	1,000
	5,00	1,00	-,90000	3,32017	1,000
		2,00	-4,40000	3,32017	1,000
		3,00	,30000	3,32017	1,000
		4,00	-5,10000	3,32017	1,000
Total	1,00	2,00	-,70000	9,47760	1,000
		3,00	8,80000	9,47760	1,000
		4,00	5,30000	9,47760	1,000
		5,00	15,70000	9,47760	1,000
	2,00	1,00	,70000	9,47760	1,000
		3,00	9,50000	9,47760	1,000
		4,00	6,00000	9,47760	1,000
		5,00	16,40000	9,47760	,904
	3,00	1,00	-8,80000	9,47760	1,000
		2,00	-9,50000	9,47760	1,000
		4,00	-3,50000	9,47760	1,000
		5,00	6,90000	9,47760	1,000
	4,00	1,00	-5,30000	9,47760	1,000
		2,00	-6,00000	9,47760	1,000
		3,00	3,50000	9,47760	1,000
		5,00	10,40000	9,47760	1,000
	5,00	1,00	-15,70000	9,47760	1,000
		2,00	-16,40000	9,47760	,904
		3,00	-6,90000	9,47760	1,000
		4,00	-10,40000	9,47760	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Autor	(J) Autor	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Superlatives	1,00	2,00	-13,3014	6,3014
		3,00	-8,6014	11,0014
		4,00	-14,0014	5,6014
		5,00	-8,9014	10,7014
	2,00	1,00	-6,3014	13,3014
		3,00	-5,1014	14,5014
		4,00	-10,5014	9,1014
		5,00	-5,4014	14,2014
	3,00	1,00	-11,0014	8,6014
		2,00	-14,5014	5,1014
		4,00	-15,2014	4,4014
		5,00	-10,1014	9,5014
	4,00	1,00	-5,6014	14,0014
		2,00	-9,1014	10,5014
		3,00	-4,4014	15,2014
		5,00	-4,7014	14,9014
	5,00	1,00	-10,7014	8,9014
		2,00	-14,2014	5,4014
		3,00	-9,5014	10,1014
		4,00	-14,9014	4,7014
Total	1,00	2,00	-28,6786	27,2786
		3,00	-19,1786	36,7786
		4,00	-22,6786	33,2786
		5,00	-12,2786	43,6786
	2,00	1,00	-27,2786	28,6786
		3,00	-18,4786	37,4786
		4,00	-21,9786	33,9786
		5,00	-11,5786	44,3786
	3,00	1,00	-36,7786	19,1786
		2,00	-37,4786	18,4786
		4,00	-31,4786	24,4786
		5,00	-21,0786	34,8786
	4,00	1,00	-33,2786	22,6786
		2,00	-33,9786	21,9786
		3,00	-24,4786	31,4786
		5,00	-17,5786	38,3786
	5,00	1,00	-43,6786	12,2786
		2,00	-44,3786	11,5786
		3,00	-34,8786	21,0786
		4,00	-38,3786	17,5786





## ANOVA results no. 8: Boosters NSE and NNSE

T-TEST GROUPS=Author(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=Emphatics Amplifyingadverbs Superlatives Total  
 /CRITERIA=CI(.95).

### Prueba T

[Conjunto\_de\_datos0]

#### Estadísticos de grupo

	Author	N	Media	Desviación típ.	Error típ. de la media
Emphatics	1,00	50	13,2400	13,45220	1,90243
	2,00	50	16,3400	12,64687	1,78854
Amplifyingadverbs	1,00	50	25,0200	19,16788	2,71075
	2,00	50	6,9200	7,01846	,99256
Superlatives	1,00	50	13,4800	10,22650	1,44624
	2,00	50	8,0200	7,47647	1,05733
Total	1,00	50	51,7400	31,71481	4,48515
	2,00	50	31,2800	21,20939	2,99946

#### Prueba de muestras independientes

		Prueba de Levene para la igualdad de varianzas	
		F	Sig.
Emphatics	Se han asumido varianzas iguales No se han asumido varianzas iguales	,667	,416
Amplifyingadverbs	Se han asumido varianzas iguales No se han asumido varianzas iguales	49,597	,000
Superlatives	Se han asumido varianzas iguales No se han asumido varianzas iguales	5,742	,018
Total	Se han asumido varianzas iguales No se han asumido varianzas iguales	15,661	,000

**Prueba de muestras independientes**

		Prueba T para la igualdad de medias	
		t	gl
Emphatics	Se han asumido varianzas iguales	-1,187	98
	No se han asumido varianzas iguales	-1,187	97,629
Amplifyingadverbs	Se han asumido varianzas iguales	6,270	98
	No se han asumido varianzas iguales	6,270	61,907
Superlatives	Se han asumido varianzas iguales	3,048	98
	No se han asumido varianzas iguales	3,048	89,741
Total	Se han asumido varianzas iguales	3,792	98
	No se han asumido varianzas iguales	3,792	85,523

**Prueba de muestras independientes**

		Prueba T para la igualdad de medias	
		Sig. (bilateral)	Diferencia de medias
Emphatics	Se han asumido varianzas iguales	,238	-3,10000
	No se han asumido varianzas iguales	,238	-3,10000
Amplifyingadverbs	Se han asumido varianzas iguales	,000	18,10000
	No se han asumido varianzas iguales	,000	18,10000
Superlatives	Se han asumido varianzas iguales	,003	5,46000
	No se han asumido varianzas iguales	,003	5,46000
Total	Se han asumido varianzas iguales	,000	20,46000
	No se han asumido varianzas iguales	,000	20,46000

**Prueba de muestras independientes**

		Prueba T para la igualdad de medias	
		Error tıp. de la diferencia	95% Intervalo de confianza para la ...
			inferior
Emphatics	Se han asumido varianzas iguales	2,61115	-8,28174
	No se han asumido varianzas iguales	2,61115	-8,28199
Amplifyingadverbs	Se han asumido varianzas iguales	2,88675	12,37134
	No se han asumido varianzas iguales	2,88675	12,32929
Superlatives	Se han asumido varianzas iguales	1,79153	1,90477
	No se han asumido varianzas iguales	1,79153	1,90068
Total	Se han asumido varianzas iguales	5,39568	9,75245
	No se han asumido varianzas iguales	5,39568	9,73289

**Prueba de muestras independientes**

		Prueba T para la igualdad de medias
		95% Intervalo de confianza para la ...
		Superior
Emphatics	Se han asumido varianzas iguales	2,08174
	No se han asumido varianzas iguales	2,08199
Amplifyingadverbs	Se han asumido varianzas iguales	23,82866
	No se han asumido varianzas iguales	23,87071
Superlatives	Se han asumido varianzas iguales	9,01523
	No se han asumido varianzas iguales	9,01932
Total	Se han asumido varianzas iguales	31,16755
	No se han asumido varianzas iguales	31,18711



## ANOVA results no. 9: Boosters NSE

ONEWAY Emphatics Amplifyingadverbs Superlatives Total BY Author  
 /MISSING ANALYSIS  
 /POSTHOC=BONFERRONI ALPHA(0.05).

### ANOVA de un factor

[Conjunto\_de\_datos0]

ANOVA de un factor

		Suma de cuadrados	gl	Media cuadrática
Emphatics	Inter-grupos	1481,320	4	370,330
	Intra-grupos	9641,800	45	214,262
	Total	11123,120	49	
Amplifyingadverbs	Inter-grupos	1979,480	4	494,870
	Intra-grupos	23171,000	45	514,911
	Total	25150,480	49	
Superlatives	Inter-grupos	206,800	4	51,700
	Intra-grupos	9283,200	45	206,293
	Total	9490,000	49	
Total	Inter-grupos	405,280	4	101,320
	Intra-grupos	90296,800	45	2006,596
	Total	90702,080	49	

ANOVA de un factor

		F	Sig.
Emphatics	Inter-grupos	1,728	,160
	Intra-grupos		
	Total		
Amplifyingadverbs	Inter-grupos	,961	,438
	Intra-grupos		
	Total		
Superlatives	Inter-grupos	,251	,908
	Intra-grupos		
	Total		
Total	Inter-grupos	,050	,995
	Intra-grupos		
	Total		

### Pruebas post hoc

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Diferencia de medias (I-J)	Error típico	Sig.
Emphatics	1	2	1,90000	6,54618	1,000
		3	4,20000	6,54618	1,000
		4	-2,90000	6,54618	1,000
		5	-11,50000	6,54618	,858
	2	1	-1,90000	6,54618	1,000
		3	2,30000	6,54618	1,000
		4	-4,80000	6,54618	1,000
		5	-13,40000	6,54618	,465
	3	1	-4,20000	6,54618	1,000
		2	-2,30000	6,54618	1,000
		4	-7,10000	6,54618	1,000
		5	-15,70000	6,54618	,207
	4	1	2,90000	6,54618	1,000
		2	4,80000	6,54618	1,000
		3	7,10000	6,54618	1,000
		5	-8,60000	6,54618	1,000
	5	1	11,50000	6,54618	,858
		2	13,40000	6,54618	,465
		3	15,70000	6,54618	,207
		4	8,60000	6,54618	1,000
Amplifyingadverbs	1	2	-1,10000	10,14802	1,000
		3	-,80000	10,14802	1,000
		4	-4,40000	10,14802	1,000
		5	13,70000	10,14802	1,000
	2	1	1,10000	10,14802	1,000
		3	,30000	10,14802	1,000
		4	-3,30000	10,14802	1,000
		5	14,80000	10,14802	1,000
	3	1	,80000	10,14802	1,000
		2	-,30000	10,14802	1,000
		4	-3,60000	10,14802	1,000
		5	14,50000	10,14802	1,000
	4	1	4,40000	10,14802	1,000
		2	3,30000	10,14802	1,000
		3	3,60000	10,14802	1,000
		5	18,10000	10,14802	,812
	5	1	-13,70000	10,14802	1,000
		2	-14,80000	10,14802	1,000
		3	-14,50000	10,14802	1,000
		4	-18,10000	10,14802	,812

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Emphatics	1	2	-17,4248	21,2248
		3	-15,1248	23,5248
		4	-22,2248	16,4248
		5	-30,8248	7,8248
	2	1	-21,2248	17,4248
		3	-17,0248	21,6248
		4	-24,1248	14,5248
		5	-32,7248	5,9248
	3	1	-23,5248	15,1248
		2	-21,6248	17,0248
		4	-26,4248	12,2248
		5	-35,0248	3,6248
	4	1	-16,4248	22,2248
		2	-14,5248	24,1248
		3	-12,2248	26,4248
		5	-27,9248	10,7248
	5	1	-7,8248	30,8248
		2	-5,9248	32,7248
		3	-3,6248	35,0248
		4	-10,7248	27,9248
Amplifyingadverbs	1	2	-31,0577	28,8577
		3	-30,7577	29,1577
		4	-34,3577	25,5577
		5	-16,2577	43,6577
	2	1	-28,8577	31,0577
		3	-29,6577	30,2577
		4	-33,2577	26,6577
		5	-15,1577	44,7577
	3	1	-29,1577	30,7577
		2	-30,2577	29,6577
		4	-33,5577	26,3577
		5	-15,4577	44,4577
	4	1	-25,5577	34,3577
		2	-26,6577	33,2577
		3	-26,3577	33,5577
		5	-11,8577	48,0577
	5	1	-43,6577	16,2577
		2	-44,7577	15,1577
		3	-44,4577	15,4577
		4	-48,0577	11,8577

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Diferencia de medias (I-J)	Error típico	Sig.
Superlatives	1	2	3,80000	6,42329	1,000
		3	2,60000	6,42329	1,000
		4	6,30000	6,42329	1,000
		5	2,80000	6,42329	1,000
	2	1	-3,80000	6,42329	1,000
		3	-1,20000	6,42329	1,000
		4	2,50000	6,42329	1,000
		5	-1,00000	6,42329	1,000
	3	1	-2,60000	6,42329	1,000
		2	1,20000	6,42329	1,000
		4	3,70000	6,42329	1,000
		5	,20000	6,42329	1,000
	4	1	-6,30000	6,42329	1,000
		2	-2,50000	6,42329	1,000
		3	-3,70000	6,42329	1,000
		5	-3,50000	6,42329	1,000
	5	1	-2,80000	6,42329	1,000
		2	1,00000	6,42329	1,000
		3	-,20000	6,42329	1,000
		4	3,50000	6,42329	1,000
Total	1	2	4,60000	20,03295	1,000
		3	6,00000	20,03295	1,000
		4	-1,00000	20,03295	1,000
		5	5,00000	20,03295	1,000
	2	1	-4,60000	20,03295	1,000
		3	1,40000	20,03295	1,000
		4	-5,60000	20,03295	1,000
		5	,40000	20,03295	1,000
	3	1	-6,00000	20,03295	1,000
		2	-1,40000	20,03295	1,000
		4	-7,00000	20,03295	1,000
		5	-1,00000	20,03295	1,000
	4	1	1,00000	20,03295	1,000
		2	5,60000	20,03295	1,000
		3	7,00000	20,03295	1,000
		5	6,00000	20,03295	1,000
	5	1	-5,00000	20,03295	1,000
		2	-,40000	20,03295	1,000
		3	1,00000	20,03295	1,000
		4	-6,00000	20,03295	1,000



Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Superlatives	1	2	-15,1621	22,7621
		3	-16,3621	21,5621
		4	-12,6621	25,2621
		5	-16,1621	21,7621
	2	1	-22,7621	15,1621
		3	-20,1621	17,7621
		4	-16,4621	21,4621
		5	-19,9621	17,9621
	3	1	-21,5621	16,3621
		2	-17,7621	20,1621
		4	-15,2621	22,6621
		5	-18,7621	19,1621
	4	1	-25,2621	12,6621
		2	-21,4621	16,4621
		3	-22,6621	15,2621
		5	-22,4621	15,4621
	5	1	-21,7621	16,1621
		2	-17,9621	19,9621
		3	-19,1621	18,7621
		4	-15,4621	22,4621
Total	1	2	-54,5389	63,7389
		3	-53,1389	65,1389
		4	-60,1389	58,1389
		5	-54,1389	64,1389
	2	1	-63,7389	54,5389
		3	-57,7389	60,5389
		4	-64,7389	53,5389
		5	-58,7389	59,5389
	3	1	-65,1389	53,1389
		2	-60,5389	57,7389
		4	-66,1389	52,1389
		5	-60,1389	58,1389
	4	1	-58,1389	60,1389
		2	-53,5389	64,7389
		3	-52,1389	66,1389
		5	-53,1389	65,1389
	5	1	-64,1389	54,1389
		2	-59,5389	58,7389
		3	-58,1389	60,1389
		4	-65,1389	53,1389



## ANOVA results no. 10: Engagement Markers NSE and NNSE

```
T-TEST GROUPS=Nationality(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Secondperpronouns Rhetoricalquestions Necessitymodals Presupp
ositionmarkers Imperatives Interjections Total
  /CRITERIA=CI(.95).
```

### Prueba T

{Conjunto\_de\_datos0}

Estadísticos de grupo

	Nationality	N	Media	Desviación típ.
Secondperpronouns	1	50	281,2400	249,41536
	2	50	105,1800	85,63489
Rhetoricalquestions	1	50	11,5400	20,43927
	2	50	2,6400	8,16853
Necessitymodals	1	50	45,8600	49,99715
	2	50	23,9200	15,29151
Presuppositionmarkers	1	50	,8800	1,56022
	2	50	,5200	,95276
Imperatives	1	50	68,8400	86,22381
	2	50	19,6200	15,17636
Interjections	1	50	1,6800	6,40612
	2	50	,0000	,00000
Total	1	50	410,0400	381,99743
	2	50	151,8800	107,54736

Estadísticos de grupo

	Nationality	Error típ. de la media
Secondperpronouns	1	35,27266
	2	12,11060
Rhetoricalquestions	1	2,89055
	2	1,15520
Necessitymodals	1	7,07066
	2	2,16255
Presuppositionmarkers	1	,22065
	2	,13474
Imperatives	1	12,19389
	2	2,14626
Interjections	1	,90596
	2	,00000
Total	1	54,02260
	2	15,20949

**Prueba de muestras independientes**

		Prueba de Levene para la igualdad de ..
		F
Secondperpronouns	Se han asumido varianzas iguales No se han asumido varianzas iguales	19,118
Rhetoricalquestions	Se han asumido varianzas iguales No se han asumido varianzas iguales	18,888
Necessitymodals	Se han asumido varianzas iguales No se han asumido varianzas iguales	10,774
Presuppositionmarkers	Se han asumido varianzas iguales No se han asumido varianzas iguales	4,560
Imperatives	Se han asumido varianzas iguales No se han asumido varianzas iguales	16,980
Interjections	Se han asumido varianzas iguales No se han asumido varianzas iguales	9,496
Total	Se han asumido varianzas iguales No se han asumido varianzas iguales	19,312

Prueba de muestras independientes

		Prueba de Levene para la igualdad de ...	Prueba T para la igualdad de
		Sig.	t
Secondperpronouns	Se han asumido varianzas iguales No se han asumido varianzas iguales	,000	4,721 4,721
Rhetoricalquestions	Se han asumido varianzas iguales No se han asumido varianzas iguales	,000	2,859 2,859
Necessitymodals	Se han asumido varianzas iguales No se han asumido varianzas iguales	,001	2,967 2,967
Presuppositionmarkers	Se han asumido varianzas iguales No se han asumido varianzas iguales	,035	1,392 1,392
Imperatives	Se han asumido varianzas iguales No se han asumido varianzas iguales	,000	3,975 3,975
Interjections	Se han asumido varianzas iguales No se han asumido varianzas iguales	,003	1,854 1,854
Total	Se han asumido varianzas iguales No se han asumido varianzas iguales	,000	4,600 4,600

Prueba de muestras independientes

		Prueba T para la igualdad de medias	
		gl	Sig. (bilateral)
Secondperpronouns	Se han asumido varianzas iguales	98	,000
	No se han asumido varianzas iguales	60,394	,000
Rhetoricalquestions	Se han asumido varianzas iguales	98	,005
	No se han asumido varianzas iguales	64,263	,006
Necessitymodals	Se han asumido varianzas iguales	98	,004
	No se han asumido varianzas iguales	58,088	,004
Presuppositionmarkers	Se han asumido varianzas iguales	98	,167
	No se han asumido varianzas iguales	81,083	,168
Imperatives	Se han asumido varianzas iguales	98	,000
	No se han asumido varianzas iguales	52,033	,000
Interjections	Se han asumido varianzas iguales	98	,067
	No se han asumido varianzas iguales	49,000	,070
Total	Se han asumido varianzas iguales	98	,000
	No se han asumido varianzas iguales	56,719	,000

**Prueba de muestras independientes**

		Prueba T para la igualdad de medias
		Diferencia de medias
Secondperpronouns	Se han asumido varianzas iguales	176,06000
	No se han asumido varianzas iguales	176,06000
Rhetoricalquestions	Se han asumido varianzas iguales	8,90000
	No se han asumido varianzas iguales	8,90000
Necessitymodals	Se han asumido varianzas iguales	21,94000
	No se han asumido varianzas iguales	21,94000
Presuppositionmarkers	Se han asumido varianzas iguales	,36000
	No se han asumido varianzas iguales	,36000
Imperatives	Se han asumido varianzas iguales	49,22000
	No se han asumido varianzas iguales	49,22000
Interjections	Se han asumido varianzas iguales	1,68000
	No se han asumido varianzas iguales	1,68000
Total	Se han asumido varianzas iguales	258,16000
	No se han asumido varianzas iguales	258,16000

**Prueba de muestras independientes**

		Prueba T para la igualdad de medias
		Error típ. de la diferencia
Secondperpronouns	Se han asumido varianzas iguales	37,29379
	No se han asumido varianzas iguales	37,29379
Rhetoricalquestions	Se han asumido varianzas iguales	3,11284
	No se han asumido varianzas iguales	3,11284
Necessitymodals	Se han asumido varianzas iguales	7,39398
	No se han asumido varianzas iguales	7,39398
Presuppositionmarkers	Se han asumido varianzas iguales	,25854
	No se han asumido varianzas iguales	,25854
Imperatives	Se han asumido varianzas iguales	12,38133
	No se han asumido varianzas iguales	12,38133
Interjections	Se han asumido varianzas iguales	,90596
	No se han asumido varianzas iguales	,90596
Total	Se han asumido varianzas iguales	56,12281
	No se han asumido varianzas iguales	56,12281



**Prueba de muestras independientes**

		Prueba T para la igualdad de medias
		95% Intervalo de confianza para la ...
		Inferior
Secondperpronouns	Se han asumido varianzas iguales	102,05168
	No se han asumido varianzas iguales	101,47132
Rhetoricalquestions	Se han asumido varianzas iguales	2,72267
	No se han asumido varianzas iguales	2,68188
Necessitymodals	Se han asumido varianzas iguales	7,26689
	No se han asumido varianzas iguales	7,13982
Presuppositionmarkers	Se han asumido varianzas iguales	-,15306
	No se han asumido varianzas iguales	-,15440
Imperatives	Se han asumido varianzas iguales	24,64965
	No se han asumido varianzas iguales	24,37542
Interjections	Se han asumido varianzas iguales	-,11785
	No se han asumido varianzas iguales	-,14060
Total	Se han asumido varianzas iguales	146,78612
	No se han asumido varianzas iguales	145,76397

Prueba de muestras independientes

		Prueba T para la igualdad de medias
		95% Intervalo de confianza para la ...
		Superior
Secondperpronouns	Se han asumido varianzas iguales No se han asumido varianzas iguales	250,06832 250,64868
Rhetoricalquestions	Se han asumido varianzas iguales No se han asumido varianzas iguales	15,07733 15,11812
Necessitymodals	Se han asumido varianzas iguales No se han asumido varianzas iguales	36,61311 36,74018
Presuppostionmarkers	Se han asumido varianzas iguales No se han asumido varianzas iguales	,87306 ,87440
Imperatives	Se han asumido varianzas iguales No se han asumido varianzas iguales	73,79035 74,06458
Interjections	Se han asumido varianzas iguales No se han asumido varianzas iguales	3,47785 3,50060
Total	Se han asumido varianzas iguales No se han asumido varianzas iguales	369,53388 370,55603

## ANOVA results no. 11: Engagement Markers NNSE

```

ONEWAY Secondperpronouns Rhetoricalquestions Necessitymodals Presuppositio
nmarkers Imperatives Interjections Total BY Author
/STATISTICS DESCRIPTIVES
/MISSING ANALYSIS
/POSTHOC=BONFERRONI ALPHA(0.05).
    
```

### ANOVA de un factor

[Conjunto\_de\_datos0]

#### Descriptivos

		N	Media	Desviación típica	Error típico
Secondperpronouns	1	10	155,9000	94,72821	29,95569
	2	10	129,5000	93,51560	29,57223
	3	10	84,1000	67,40664	21,31585
	4	10	78,0000	83,54905	26,42053
	5	10	78,4000	71,10743	22,48614
	Total	50	105,1800	85,63489	12,11060
Rhetoricalquestions	1	10	2,1000	3,10734	,98263
	2	10	6,7000	17,06881	5,39763
	3	10	1,0000	1,63299	,51640
	4	10	,5000	,97183	,30732
	5	10	2,9000	5,64604	1,78543
	Total	50	2,6400	8,16853	1,15520
Necessitymodals	1	10	28,9000	16,18950	5,11957
	2	10	21,9000	16,70961	5,28404
	3	10	24,7000	14,00040	4,42731
	4	10	22,3000	18,93879	5,98897
	5	10	21,8000	11,67904	3,69324
	Total	50	23,9200	15,29151	2,16255
Presuppositionmarkers	1	10	,5000	1,26930	,40139
	2	10	,6000	,69921	,22111
	3	10	,9000	1,28668	,40689
	4	10	,5000	,84984	,26874
	5	10	,1000	,31623	,10000
	Total	50	,5200	,95276	,13474
Imperatives	1	10	26,5000	21,23545	6,71524
	2	10	19,3000	9,47570	2,99648
	3	10	17,8000	16,15068	5,10729
	4	10	15,0000	13,17405	4,16600
	5	10	19,5000	14,09689	4,45783
	Total	50	19,6200	15,17636	2,14626
Interjections	1	10	,0000	,00000	,00000
	2	10	,0000	,00000	,00000
	3	10	,0000	,00000	,00000

**Descriptivos**

		Intervalo de confianza para la media al 95%		Mínimo
		Límite inferior	Límite superior	
Secondperpronouns	1	88,1355	223,6645	48,00
	2	62,6030	196,3970	22,00
	3	35,8802	132,3198	,00
	4	18,2326	137,7674	,00
	5	27,5328	129,2672	6,00
	Total	80,8428	129,5172	,00
Rhetoricalquestions	1	-,1229	4,3229	,00
	2	-5,5103	18,9103	,00
	3	-,1682	2,1682	,00
	4	-,1952	1,1952	,00
	5	-1,1389	6,9389	,00
	Total	,3185	4,9615	,00
Necessitymodals	1	17,3187	40,4813	11,00
	2	9,9467	33,8533	3,00
	3	14,6847	34,7153	1,00
	4	8,7520	35,8480	,00
	5	13,4453	30,1547	4,00
	Total	19,5742	28,2658	,00
Presuppositionmarkers	1	-,4080	1,4080	,00
	2	,0998	1,1002	,00
	3	-,0204	1,8204	,00
	4	-,1079	1,1079	,00
	5	-,1262	,3262	,00
	Total	,2492	,7908	,00
Imperatives	1	11,3091	41,6909	3,00
	2	12,5215	26,0785	9,00
	3	6,2465	29,3535	1,00
	4	5,5759	24,4241	,00
	5	9,4157	29,5843	4,00
	Total	15,3069	23,9331	,00
Interjections	1	,0000	,0000	,00
	2	,0000	,0000	,00
	3	,0000	,0000	,00

Descriptivos

		Máximo
Secondperpronouns	1	311,00
	2	313,00
	3	210,00
	4	251,00
	5	205,00
	Total	313,00
Rhetoricalquestions	1	10,00
	2	55,00
	3	4,00
	4	3,00
	5	15,00
	Total	55,00
Necessitymodals	1	62,00
	2	54,00
	3	45,00
	4	61,00
	5	41,00
	Total	62,00
Presuppositionmarkers	1	4,00
	2	2,00
	3	4,00
	4	2,00
	5	1,00
	Total	4,00
Imperatives	1	70,00
	2	35,00
	3	39,00
	4	36,00
	5	39,00
	Total	70,00
Interjections	1	,00
	2	,00
	3	,00

**Descriptivos**

		N	Media	Desviación típica	Error típico
Total	4	10	,0000	,00000	,00000
	5	10	,0000	,00000	,00000
	Total	50	,0000	,00000	,00000
	1	10	213,9000	123,09026	38,92456
	2	10	178,0000	113,51554	35,89677
	3	10	128,5000	87,58647	27,69727
	4	10	116,3000	102,78246	32,50267
	5	10	122,7000	93,31792	29,50972
	Total	50	151,8800	107,54736	15,20949

**Descriptivos**

		Intervalo de confianza para la media al 95%		Mínimo
		Límite inferior	Límite superior	
Total	4	,0000	,0000	,00
	5	,0000	,0000	,00
	Total	,0000	,0000	,00
	1	125,8465	301,9535	76,00
	2	96,7959	259,2041	34,00
	3	65,8444	191,1556	2,00
	4	42,7739	189,8261	1,00
	5	55,9444	189,4556	26,00
	Total	121,3154	182,4446	1,00

**Descriptivos**

		Máximo
Total	4	,00
	5	,00
	Total	,00
	1	405,00
	2	394,00
	3	279,00
	4	300,00
	5	275,00
Total	405,00	

**ANOVA de un factor**

		Suma de cuadrados	gl	Media cuadrática
Secondperpronouns	Inter-grupos	50642,680	4	12660,670
	Intra-grupos	308690,700	45	6859,793
	Total	359333,380	49	
Rhetoricalquestions	Inter-grupos	241,120	4	60,280
	Intra-grupos	3028,400	45	67,298
	Total	3269,520	49	
Necessitymodals	Inter-grupos	366,080	4	91,520
	Intra-grupos	11091,600	45	246,480
	Total	11457,680	49	
Presuppositionmarkers	Inter-grupos	3,280	4	,820
	Intra-grupos	41,200	45	,916
	Total	44,480	49	
Imperatives	Inter-grupos	721,080	4	180,270
	Intra-grupos	10564,700	45	234,771
	Total	11285,780	49	
Interjections	Inter-grupos	,000	4	,000
	Intra-grupos	,000	45	,000
	Total	,000	49	
Total	Inter-grupos	71927,680	4	17981,920
	Intra-grupos	494827,600	45	10996,169
	Total	566755,280	49	

## ANOVA de un factor

		F	Sig.
Secondperpronouns	Inter-grupos	1,846	,137
	Intra-grupos		
	Total		
Rhetoricalquestions	Inter-grupos	,896	,474
	Intra-grupos		
	Total		
Necessitymodals	Inter-grupos	,371	,828
	Intra-grupos		
	Total		
Presuppositionmarkers	Inter-grupos	,896	,474
	Intra-grupos		
	Total		
Imperatives	Inter-grupos	,768	,552
	Intra-grupos		
	Total		
Interjections	Inter-grupos		
	Intra-grupos		
	Total		
Total	Inter-grupos	1,635	,182
	Intra-grupos		
	Total		

## Pruebas post hoc



Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Diferencia de medias (I-J)	Error típico	Sig.
Secondperpronouns	1	2	26,40000	37,03996	1,000
		3	71,80000	37,03996	,589
		4	77,90000	37,03996	,411
		5	77,50000	37,03996	,421
	2	1	-26,40000	37,03996	1,000
		3	45,40000	37,03996	1,000
		4	51,50000	37,03996	1,000
		5	51,10000	37,03996	1,000
	3	1	-71,80000	37,03996	,589
		2	-45,40000	37,03996	1,000
		4	6,10000	37,03996	1,000
		5	5,70000	37,03996	1,000
	4	1	-77,90000	37,03996	,411
		2	-51,50000	37,03996	1,000
		3	-6,10000	37,03996	1,000
		5	-,40000	37,03996	1,000
	5	1	-77,50000	37,03996	,421
		2	-51,10000	37,03996	1,000
		3	-5,70000	37,03996	1,000
		4	,40000	37,03996	1,000
Rhetoricalquestions	1	2	-4,60000	3,66873	1,000
		3	1,10000	3,66873	1,000
		4	1,60000	3,66873	1,000
		5	-,80000	3,66873	1,000
	2	1	4,60000	3,66873	1,000
		3	5,70000	3,66873	1,000
		4	6,20000	3,66873	,980
		5	3,80000	3,66873	1,000
	3	1	-1,10000	3,66873	1,000
		2	-5,70000	3,66873	1,000
		4	,50000	3,66873	1,000
		5	-1,90000	3,66873	1,000
	4	1	-1,60000	3,66873	1,000
		2	-6,20000	3,66873	,980
		3	-,50000	3,66873	1,000
		5	-2,40000	3,66873	1,000
	5	1	,80000	3,66873	1,000
		2	-3,80000	3,66873	1,000
		3	1,90000	3,66873	1,000
		4	2,40000	3,66873	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Secondperpronouns	1	2	-82,9449	135,7449
		3	-37,5449	181,1449
		4	-31,4449	187,2449
		5	-31,8449	186,8449
	2	1	-135,7449	82,9449
		3	-63,9449	154,7449
		4	-57,8449	160,8449
		5	-58,2449	160,4449
	3	1	-181,1449	37,5449
		2	-154,7449	63,9449
		4	-103,2449	115,4449
		5	-103,6449	115,0449
	4	1	-187,2449	31,4449
		2	-160,8449	57,8449
		3	-115,4449	103,2449
		5	-109,7449	108,9449
	5	1	-186,8449	31,8449
		2	-160,4449	58,2449
		3	-115,0449	103,6449
		4	-108,9449	109,7449
Rhetoricalquestions	1	2	-15,4304	6,2304
		3	-9,7304	11,9304
		4	-9,2304	12,4304
		5	-11,6304	10,0304
	2	1	-6,2304	15,4304
		3	-5,1304	16,5304
		4	-4,6304	17,0304
		5	-7,0304	14,6304
	3	1	-11,9304	9,7304
		2	-16,5304	5,1304
		4	-10,3304	11,3304
		5	-12,7304	8,9304
	4	1	-12,4304	9,2304
		2	-17,0304	4,6304
		3	-11,3304	10,3304
		5	-13,2304	8,4304
	5	1	-10,0304	11,6304
		2	-14,6304	7,0304
		3	-8,9304	12,7304
		4	-8,4304	13,2304

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Diferencia de medias (I-J)	Error típico	Sig.
Necessitymodals	1	2	7,00000	7,02111	1,000
		3	4,20000	7,02111	1,000
		4	6,60000	7,02111	1,000
		5	7,10000	7,02111	1,000
	2	1	-7,00000	7,02111	1,000
		3	-2,80000	7,02111	1,000
		4	-,40000	7,02111	1,000
		5	,10000	7,02111	1,000
	3	1	-4,20000	7,02111	1,000
		2	2,80000	7,02111	1,000
		4	2,40000	7,02111	1,000
		5	2,90000	7,02111	1,000
	4	1	-6,60000	7,02111	1,000
		2	,40000	7,02111	1,000
		3	-2,40000	7,02111	1,000
		5	,50000	7,02111	1,000
	5	1	-7,10000	7,02111	1,000
		2	-,10000	7,02111	1,000
		3	-2,90000	7,02111	1,000
		4	-,50000	7,02111	1,000
Presuppositionmarkers	1	2	-,10000	,42791	1,000
		3	-,40000	,42791	1,000
		4	,00000	,42791	1,000
		5	,40000	,42791	1,000
	2	1	,10000	,42791	1,000
		3	-,30000	,42791	1,000
		4	,10000	,42791	1,000
		5	,50000	,42791	1,000
	3	1	,40000	,42791	1,000
		2	,30000	,42791	1,000
		4	,40000	,42791	1,000
		5	,80000	,42791	,681
	4	1	,00000	,42791	1,000
		2	-,10000	,42791	1,000
		3	-,40000	,42791	1,000
		5	,40000	,42791	1,000
	5	1	-,40000	,42791	1,000
		2	-,50000	,42791	1,000
		3	-,80000	,42791	,681
		4	-,40000	,42791	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Necessitymodals	1	2	-13,7269	27,7269
		3	-16,5269	24,9269
		4	-14,1269	27,3269
		5	-13,6269	27,8269
	2	1	-27,7269	13,7269
		3	-23,5269	17,9269
		4	-21,1269	20,3269
		5	-20,6269	20,8269
	3	1	-24,9269	16,5269
		2	-17,9269	23,5269
		4	-18,3269	23,1269
		5	-17,8269	23,6269
	4	1	-27,3269	14,1269
		2	-20,3269	21,1269
		3	-23,1269	18,3269
		5	-20,2269	21,2269
	5	1	-27,8269	13,6269
		2	-20,8269	20,6269
		3	-23,6269	17,8269
		4	-21,2269	20,2269
Presuppositionmarkers	1	2	-1,3632	1,1632
		3	-1,6632	,8632
		4	-1,2632	1,2632
		5	-,8632	1,6632
	2	1	-1,1632	1,3632
		3	-1,5632	,9632
		4	-1,1632	1,3632
		5	-,7632	1,7632
	3	1	-,8632	1,6632
		2	-,9632	1,5632
		4	-,8632	1,6632
		5	-,4632	2,0632
	4	1	-1,2632	1,2632
		2	-1,3632	1,1632
		3	-1,6632	,8632
		5	-,8632	1,6632
	5	1	-1,6632	,8632
		2	-1,7632	,7632
		3	-2,0632	,4632
		4	-1,6632	,8632

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Diferencia de medias (I-J)	Error típico	Sig.
Imperatives	1	2	7,20000	6,85232	1,000
		3	8,70000	6,85232	1,000
		4	11,50000	6,85232	1,000
		5	7,00000	6,85232	1,000
	2	1	-7,20000	6,85232	1,000
		3	1,50000	6,85232	1,000
		4	4,30000	6,85232	1,000
		5	-,20000	6,85232	1,000
	3	1	-8,70000	6,85232	1,000
		2	-1,50000	6,85232	1,000
		4	2,80000	6,85232	1,000
		5	-1,70000	6,85232	1,000
	4	1	-11,50000	6,85232	1,000
		2	-4,30000	6,85232	1,000
		3	-2,80000	6,85232	1,000
		5	-4,50000	6,85232	1,000
	5	1	-7,00000	6,85232	1,000
		2	,20000	6,85232	1,000
		3	1,70000	6,85232	1,000
		4	4,50000	6,85232	1,000
Total	1	2	35,90000	46,89599	1,000
		3	85,40000	46,89599	,753
		4	97,60000	46,89599	,431
		5	91,20000	46,89599	,581
	2	1	-35,90000	46,89599	1,000
		3	49,50000	46,89599	1,000
		4	61,70000	46,89599	1,000
		5	55,30000	46,89599	1,000
	3	1	-85,40000	46,89599	,753
		2	-49,50000	46,89599	1,000
		4	12,20000	46,89599	1,000
		5	5,80000	46,89599	1,000
	4	1	-97,60000	46,89599	,431
		2	-61,70000	46,89599	1,000
		3	-12,20000	46,89599	1,000
		5	-6,40000	46,89599	1,000
	5	1	-91,20000	46,89599	,581
		2	-55,30000	46,89599	1,000
		3	-5,80000	46,89599	1,000
		4	6,40000	46,89599	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Imperatives	1	2	-13,0286	27,4286
		3	-11,5286	28,9286
		4	-8,7286	31,7286
		5	-13,2286	27,2286
	2	1	-27,4286	13,0286
		3	-18,7286	21,7286
		4	-15,9286	24,5286
		5	-20,4286	20,0286
	3	1	-28,9286	11,5286
		2	-21,7286	18,7286
		4	-17,4286	23,0286
		5	-21,9286	18,5286
	4	1	-31,7286	8,7286
		2	-24,5286	15,9286
		3	-23,0286	17,4286
		5	-24,7286	15,7286
	5	1	-27,2286	13,2286
		2	-20,0286	20,4286
		3	-18,5286	21,9286
		4	-15,7286	24,7286
Total	1	2	-102,5407	174,3407
		3	-53,0407	223,8407
		4	-40,8407	236,0407
		5	-47,2407	229,6407
	2	1	-174,3407	102,5407
		3	-88,9407	187,9407
		4	-76,7407	200,1407
		5	-83,1407	193,7407
	3	1	-223,8407	53,0407
		2	-187,9407	88,9407
		4	-126,2407	150,6407
		5	-132,6407	144,2407
	4	1	-236,0407	40,8407
		2	-200,1407	76,7407
		3	-150,6407	126,2407
		5	-144,8407	132,0407
	5	1	-229,6407	47,2407
		2	-193,7407	83,1407
		3	-144,2407	132,6407
		4	-132,0407	144,8407

## ANOVA results no. 12: Engagement Markers NSE

ONEWAY Secondperpronouns Rhetoricalquestions Necessitymodals Presuppositio  
nmarkers Imperatives Interjections Total BY Author

/STATISTICS DESCRIPTIVES

/MISSING ANALYSIS

/POSTHOC=BONFERRONI ALPHA(0.05).

### ANOVA de un factor

[Conjunto\_de\_datos0]

#### Descriptivos

		N	Media	Desviación típica	Error típico
Secondperpronouns	1	10	297,2000	244,41940	77,29220
	2	10	356,1000	329,23765	104,11409
	3	10	375,3000	233,99100	73,99445
	4	10	89,0000	64,28928	20,33005
	5	10	288,6000	232,81380	73,62219
	Total	50	281,2400	249,41536	35,27266
Rhetoricalquestions	1	10	20,8000	28,68527	9,07108
	2	10	13,3000	26,90332	8,50758
	3	10	11,6000	16,79418	5,31079
	4	10	6,8000	10,36876	3,27889
	5	10	5,2000	13,03670	4,12257
	Total	50	11,5400	20,43927	2,89055
Necessitymodals	1	10	73,8000	87,67085	27,72396
	2	10	36,0000	33,90182	10,72070
	3	10	60,0000	39,11237	12,36842
	4	10	21,6000	18,05055	5,70808
	5	10	37,9000	31,56809	9,98271
	Total	50	45,8600	49,99715	7,07066
Presuppositionmarkers	1	10	1,3000	2,26323	,71570
	2	10	,5000	,70711	,22361
	3	10	1,2000	1,68655	,53333
	4	10	,9000	1,59513	,50442
	5	10	,5000	1,26930	,40139
	Total	50	,8800	1,56022	,22065
Imperatives	1	10	87,9000	75,43864	23,85579
	2	10	118,4000	139,19547	44,01747
	3	10	76,2000	84,32451	26,66575
	4	10	16,4000	11,53930	3,64905
	5	10	45,3000	36,09263	11,41349
	Total	50	68,8400	86,22381	12,19389
Interjections	1	10	,7000	1,05935	,33500
	2	10	6,3000	13,74409	4,34626
	3	10	,2000	,63246	,20000

**Descriptivos**

		Intervalo de confianza para la media al 95%		Mínimo
		Límite inferior	Límite superior	
Secondperpronouns	1	122,3529	472,0471	46,00
	2	120,5776	591,6224	53,00
	3	207,9129	542,6871	119,00
	4	43,0102	134,9898	9,00
	5	122,0550	455,1450	22,00
	Total	210,3569	352,1231	9,00
Rhetoricalquestions	1	,2798	41,3202	,00
	2	-5,9455	32,5455	,00
	3	-,4138	23,6138	,00
	4	-,6174	14,2174	,00
	5	-4,1259	14,5259	,00
	Total	5,7312	17,3488	,00
Necessitymodals	1	11,0841	136,5159	21,00
	2	11,7481	60,2519	6,00
	3	32,0207	87,9793	19,00
	4	8,6874	34,5126	1,00
	5	15,3175	60,4825	2,00
	Total	31,6510	60,0690	1,00
Presuppositionmarkers	1	-,3190	2,9190	,00
	2	-,0058	1,0058	,00
	3	-,0065	2,4065	,00
	4	-,2411	2,0411	,00
	5	-,4080	1,4080	,00
	Total	,4366	1,3234	,00
Imperatives	1	33,9344	141,8656	31,00
	2	18,8256	217,9744	16,00
	3	15,8779	136,5221	7,00
	4	8,1453	24,6547	,00
	5	19,4809	71,1191	5,00
	Total	44,3355	93,3445	,00
Interjections	1	-,0578	1,4578	,00
	2	-3,5319	16,1319	,00
	3	-,2524	,6524	,00



Descriptivos

		Máximo
Secondperpronouns	1	892,00
	2	1233,00
	3	884,00
	4	176,00
	5	721,00
	Total	1233,00
Rhetoricalquestions	1	91,00
	2	88,00
	3	48,00
	4	32,00
	5	42,00
	Total	91,00
Necessitymodals	1	314,00
	2	121,00
	3	134,00
	4	54,00
	5	107,00
	Total	314,00
Presuppositionmarkers	1	7,00
	2	2,00
	3	5,00
	4	5,00
	5	4,00
	Total	7,00
Imperatives	1	278,00
	2	500,00
	3	296,00
	4	39,00
	5	117,00
	Total	500,00
Interjections	1	3,00
	2	42,00
	3	2,00

**Descriptivos**

		N	Media	Desviación típica	Error típico
Total	4	10	,5000	,84984	,26874
	5	10	,7000	1,56702	,49554
	Total	50	1,6800	6,40612	,90596
	1	10	481,7000	409,91898	129,62776
	2	10	530,6000	521,95577	165,05691
	3	10	524,5000	364,55307	115,28180
	4	10	135,2000	95,39951	30,16797
	5	10	378,2000	300,87273	95,14431
	Total	50	410,0400	381,99743	54,02260

**Descriptivos**

		Intervalo de confianza para la media al 95%		Mínimo
		Límite inferior	Límite superior	
Total	4	-,1079	1,1079	,00
	5	-,4210	1,8210	,00
	Total	-,1406	3,5006	,00
	1	188,4616	774,9384	164,00
	2	157,2153	903,9847	77,00
	3	263,7144	785,2856	149,00
	4	66,9553	203,4447	10,00
	5	162,9686	593,4314	52,00
	Total	301,4775	518,6025	10,00

**Descriptivos**

		Máximo
Total	4	2,00
	5	5,00
	Total	42,00
	1	1520,00
	2	1943,00
	3	1352,00
	4	301,00
	5	946,00
	Total	1943,00

## ANOVA de un factor

		Suma de cuadrados	gl	Media cuadrática
Secondperpronouns	Inter-grupos	517164,120	4	129291,030
	Intra-grupos	2531029,000	45	56245,089
	Total	3048193,120	49	
Rhetoricalquestions	Inter-grupos	1515,120	4	378,780
	Intra-grupos	18955,300	45	421,229
	Total	20470,420	49	
Necessitymodals	Inter-grupos	17297,120	4	4324,280
	Intra-grupos	105188,900	45	2337,531
	Total	122486,020	49	
Presuppositionmarkers	Inter-grupos	5,680	4	1,420
	Intra-grupos	113,600	45	2,524
	Total	119,280	49	
Imperatives	Inter-grupos	61777,320	4	15444,330
	Intra-grupos	302515,400	45	6722,564
	Total	364292,720	49	
Interjections	Inter-grupos	268,480	4	67,120
	Intra-grupos	1742,400	45	38,720
	Total	2010,880	49	
Total	Inter-grupos	1093217,720	4	273304,430
	Intra-grupos	6056962,200	45	134599,160
	Total	7150179,920	49	

## ANOVA de un factor

		F	Sig.
Secondperpronouns	Inter-grupos	2,299	,073
	Intra-grupos		
	Total		
Rhetoricalquestions	Inter-grupos	,899	,472
	Intra-grupos		
	Total		
Necessitymodals	Inter-grupos	1,850	,136
	Intra-grupos		
	Total		
Presuppositionmarkers	Inter-grupos	,563	,691
	Intra-grupos		
	Total		
Imperatives	Inter-grupos	2,297	,074
	Intra-grupos		
	Total		
Interjections	Inter-grupos	1,733	,159
	Intra-grupos		
	Total		
Total	Inter-grupos	2,031	,106
	Intra-grupos		
	Total		

## Pruebas post hoc

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Diferencia de medias (I-J)	Error típico	Sig.
Secondperpronouns	1	2	-58,90000	106,06139	1,000
		3	-78,10000	106,06139	1,000
		4	208,20000	106,06139	,558
		5	8,60000	106,06139	1,000
	2	1	58,90000	106,06139	1,000
		3	-19,20000	106,06139	1,000
		4	267,10000	106,06139	,154
		5	67,50000	106,06139	1,000
	3	1	78,10000	106,06139	1,000
		2	19,20000	106,06139	1,000
		4	286,30000	106,06139	,098
		5	86,70000	106,06139	1,000
	4	1	-208,20000	106,06139	,558
		2	-267,10000	106,06139	,154
		3	-286,30000	106,06139	,098
		5	-199,60000	106,06139	,663
	5	1	-8,60000	106,06139	1,000
		2	-67,50000	106,06139	1,000
		3	-86,70000	106,06139	1,000
		4	199,60000	106,06139	,663
Rhetoricalquestions	1	2	7,50000	9,17855	1,000
		3	9,20000	9,17855	1,000
		4	14,00000	9,17855	1,000
		5	15,60000	9,17855	,961
	2	1	-7,50000	9,17855	1,000
		3	1,70000	9,17855	1,000
		4	6,50000	9,17855	1,000
		5	8,10000	9,17855	1,000
	3	1	-9,20000	9,17855	1,000
		2	-1,70000	9,17855	1,000
		4	4,80000	9,17855	1,000
		5	6,40000	9,17855	1,000
	4	1	-14,00000	9,17855	1,000
		2	-6,50000	9,17855	1,000
		3	-4,80000	9,17855	1,000
		5	1,60000	9,17855	1,000
	5	1	-15,60000	9,17855	,961
		2	-8,10000	9,17855	1,000
		3	-6,40000	9,17855	1,000
		4	-1,60000	9,17855	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Secondperpronouns	1	2	-372,0016	254,2016
		3	-391,2016	235,0016
		4	-104,9016	521,3016
		5	-304,5016	321,7016
	2	1	-254,2016	372,0016
		3	-332,3016	293,9016
		4	-46,0016	580,2016
		5	-245,6016	380,6016
	3	1	-235,0016	391,2016
		2	-293,9016	332,3016
		4	-26,8016	599,4016
		5	-226,4016	399,8016
	4	1	-521,3016	104,9016
		2	-580,2016	46,0016
		3	-599,4016	26,8016
		5	-512,7016	113,5016
	5	1	-321,7016	304,5016
		2	-380,6016	245,6016
		3	-399,8016	226,4016
		4	-113,5016	512,7016
Rhetoricalquestions	1	2	-19,5958	34,5958
		3	-17,8958	36,2958
		4	-13,0958	41,0958
		5	-11,4958	42,6958
	2	1	-34,5958	19,5958
		3	-25,3958	28,7958
		4	-20,5958	33,5958
		5	-18,9958	35,1958
	3	1	-36,2958	17,8958
		2	-28,7958	25,3958
		4	-22,2958	31,8958
		5	-20,6958	33,4958
	4	1	-41,0958	13,0958
		2	-33,5958	20,5958
		3	-31,8958	22,2958
		5	-25,4958	28,6958
	5	1	-42,6958	11,4958
		2	-35,1958	18,9958
		3	-33,4958	20,6958
		4	-28,6958	25,4958

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Diferencia de medias (I-J)	Error típico	Sig.
Necessitymodals	1	2	37,80000	21,62189	,872
		3	13,80000	21,62189	1,000
		4	52,20000	21,62189	,199
		5	35,90000	21,62189	1,000
	2	1	-37,80000	21,62189	,872
		3	-24,00000	21,62189	1,000
		4	14,40000	21,62189	1,000
		5	-1,90000	21,62189	1,000
	3	1	-13,80000	21,62189	1,000
		2	24,00000	21,62189	1,000
		4	38,40000	21,62189	,825
		5	22,10000	21,62189	1,000
	4	1	-52,20000	21,62189	,199
		2	-14,40000	21,62189	1,000
		3	-38,40000	21,62189	,825
		5	-16,30000	21,62189	1,000
	5	1	-35,90000	21,62189	1,000
		2	1,90000	21,62189	1,000
		3	-22,10000	21,62189	1,000
		4	16,30000	21,62189	1,000
Presuppostionmarkers	1	2	,80000	,71056	1,000
		3	,10000	,71056	1,000
		4	,40000	,71056	1,000
		5	,80000	,71056	1,000
	2	1	-,80000	,71056	1,000
		3	-,70000	,71056	1,000
		4	-,40000	,71056	1,000
		5	,00000	,71056	1,000
	3	1	-,10000	,71056	1,000
		2	,70000	,71056	1,000
		4	,30000	,71056	1,000
		5	,70000	,71056	1,000
	4	1	-,40000	,71056	1,000
		2	,40000	,71056	1,000
		3	-,30000	,71056	1,000
		5	,40000	,71056	1,000
	5	1	-,80000	,71056	1,000
		2	,00000	,71056	1,000
		3	-,70000	,71056	1,000
		4	-,40000	,71056	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Necessitymodals	1	2	-26,0295	101,6295
		3	-50,0295	77,6295
		4	-11,6295	116,0295
		5	-27,9295	99,7295
	2	1	-101,6295	26,0295
		3	-87,8295	39,8295
		4	-49,4295	78,2295
		5	-65,7295	61,9295
	3	1	-77,6295	50,0295
		2	-39,8295	87,8295
		4	-25,4295	102,2295
		5	-41,7295	85,9295
	4	1	-116,0295	11,6295
		2	-78,2295	49,4295
		3	-102,2295	25,4295
		5	-80,1295	47,5295
	5	1	-99,7295	27,9295
		2	-61,9295	65,7295
		3	-85,9295	41,7295
		4	-47,5295	80,1295
Presuppositionmarkers	1	2	-1,2976	2,8976
		3	-1,9976	2,1976
		4	-1,6976	2,4976
		5	-1,2976	2,8976
	2	1	-2,8976	1,2976
		3	-2,7976	1,3976
		4	-2,4976	1,6976
		5	-2,0976	2,0976
	3	1	-2,1976	1,9976
		2	-1,3976	2,7976
		4	-1,7976	2,3976
		5	-1,3976	2,7976
	4	1	-2,4976	1,6976
		2	-1,6976	2,4976
		3	-2,3976	1,7976
		5	-1,6976	2,4976
	5	1	-2,8976	1,2976
		2	-2,0976	2,0976
		3	-2,7976	1,3976
		4	-2,4976	1,6976



Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Diferencia de medias (I-J)	Error típico	Sig.
Imperatives	1	2	-30,50000	36,66760	1,000
		3	11,70000	36,66760	1,000
		4	71,50000	36,66760	,574
		5	42,60000	36,66760	1,000
	2	1	30,50000	36,66760	1,000
		3	42,20000	36,66760	1,000
		4	102,00000	36,66760	,079
		5	73,10000	36,66760	,523
	3	1	-11,70000	36,66760	1,000
		2	-42,20000	36,66760	1,000
		4	59,80000	36,66760	1,000
		5	30,90000	36,66760	1,000
	4	1	-71,50000	36,66760	,574
		2	-102,00000	36,66760	,079
		3	-59,80000	36,66760	1,000
		5	-28,90000	36,66760	1,000
	5	1	-42,60000	36,66760	1,000
		2	-73,10000	36,66760	,523
		3	-30,90000	36,66760	1,000
		4	28,90000	36,66760	1,000
Interjections	1	2	-5,60000	2,78280	,502
		3	,50000	2,78280	1,000
		4	,20000	2,78280	1,000
		5	,00000	2,78280	1,000
	2	1	5,60000	2,78280	,502
		3	6,10000	2,78280	,336
		4	5,80000	2,78280	,428
		5	5,60000	2,78280	,502
	3	1	-,50000	2,78280	1,000
		2	-6,10000	2,78280	,336
		4	-,30000	2,78280	1,000
		5	-,50000	2,78280	1,000
	4	1	-,20000	2,78280	1,000
		2	-5,80000	2,78280	,428
		3	,30000	2,78280	1,000
		5	-,20000	2,78280	1,000
	5	1	,00000	2,78280	1,000
		2	-5,60000	2,78280	,502
		3	,50000	2,78280	1,000
		4	,20000	2,78280	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Imperatives	1	2	-138,7457	77,7457
		3	-96,5457	119,9457
		4	-36,7457	179,7457
		5	-65,6457	150,8457
	2	1	-77,7457	138,7457
		3	-66,0457	150,4457
		4	-6,2457	210,2457
		5	-35,1457	181,3457
	3	1	-119,9457	96,5457
		2	-150,4457	66,0457
		4	-48,4457	168,0457
		5	-77,3457	139,1457
	4	1	-179,7457	36,7457
		2	-210,2457	6,2457
		3	-168,0457	48,4457
		5	-137,1457	79,3457
	5	1	-150,8457	65,6457
		2	-181,3457	35,1457
		3	-139,1457	77,3457
		4	-79,3457	137,1457
Interjections	1	2	-13,8151	2,6151
		3	-7,7151	8,7151
		4	-8,0151	8,4151
		5	-8,2151	8,2151
	2	1	-2,6151	13,8151
		3	-2,1151	14,3151
		4	-2,4151	14,0151
		5	-2,6151	13,8151
	3	1	-8,7151	7,7151
		2	-14,3151	2,1151
		4	-8,5151	7,9151
		5	-8,7151	7,7151
	4	1	-8,4151	8,0151
		2	-14,0151	2,4151
		3	-7,9151	8,5151
		5	-8,4151	8,0151
	5	1	-8,2151	8,2151
		2	-13,8151	2,6151
		3	-7,7151	8,7151
		4	-8,0151	8,4151

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Diferencia de medias (I-J)	Error típico	Sig.
Total	1	2	-48,90000	164,07264	1,000
		3	-42,80000	164,07264	1,000
		4	346,50000	164,07264	,403
		5	103,50000	164,07264	1,000
	2	1	48,90000	164,07264	1,000
		3	6,10000	164,07264	1,000
		4	395,40000	164,07264	,201
		5	152,40000	164,07264	1,000
	3	1	42,80000	164,07264	1,000
		2	-6,10000	164,07264	1,000
		4	389,30000	164,07264	,220
		5	146,30000	164,07264	1,000
	4	1	-346,50000	164,07264	,403
		2	-395,40000	164,07264	,201
		3	-389,30000	164,07264	,220
		5	-243,00000	164,07264	1,000
	5	1	-103,50000	164,07264	1,000
		2	-152,40000	164,07264	1,000
		3	-146,30000	164,07264	1,000
		4	243,00000	164,07264	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Total	1	2	-533,2554	435,4554
		3	-527,1554	441,5554
		4	-137,8554	830,8554
		5	-380,8554	587,8554
	2	1	-435,4554	533,2554
		3	-478,2554	490,4554
		4	-88,9554	879,7554
		5	-331,9554	636,7554
	3	1	-441,5554	527,1554
		2	-490,4554	478,2554
		4	-95,0554	873,6554
		5	-338,0554	630,6554
	4	1	-830,8554	137,8554
		2	-879,7554	88,9554
		3	-873,6554	95,0554
		5	-727,3554	241,3554
	5	1	-587,8554	380,8554
		2	-636,7554	331,9554
		3	-630,6554	338,0554
		4	-241,3554	727,3554

## ANOVA results no. 13: Hedges NNSE

ONEWAY Conditionals Epistemicverbs Adverbsfrequency Downtoners Hedges Total  
 1 BY Author  
 /MISSING ANALYSIS  
 /POSTHOC=BONFERRONI ALPHA(0.05).

### ANOVA de un factor

[Conjunto\_de\_datos0]

ANOVA de un factor

		Suma de cuadrados	gl	Media cuadrática
Conditionals	Inter-grupos	24,120	4	6,030
	Intra-grupos	197,800	45	4,396
	Total	221,920	49	
Epistemicverbs	Inter-grupos	51,320	4	12,830
	Intra-grupos	779,100	45	17,313
	Total	830,420	49	
Adverbsfrequency	Inter-grupos	101,080	4	25,270
	Intra-grupos	1437,900	45	31,953
	Total	1538,980	49	
Downtoners	Inter-grupos	179,000	4	44,750
	Intra-grupos	5541,500	45	123,144
	Total	5720,500	49	
Hedges	Inter-grupos	83,080	4	20,770
	Intra-grupos	2767,500	45	61,500
	Total	2850,580	49	
Total	Inter-grupos	972,320	4	243,080
	Intra-grupos	24460,000	45	543,556
	Total	25432,320	49	

ANOVA de un factor

		F	Sig.
Conditionals	Inter-grupos	1,372	,259
	Intra-grupos		
	Total		
Epistemicverbs	Inter-grupos	,741	,569
	Intra-grupos		
	Total		
Adverbsfrequency	Inter-grupos	,791	,537
	Intra-grupos		
	Total		
Downtoners	Inter-grupos	,363	,833
	Intra-grupos		
	Total		
Hedges	Inter-grupos	,338	,851
	Intra-grupos		
	Total		
Total	Inter-grupos	,447	,774
	Intra-grupos		
	Total		

Pruebas post hoc

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Diferencia de medias (I-J)	Error típico	Sig.
Conditionals	1	2	-,90000	,93761	1,000
		3	,60000	,93761	1,000
		4	,30000	,93761	1,000
		5	1,20000	,93761	1,000
	2	1	,90000	,93761	1,000
		3	1,50000	,93761	1,000
		4	1,20000	,93761	1,000
		5	2,10000	,93761	,301
	3	1	-,60000	,93761	1,000
		2	-1,50000	,93761	1,000
		4	-,30000	,93761	1,000
		5	,60000	,93761	1,000
	4	1	-,30000	,93761	1,000
		2	-1,20000	,93761	1,000
		3	,30000	,93761	1,000
		5	,90000	,93761	1,000
	5	1	-1,20000	,93761	1,000
		2	-2,10000	,93761	,301
		3	-,60000	,93761	1,000
		4	-,90000	,93761	1,000
Epistemicverbs	1	2	-2,00000	1,86082	1,000
		3	,90000	1,86082	1,000
		4	,30000	1,86082	1,000
		5	-,90000	1,86082	1,000
	2	1	2,00000	1,86082	1,000
		3	2,90000	1,86082	1,000
		4	2,30000	1,86082	1,000
		5	1,10000	1,86082	1,000
	3	1	-,90000	1,86082	1,000
		2	-2,90000	1,86082	1,000
		4	-,60000	1,86082	1,000
		5	-1,80000	1,86082	1,000
	4	1	-,30000	1,86082	1,000
		2	-2,30000	1,86082	1,000
		3	,60000	1,86082	1,000
		5	-1,20000	1,86082	1,000
	5	1	,90000	1,86082	1,000
		2	-1,10000	1,86082	1,000
		3	1,80000	1,86082	1,000
		4	1,20000	1,86082	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Conditionals	1	2	-3,6679	1,8679
		3	-2,1679	3,3679
		4	-2,4679	3,0679
		5	-1,5679	3,9679
	2	1	-1,8679	3,6679
		3	-1,2679	4,2679
		4	-1,5679	3,9679
		5	-,6679	4,8679
	3	1	-3,3679	2,1679
		2	-4,2679	1,2679
		4	-3,0679	2,4679
		5	-2,1679	3,3679
	4	1	-3,0679	2,4679
		2	-3,9679	1,5679
		3	-2,4679	3,0679
		5	-1,8679	3,6679
	5	1	-3,9679	1,5679
		2	-4,8679	,6679
		3	-3,3679	2,1679
		4	-3,6679	1,8679
Epistemicverbs	1	2	-7,4933	3,4933
		3	-4,5933	6,3933
		4	-5,1933	5,7933
		5	-6,3933	4,5933
	2	1	-3,4933	7,4933
		3	-2,5933	8,3933
		4	-3,1933	7,7933
		5	-4,3933	6,5933
	3	1	-6,3933	4,5933
		2	-8,3933	2,5933
		4	-6,0933	4,8933
		5	-7,2933	3,6933
	4	1	-5,7933	5,1933
		2	-7,7933	3,1933
		3	-4,8933	6,0933
		5	-6,6933	4,2933
	5	1	-4,5933	6,3933
		2	-6,5933	4,3933
		3	-3,6933	7,2933
		4	-4,2933	6,6933



Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Diferencia de medias (I-J)	Error típico	Sig.
Adverbsfrequency	1	2	,00000	2,52798	1,000
		3	2,90000	2,52798	1,000
		4	3,20000	2,52798	1,000
		5	2,50000	2,52798	1,000
	2	1	,00000	2,52798	1,000
		3	2,90000	2,52798	1,000
		4	3,20000	2,52798	1,000
		5	2,50000	2,52798	1,000
	3	1	-2,90000	2,52798	1,000
		2	-2,90000	2,52798	1,000
		4	,30000	2,52798	1,000
		5	-,40000	2,52798	1,000
	4	1	-3,20000	2,52798	1,000
		2	-3,20000	2,52798	1,000
		3	-,30000	2,52798	1,000
		5	-,70000	2,52798	1,000
	5	1	-2,50000	2,52798	1,000
		2	-2,50000	2,52798	1,000
		3	,40000	2,52798	1,000
		4	,70000	2,52798	1,000
Downtoners	1	2	-,30000	4,96275	1,000
		3	1,90000	4,96275	1,000
		4	-1,20000	4,96275	1,000
		5	4,10000	4,96275	1,000
	2	1	,30000	4,96275	1,000
		3	2,20000	4,96275	1,000
		4	-,90000	4,96275	1,000
		5	4,40000	4,96275	1,000
	3	1	-1,90000	4,96275	1,000
		2	-2,20000	4,96275	1,000
		4	-3,10000	4,96275	1,000
		5	2,20000	4,96275	1,000
	4	1	1,20000	4,96275	1,000
		2	,90000	4,96275	1,000
		3	3,10000	4,96275	1,000
		5	5,30000	4,96275	1,000
	5	1	-4,10000	4,96275	1,000
		2	-4,40000	4,96275	1,000
		3	-2,20000	4,96275	1,000
		4	-5,30000	4,96275	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Adverbsfrequency	1	2	-7,4628	7,4628
		3	-4,5628	10,3628
		4	-4,2628	10,6628
		5	-4,9628	9,9628
	2	1	-7,4628	7,4628
		3	-4,5628	10,3628
		4	-4,2628	10,6628
		5	-4,9628	9,9628
	3	1	-10,3628	4,5628
		2	-10,3628	4,5628
		4	-7,1628	7,7628
		5	-7,8628	7,0628
	4	1	-10,6628	4,2628
		2	-10,6628	4,2628
		3	-7,7628	7,1628
		5	-8,1628	6,7628
	5	1	-9,9628	4,9628
		2	-9,9628	4,9628
		3	-7,0628	7,8628
		4	-6,7628	8,1628
Downtoners	1	2	-14,9504	14,3504
		3	-12,7504	16,5504
		4	-15,8504	13,4504
		5	-10,5504	18,7504
	2	1	-14,3504	14,9504
		3	-12,4504	16,8504
		4	-15,5504	13,7504
		5	-10,2504	19,0504
	3	1	-16,5504	12,7504
		2	-16,8504	12,4504
		4	-17,7504	11,5504
		5	-12,4504	16,8504
	4	1	-13,4504	15,8504
		2	-13,7504	15,5504
		3	-11,5504	17,7504
		5	-9,3504	19,9504
	5	1	-18,7504	10,5504
		2	-19,0504	10,2504
		3	-16,8504	12,4504
		4	-19,9504	9,3504

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Diferencia de medias (I-J)	Error típico	Sig.
Hedges	1	2	,10000	3,50714	1,000
		3	2,80000	3,50714	1,000
		4	-,90000	3,50714	1,000
		5	-,40000	3,50714	1,000
	2	1	-,10000	3,50714	1,000
		3	2,70000	3,50714	1,000
		4	-1,00000	3,50714	1,000
		5	-,50000	3,50714	1,000
	3	1	-2,80000	3,50714	1,000
		2	-2,70000	3,50714	1,000
		4	-3,70000	3,50714	1,000
		5	-3,20000	3,50714	1,000
	4	1	,90000	3,50714	1,000
		2	1,00000	3,50714	1,000
		3	3,70000	3,50714	1,000
		5	,50000	3,50714	1,000
	5	1	,40000	3,50714	1,000
		2	,50000	3,50714	1,000
		3	3,20000	3,50714	1,000
		4	-,50000	3,50714	1,000
Total	1	2	-3,10000	10,42646	1,000
		3	9,10000	10,42646	1,000
		4	1,70000	10,42646	1,000
		5	6,50000	10,42646	1,000
	2	1	3,10000	10,42646	1,000
		3	12,20000	10,42646	1,000
		4	4,80000	10,42646	1,000
		5	9,60000	10,42646	1,000
	3	1	-9,10000	10,42646	1,000
		2	-12,20000	10,42646	1,000
		4	-7,40000	10,42646	1,000
		5	-2,60000	10,42646	1,000
	4	1	-1,70000	10,42646	1,000
		2	-4,80000	10,42646	1,000
		3	7,40000	10,42646	1,000
		5	4,80000	10,42646	1,000
	5	1	-6,50000	10,42646	1,000
		2	-9,60000	10,42646	1,000
		3	2,60000	10,42646	1,000
		4	-4,80000	10,42646	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Hedges	1	2	-10,2533	10,4533
		3	-7,5533	13,1533
		4	-11,2533	9,4533
		5	-10,7533	9,9533
	2	1	-10,4533	10,2533
		3	-7,6533	13,0533
		4	-11,3533	9,3533
		5	-10,8533	9,8533
	3	1	-13,1533	7,5533
		2	-13,0533	7,6533
		4	-14,0533	6,6533
		5	-13,5533	7,1533
	4	1	-9,4533	11,2533
		2	-9,3533	11,3533
		3	-6,6533	14,0533
		5	-9,8533	10,8533
	5	1	-9,9533	10,7533
		2	-9,8533	10,8533
		3	-7,1533	13,5533
		4	-10,8533	9,8533
Total	1	2	-33,8797	27,6797
		3	-21,6797	39,8797
		4	-29,0797	32,4797
		5	-24,2797	37,2797
	2	1	-27,6797	33,8797
		3	-18,5797	42,9797
		4	-25,9797	35,5797
		5	-21,1797	40,3797
	3	1	-39,8797	21,6797
		2	-42,9797	18,5797
		4	-38,1797	23,3797
		5	-33,3797	28,1797
	4	1	-32,4797	29,0797
		2	-35,5797	25,9797
		3	-23,3797	38,1797
		5	-25,9797	35,5797
	5	1	-37,2797	24,2797
		2	-40,3797	21,1797
		3	-28,1797	33,3797
		4	-35,5797	25,9797

## ANOVA results no. 14: Hedges NSE

ONEWAY Conditionals Epistemicverbs Adverbsfrequency Downtoners Hedges Total  
 1 BY Author  
 /MISSING ANALYSIS  
 /POSTHOC=BONFERRONI ALPHA(0.05) .

### ANOVA de un factor

[Conjunto\_de\_datos0]

ANOVA de un factor

		Suma de cuadrados	gl	Media cuadrática
Conditionals	Inter-grupos	354,520	4	88,630
	Intra-grupos	3589,500	45	79,767
	Total	3944,020	49	
Epistemicverbs	Inter-grupos	1876,880	4	469,220
	Intra-grupos	13966,900	45	310,376
	Total	15843,780	49	
Adverbsfrequency	Inter-grupos	4883,720	4	1220,930
	Intra-grupos	30478,300	45	677,296
	Total	35362,020	49	
Downtoners	Inter-grupos	6497,000	4	1624,250
	Intra-grupos	68469,500	45	1521,544
	Total	74966,500	49	
Hedges	Inter-grupos	31712,720	4	7928,180
	Intra-grupos	252120,500	45	5602,678
	Total	283833,220	49	
Total	Inter-grupos	125620,680	4	31405,170
	Intra-grupos	951490,300	45	21144,229
	Total	1077110,980	49	

## ANOVA de un factor

		F	Sig. .
Conditionals	Inter-grupos	1,111	,363
	Intra-grupos		
	Total		
Epistemicverbs	Inter-grupos	1,512	,215
	Intra-grupos		
	Total		
Adverbsfrequency	Inter-grupos	1,803	,145
	Intra-grupos		
	Total		
Downtoners	Inter-grupos	1,068	,384
	Intra-grupos		
	Total		
Hedges	Inter-grupos	1,415	,244
	Intra-grupos		
	Total		
Total	Inter-grupos	1,485	,223
	Intra-grupos		
	Total		

## Pruebas post hoc

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Diferencia de medias (I-J)	Error típico	Sig.
Conditionals	1	2	-,80000	3,99416	1,000
		3	2,00000	3,99416	1,000
		4	5,30000	3,99416	1,000
		5	5,70000	3,99416	1,000
	2	1	,80000	3,99416	1,000
		3	2,80000	3,99416	1,000
		4	6,10000	3,99416	1,000
		5	6,50000	3,99416	1,000
	3	1	-2,00000	3,99416	1,000
		2	-2,80000	3,99416	1,000
		4	3,30000	3,99416	1,000
		5	3,70000	3,99416	1,000
	4	1	-5,30000	3,99416	1,000
		2	-6,10000	3,99416	1,000
		3	-3,30000	3,99416	1,000
		5	,40000	3,99416	1,000
	5	1	-5,70000	3,99416	1,000
		2	-6,50000	3,99416	1,000
		3	-3,70000	3,99416	1,000
		4	-,40000	3,99416	1,000
Epistemicverbs	1	2	-7,20000	7,87878	1,000
		3	-12,00000	7,87878	1,000
		4	5,60000	7,87878	1,000
		5	-,50000	7,87878	1,000
	2	1	7,20000	7,87878	1,000
		3	-4,80000	7,87878	1,000
		4	12,80000	7,87878	1,000
		5	6,70000	7,87878	1,000
	3	1	12,00000	7,87878	1,000
		2	4,80000	7,87878	1,000
		4	17,60000	7,87878	,305
		5	11,50000	7,87878	1,000
	4	1	-5,60000	7,87878	1,000
		2	-12,80000	7,87878	1,000
		3	-17,60000	7,87878	,305
		5	-6,10000	7,87878	1,000
	5	1	,50000	7,87878	1,000
		2	-6,70000	7,87878	1,000
		3	-11,50000	7,87878	1,000
		4	6,10000	7,87878	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Conditionals	1	2	-12,5911	10,9911
		3	-9,7911	13,7911
		4	-6,4911	17,0911
		5	-6,0911	17,4911
	2	1	-10,9911	12,5911
		3	-8,9911	14,5911
		4	-5,6911	17,8911
		5	-5,2911	18,2911
	3	1	-13,7911	9,7911
		2	-14,5911	8,9911
		4	-8,4911	15,0911
		5	-8,0911	15,4911
	4	1	-17,0911	6,4911
		2	-17,8911	5,6911
		3	-15,0911	8,4911
		5	-11,3911	12,1911
	5	1	-17,4911	6,0911
		2	-18,2911	5,2911
		3	-15,4911	8,0911
		4	-12,1911	11,3911
Epistemicverbs	1	2	-30,4588	16,0588
		3	-35,2588	11,2588
		4	-17,6588	28,8588
		5	-23,7588	22,7588
	2	1	-16,0588	30,4588
		3	-28,0588	18,4588
		4	-10,4588	36,0588
		5	-16,5588	29,9588
	3	1	-11,2588	35,2588
		2	-18,4588	28,0588
		4	-5,6588	40,8588
		5	-11,7588	34,7588
	4	1	-28,8588	17,6588
		2	-36,0588	10,4588
		3	-40,8588	5,6588
		5	-29,3588	17,1588
	5	1	-22,7588	23,7588
		2	-29,9588	16,5588
		3	-34,7588	11,7588
		4	-17,1588	29,3588



Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Diferencia de medias (I-J)	Error típico	Sig.
Adverbsfrequency	1	2	14,90000	11,63869	1,000
		3	16,80000	11,63869	1,000
		4	28,30000	11,63869	,191
		5	25,20000	11,63869	,357
	2	1	-14,90000	11,63869	1,000
		3	1,90000	11,63869	1,000
		4	13,40000	11,63869	1,000
		5	10,30000	11,63869	1,000
	3	1	-16,80000	11,63869	1,000
		2	-1,90000	11,63869	1,000
		4	11,50000	11,63869	1,000
		5	8,40000	11,63869	1,000
	4	1	-28,30000	11,63869	,191
		2	-13,40000	11,63869	1,000
		3	-11,50000	11,63869	1,000
		5	-3,10000	11,63869	1,000
	5	1	-25,20000	11,63869	,357
		2	-10,30000	11,63869	1,000
		3	-8,40000	11,63869	1,000
		4	3,10000	11,63869	1,000
Downtoners	1	2	12,10000	17,44445	1,000
		3	,30000	17,44445	1,000
		4	28,20000	17,44445	1,000
		5	22,40000	17,44445	1,000
	2	1	-12,10000	17,44445	1,000
		3	-11,80000	17,44445	1,000
		4	16,10000	17,44445	1,000
		5	10,30000	17,44445	1,000
	3	1	-,30000	17,44445	1,000
		2	11,80000	17,44445	1,000
		4	27,90000	17,44445	1,000
		5	22,10000	17,44445	1,000
	4	1	-28,20000	17,44445	1,000
		2	-16,10000	17,44445	1,000
		3	-27,90000	17,44445	1,000
		5	-5,80000	17,44445	1,000
	5	1	-22,40000	17,44445	1,000
		2	-10,30000	17,44445	1,000
		3	-22,10000	17,44445	1,000
		4	5,80000	17,44445	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Adverbsfrequency	1	2	-19,4583	49,2583
		3	-17,5583	51,1583
		4	-6,0583	62,6583
		5	-9,1583	59,5583
	2	1	-49,2583	19,4583
		3	-32,4583	36,2583
		4	-20,9583	47,7583
		5	-24,0583	44,6583
	3	1	-51,1583	17,5583
		2	-36,2583	32,4583
		4	-22,8583	45,8583
		5	-25,9583	42,7583
	4	1	-62,6583	6,0583
		2	-47,7583	20,9583
		3	-45,8583	22,8583
		5	-37,4583	31,2583
	5	1	-59,5583	9,1583
		2	-44,6583	24,0583
		3	-42,7583	25,9583
		4	-31,2583	37,4583
Downtoners	1	2	-39,3974	63,5974
		3	-51,1974	51,7974
		4	-23,2974	79,6974
		5	-29,0974	73,8974
	2	1	-63,5974	39,3974
		3	-63,2974	39,6974
		4	-35,3974	67,5974
		5	-41,1974	61,7974
	3	1	-51,7974	51,1974
		2	-39,6974	63,2974
		4	-23,5974	79,3974
		5	-29,3974	73,5974
	4	1	-79,6974	23,2974
		2	-67,5974	35,3974
		3	-79,3974	23,5974
		5	-57,2974	45,6974
	5	1	-73,8974	29,0974
		2	-61,7974	41,1974
		3	-73,5974	29,3974
		4	-45,6974	57,2974

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Diferencia de medias (I-J)	Error típico	Sig.
Hedges	1	2	45,10000	33,47440	1,000
		3	33,60000	33,47440	1,000
		4	76,80000	33,47440	,265
		5	52,80000	33,47440	1,000
	2	1	-45,10000	33,47440	1,000
		3	-11,50000	33,47440	1,000
		4	31,70000	33,47440	1,000
		5	7,70000	33,47440	1,000
	3	1	-33,60000	33,47440	1,000
		2	11,50000	33,47440	1,000
		4	43,20000	33,47440	1,000
		5	19,20000	33,47440	1,000
	4	1	-76,80000	33,47440	,265
		2	-31,70000	33,47440	1,000
		3	-43,20000	33,47440	1,000
		5	-24,00000	33,47440	1,000
	5	1	-52,80000	33,47440	1,000
		2	-7,70000	33,47440	1,000
		3	-19,20000	33,47440	1,000
		4	24,00000	33,47440	1,000
Total	1	2	64,10000	65,02958	1,000
		3	40,70000	65,02958	1,000
		4	144,20000	65,02958	,317
		5	105,60000	65,02958	1,000
	2	1	-64,10000	65,02958	1,000
		3	-23,40000	65,02958	1,000
		4	80,10000	65,02958	1,000
		5	41,50000	65,02958	1,000
	3	1	-40,70000	65,02958	1,000
		2	23,40000	65,02958	1,000
		4	103,50000	65,02958	1,000
		5	64,90000	65,02958	1,000
	4	1	-144,20000	65,02958	,317
		2	-80,10000	65,02958	1,000
		3	-103,50000	65,02958	1,000
		5	-38,60000	65,02958	1,000
	5	1	-105,60000	65,02958	1,000
		2	-41,50000	65,02958	1,000
		3	-64,90000	65,02958	1,000
		4	38,60000	65,02958	1,000

Comparaciones múltiples

Bonferroni

Variable dependiente	(I) Author	(J) Author	Intervalo de confianza al 95%	
			Límite inferior	Límite superior
Hedges	1	2	-53,7191	143,9191
		3	-65,2191	132,4191
		4	-22,0191	175,6191
		5	-46,0191	151,6191
	2	1	-143,9191	53,7191
		3	-110,3191	87,3191
		4	-67,1191	130,5191
		5	-91,1191	106,5191
	3	1	-132,4191	65,2191
		2	-87,3191	110,3191
		4	-55,6191	142,0191
		5	-79,6191	118,0191
	4	1	-175,6191	22,0191
		2	-130,5191	67,1191
		3	-142,0191	55,6191
		5	-122,8191	74,8191
	5	1	-151,6191	46,0191
		2	-106,5191	91,1191
		3	-118,0191	79,6191
		4	-74,8191	122,8191
Total	1	2	-127,8725	256,0725
		3	-151,2725	232,6725
		4	-47,7725	336,1725
		5	-86,3725	297,5725
	2	1	-256,0725	127,8725
		3	-215,3725	168,5725
		4	-111,8725	272,0725
		5	-150,4725	233,4725
	3	1	-232,6725	151,2725
		2	-168,5725	215,3725
		4	-88,4725	295,4725
		5	-127,0725	256,8725
	4	1	-336,1725	47,7725
		2	-272,0725	111,8725
		3	-295,4725	88,4725
		5	-230,5725	153,3725
	5	1	-297,5725	86,3725
		2	-233,4725	150,4725
		3	-256,8725	127,0725
		4	-153,3725	230,5725

## ANOVA results no. 15: Hedges NSE and NNSE

T-TEST GROUPS=Author(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=Conditionals Epistemicverbs Adverbsfrequency Downtoners Hedges Total  
 /CRITERIA=CI(.95).

### Prueba T

[Conjunto\_de\_datos0]

Estadísticos de grupo

	Author	N	Media	Desviación tip.	Error típ. de la media
Conditionals	1	50	4,8600	8,97163	1,26878
	2	50	,9600	2,12814	,30096
Epistemicverbs	1	50	18,6200	17,98173	2,54300
	2	50	5,5400	4,11672	,58219
Adverbsfrequency	1	50	16,7800	26,90898	3,80551
	2	50	4,9800	5,60426	,79256
Downtoners	1	50	33,3000	39,11430	5,53160
	2	50	19,3000	10,80486	1,52804
Hedges	1	50	38,3400	76,10857	10,76338
	2	50	3,7800	7,62726	1,07866
Total	1	50	111,9200	148,29849	20,97257
	2	50	34,6800	22,88609	3,23658

**Prueba de muestras independientes**

		Prueba de Levene para la igualdad de varianzas	
		F	Sig.
Conditionals	Se han asumido varianzas iguales No se han asumido varianzas iguales	13,495	,000
Epistemicverbs	Se han asumido varianzas iguales No se han asumido varianzas iguales	53,285	,000
Adverbsfrequency	Se han asumido varianzas iguales No se han asumido varianzas iguales	18,824	,000
Downtoners	Se han asumido varianzas iguales No se han asumido varianzas iguales	19,027	,000
Hedges	Se han asumido varianzas iguales No se han asumido varianzas iguales	27,968	,000
Total	Se han asumido varianzas iguales No se han asumido varianzas iguales	22,825	,000

**Prueba de muestras independientes**

		Prueba T para la igualdad de medias	
		t	gl
Conditionals	Se han asumido varianzas iguales No se han asumido varianzas iguales	2,991 2,991	98 54,497
Epistemicverbs	Se han asumido varianzas iguales No se han asumido varianzas iguales	5,014 5,014	98 54,122
Adverbsfrequency	Se han asumido varianzas iguales No se han asumido varianzas iguales	3,036 3,036	98 53,243
Downtoners	Se han asumido varianzas iguales No se han asumido varianzas iguales	2,440 2,440	98 56,435
Hedges	Se han asumido varianzas iguales No se han asumido varianzas iguales	3,195 3,195	98 49,984
Total	Se han asumido varianzas iguales No se han asumido varianzas iguales	3,640 3,640	98 51,333

**Prueba de muestras independientes**

		Prueba T para la igualdad de medias	
		Sig. (bilateral)	Diferencia de medias
Conditionals	Se han asumido varianzas iguales	,004	3,90000
	No se han asumido varianzas iguales	,004	3,90000
Epistemicverbs	Se han asumido varianzas iguales	,000	13,08000
	No se han asumido varianzas iguales	,000	13,08000
Adverbsfrequency	Se han asumido varianzas iguales	,003	11,80000
	No se han asumido varianzas iguales	,004	11,80000
Downtoners	Se han asumido varianzas iguales	,017	14,00000
	No se han asumido varianzas iguales	,018	14,00000
Hedges	Se han asumido varianzas iguales	,002	34,56000
	No se han asumido varianzas iguales	,002	34,56000
Total	Se han asumido varianzas iguales	,000	77,24000
	No se han asumido varianzas iguales	,001	77,24000

**Prueba de muestras independientes**

		Prueba T para la igualdad de medias	
		Error t�p. de la diferencia	95% Intervalo de confianza para la ... Inferior
Conditionals	Se han asumido varianzas iguales	1,30399	1,31228
	No se han asumido varianzas iguales	1,30399	1,28621
Epistemicverbs	Se han asumido varianzas iguales	2,60879	7,90294
	No se han asumido varianzas iguales	2,60879	7,84996
Adverbsfrequency	Se han asumido varianzas iguales	3,88716	4,08605
	No se han asumido varianzas iguales	3,88716	4,00417
Downtoners	Se han asumido varianzas iguales	5,73877	2,61160
	No se han asumido varianzas iguales	5,73877	2,50582
Hedges	Se han asumido varianzas iguales	10,81729	13,09344
	No se han asumido varianzas iguales	10,81729	12,83266
Total	Se han asumido varianzas iguales	21,22085	35,12792
	No se han asumido varianzas iguales	21,22085	34,64408

**Prueba de muestras independientes**

		Prueba T para la igualdad de medias
		95% Intervalo de confianza para la ...
		Superior
Conditionals	Se han asumido varianzas iguales	6,48772
	No se han asumido varianzas iguales	6,51379
Epistemicverbs	Se han asumido varianzas iguales	18,25706
	No se han asumido varianzas iguales	18,31004
Adverbsfrequency	Se han asumido varianzas iguales	19,51395
	No se han asumido varianzas iguales	19,59583
Downtoners	Se han asumido varianzas iguales	25,38840
	No se han asumido varianzas iguales	25,49418
Hedges	Se han asumido varianzas iguales	56,02656
	No se han asumido varianzas iguales	56,28734
Total	Se han asumido varianzas iguales	119,35208
	No se han asumido varianzas iguales	119,83592



## ANOVA results no. 16: Self-mentions NNSE

ONEWAY Selfmentions BY Author  
 /MISSING ANALYSIS  
 /POSTHOC=BONFERRONI ALPHA(0.05).

### ANOVA de un factor

[Conjunto\_de\_datos0]

#### ANOVA de un factor

Selfmentions					
	Suma de cuadrados	gl	Media cuadrática	F	Sig.
Inter-grupos	2208,280	4	552,070	1,123	,358
Intra-grupos	22125,400	45	491,676		
Total	24333,680	49			

### Pruebas post hoc

#### Comparaciones múltiples

Variable dependiente: Selfmentions  
 Bonferroni

(I) Author	(J) Author	Diferencia de medias (I-J)	Error típico	Sig.	Intervalo de ...
					Límite inferior
1	2	-5,90000	9,91641	1,000	-35,1740
	3	4,70000	9,91641	1,000	-24,5740
	4	-4,50000	9,91641	1,000	-33,7740
	5	-15,20000	9,91641	1,000	-44,4740
2	1	5,90000	9,91641	1,000	-23,3740
	3	10,60000	9,91641	1,000	-18,6740
	4	1,40000	9,91641	1,000	-27,8740
	5	-9,30000	9,91641	1,000	-38,5740
3	1	-4,70000	9,91641	1,000	-33,9740
	2	-10,60000	9,91641	1,000	-39,8740
	4	-9,20000	9,91641	1,000	-38,4740
	5	-19,90000	9,91641	,508	-49,1740
4	1	4,50000	9,91641	1,000	-24,7740
	2	-1,40000	9,91641	1,000	-30,6740
	3	9,20000	9,91641	1,000	-20,0740
	5	-10,70000	9,91641	1,000	-39,9740
5	1	15,20000	9,91641	1,000	-14,0740
	2	9,30000	9,91641	1,000	-19,9740
	3	19,90000	9,91641	,508	-9,3740
	4	10,70000	9,91641	1,000	-18,5740

Comparaciones múltiples

Variable dependiente: Selfmentions

Bonferroni

		Intervalo de ...
(I) Author	(J) Author	Limite superior
1	2	23,3740
	3	33,9740
	4	24,7740
	5	14,0740
2	1	35,1740
	3	39,8740
	4	30,6740
	5	19,9740
3	1	24,5740
	2	18,6740
	4	20,0740
	5	9,3740
4	1	33,7740
	2	27,8740
	3	38,4740
	5	18,5740
5	1	44,4740
	2	38,5740
	3	49,1740
	4	39,9740

## ANOVA results no. 17: Self-mentions NSE

ONEWAY Selfmentions BY Author  
 /MISSING ANALYSIS  
 /POSTHOC=BONFERRONI ALPHA(0.05) .

### ANOVA de un factor

[Conjunto\_de\_datos0]

#### ANOVA de un factor

Selfmentions

	Suma de cuadrados	gl	Media cuadrática	F	Sig.
Inter-grupos	1769,320	4	442,330	,516	,725
Intra-grupos	38595,900	45	857,687		
Total	40365,220	49			

### Pruebas post hoc

#### Comparaciones múltiples

Variable dependiente: Selfmentions

Bonferroni

(I) Author	(J) Author	Diferencia de medias (I-J)	Error típico	Sig.	Intervalo de ..
					Límite inferior
1	2	-7,70000	13,09723	1,000	-46,3640
	3	-17,80000	13,09723	1,000	-56,4640
	4	-13,10000	13,09723	1,000	-51,7640
	5	-8,20000	13,09723	1,000	-46,8640
2	1	7,70000	13,09723	1,000	-30,9640
	3	-10,10000	13,09723	1,000	-48,7640
	4	-5,40000	13,09723	1,000	-44,0640
	5	-,50000	13,09723	1,000	-39,1640
3	1	17,80000	13,09723	1,000	-20,8640
	2	10,10000	13,09723	1,000	-28,5640
	4	4,70000	13,09723	1,000	-33,9640
	5	9,60000	13,09723	1,000	-29,0640
4	1	13,10000	13,09723	1,000	-25,5640
	2	5,40000	13,09723	1,000	-33,2640
	3	-4,70000	13,09723	1,000	-43,3640
	5	4,90000	13,09723	1,000	-33,7640
5	1	8,20000	13,09723	1,000	-30,4640
	2	,50000	13,09723	1,000	-38,1640
	3	-9,60000	13,09723	1,000	-48,2640
	4	-4,90000	13,09723	1,000	-43,5640

**Comparaciones múltiples**

Variable dependiente: Selfmentions

Bonferroni

(I) Author	(J) Author	Intervalo de ...
		Límite superior
1	2	30,9640
	3	20,8640
	4	25,5640
	5	30,4640
2	1	46,3640
	3	28,5640
	4	33,2640
	5	38,1640
3	1	56,4640
	2	48,7640
	4	43,3640
	5	48,2640
4	1	51,7640
	2	44,0640
	3	33,9640
	5	43,5640
5	1	46,8640
	2	39,1640
	3	29,0640
	4	33,7640

## ANOVA results no. 18: Self-mentions NSE and NNSE

T-TEST GROUPS=Author(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=Selfmentions  
 /CRITERIA=CI(.95).

### Prueba T

[Conjunto\_de\_datos0]

#### Estadísticos de grupo

	Author	N	Media	Desviación típ.	Error típ. de la media
Selfmentions	1	50	30,6600	28,70157	4,05901
	2	50	15,0800	22,28465	3,15153

#### Prueba de muestras independientes

		Prueba de Levene para la igualdad de varianzas	
		F	Sig.
Selfmentions	Se han asumido varianzas iguales No se han asumido varianzas iguales	4,532	,036

#### Prueba de muestras independientes

		Prueba T para la igualdad de medias		
		t	gl	Sig. (bilateral)
Selfmentions	Se han asumido varianzas iguales	3,032	98	,003
	No se han asumido varianzas iguales	3,032	92,331	,003

#### Prueba de muestras independientes

		Prueba T para la igualdad de medias	
		Diferencia de medias	Error típ. de la diferencia
Selfmentions	Se han asumido varianzas iguales	15,58000	5,13884
	No se han asumido varianzas iguales	15,58000	5,13884

Prueba de muestras independientes

		Prueba T para la igualdad de medias	
		95% Intervalo de confianza para la diferencia	
		Inferior	Superior
Selfmentions	Se han asumido varianzas iguales	5,38213	25,77787
	No se han asumido varianzas iguales	5,37430	25,78570

### 5.3 Detailed results shown on excel tables

Like the SPSS, numbers have been used to refer to the groups of authors and also the universities and countries. In order to be able to appreciate more easily what country or what university the statistics correspond to in the excel tables, the following key is provided:

#### When comparing two groups of authors (NSE and NNSE)

1 = NSE

2 = NNSE

#### When showing statistics for NSE

1 = U.S.A.

2 = Canada

3 = U.K.

4 = Ireland

5 = Australia

#### When showing statistics for NNSE

1 = France

2 = Germany

3 = Italy

4 = Turkey

5 = Japan

#### When showing statistics for individual universities within the groups of NSE and/or NNSE authors

#### NSE universities

U.S.A

- 1 = Lock Haven University of Pennsylvania
- 2 = North Island College
- 3 = New York City College of Technology
- 4 = Appalachian State University
- 5 = Contra Costa Community College of California
- 6 = University of Florida
- 7 = Vanderbilt University
- 8 = University of Michigan
- 9 = Montana State University
- 10 = Central Michigan University

#### Canada

- 1 = University of New Brunswick
- 2 = Carleton University
- 3 = University of British Columbia
- 4 = University of Frazier Valley
- 5 = Vancouver Island University
- 6 = Western University
- 7 = Bishop's University
- 8 = Mount Allison University
- 9 = Mohawk College
- 10 = Saint Mary's University

#### U.K.

- 1 = University of the West of England



2 = University of Aberdeen

3 = Newcastle University

4 = University of Bath

5 = University of Derby

6 = Coventry University

7 = Manchester University

8 = Hertfordshire University

9 = Sussex University

10 = York University

#### Ireland

1 = Dublin Institute of Technology

2 = Trinity College

3 = National College of Ireland

4 = National University of Ireland

5 = Institute of Art, Design and Technology

6 = Griffith College

7 = Dublin City University

8 = Waterford Institute of Technology

9 = Dublin Business School

10 = University of Limerick

#### Australia

1 = Bremer Institute of TAFE

2 = University of Adelaide

3 = Bond University

4 = University of South Australia

5 = University of Canberra Collega

6 = University of Notre Dame

7 = CQU Brisbane

8 = Monash College

9 = Flinders University

10 = USC

#### NNSE universities

##### France

1 = Universite Paris-sud 11

2 = University of Grenoble

3 = University Paris X

4 = Paris Diderot University

5 = Da Vinci University

6 = Supélec University

7 = ESCEM

8 = Reims University

9 = ESCIP Business School

10 – Catholic University of Lille

##### Germany

1 = ISM, International School of Business

2 = Friedrich-Schiller University

3 = FH Kiel

4 = University of Tübingen

5 = University of Flemsbourg

6 = Hochschule Ashafferbug

7 = Georg-August University

8 = Goethe University

9 = Bauhaus University

10 = FH Düsseldorf

#### Italy

1 = LUMSA University of Rome

2 = Sapiensa (University of Rome)

3 = Ca' Foscari (University of Venice)

4 = University of Cagliari

5 = University Degla Studi Di Urbino Carlo Bo

6 = University of Padova

7 = University Degli Studi del Molise

8 = University Degla Studi di Milano

9 = IED

10 = University of Bologna

#### Turkey

1 = Bilgi University

2 = Uludag University

3 = Sabanci University

4 = Ondokuz Mayıs University

5 = Sinop University

6 = Yeditepe University

7 = ODTU

8 = Marmara University

9 = Koç University

10 = Ismir Institute of Technology

Japan

1 = Osaka Gakuin University

2 = Akita University

3 = Doshisha University

4 = Hokkaido University

5 = Kagoshima University

6 = Kanazawa University

7 = Tokyo International University

8 = Yokohama National University

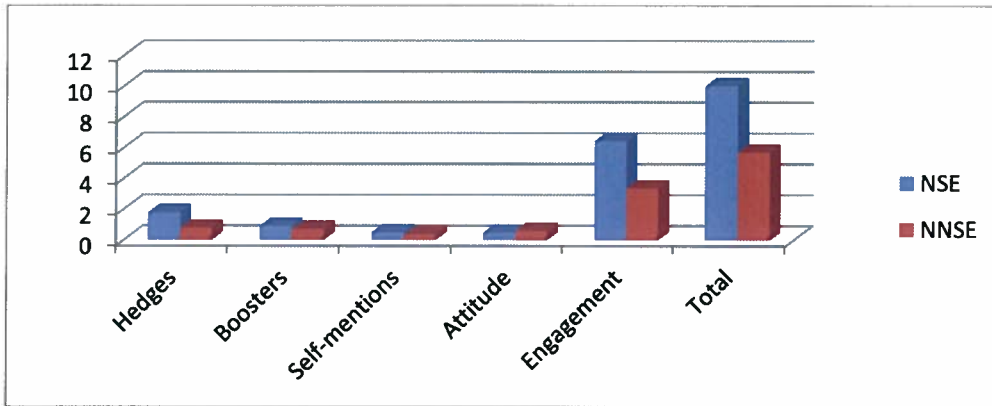
9 = Kyoto University

10 = Meiji University

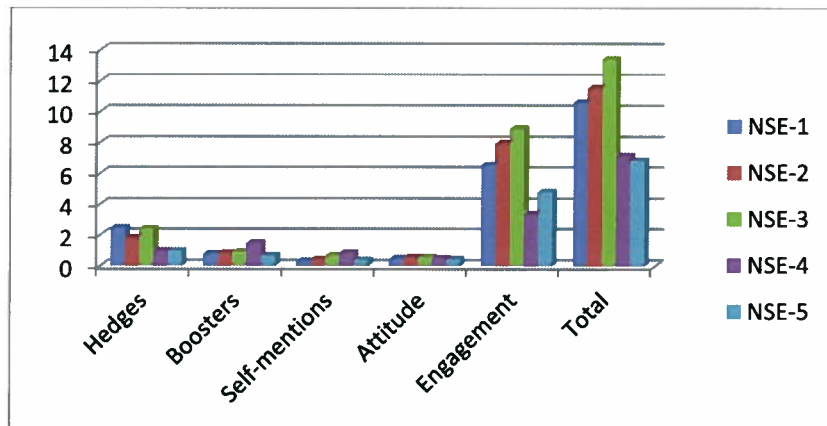
**Composite tables for NSE and NNSE – all main interpersonal metadiscourse categories**

**For convenience results are first shown on a bar graph**

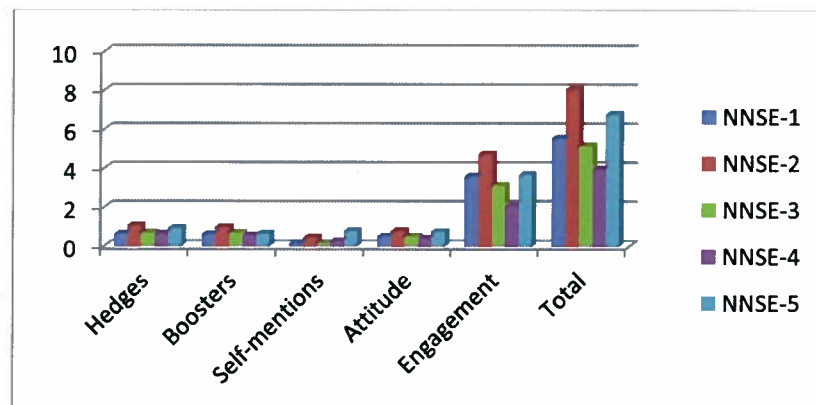
**NSE and NNSE**



**NSE Country Groups**



**NNSE Country Groups**





General Table NSE + NNSE		Total words in Manual		Hedges		%Hedges		Boosters		%Boosters		Self-mentions		%Self-mentions		Attitude		%Attitude		Engagement		%Engagement		Total metadiscourse elements		%Total metadiscourse elements	
1	4574	54	1.18%	10	0.22%	4	0.09%	9	0.20%	234	5.12%	312	6.82%														
1	2609	10	0.38%	7	0.27%	22	0.84%	1	0.04%	218	8.36%	258	9.89%														
1	2407	21	0.87%	3	0.12%	3	0.12%	1	0.04%	164	6.81%	192	7.98%														
1	2095	25	1.19%	9	0.43%	16	0.76%	6	0.29%	212	10.12%	268	12.79%														
1	5647	139	2.46%	47	0.83%	21	0.37%	27	0.48%	422	7.47%	656	11.62%														
1	33181	775	2.34%	216	0.65%	11	0.03%	124	0.37%	1520	4.58%	2646	7.97%														
1	5653	214	3.79%	106	1.88%	25	0.44%	43	0.76%	461	8.15%	849	15.02%														
1	7702	242	3.14%	65	0.84%	91	1.18%	60	0.78%	639	8.30%	1096	14.23%														
1	6019	103	1.71%	45	0.75%	2	0.03%	44	0.73%	249	4.14%	443	7.36%														
1	3716	246	6.62%	84	2.26%	18	0.48%	25	0.67%	698	18.78%	1071	28.82%														
1	4120	106	2.57%	44	1.07%	25	0.61%	7	0.17%	421	10.22%	603	14.64%														
1	7126	125	1.75%	96	1.35%	26	0.36%	81	1.14%	555	7.79%	883	12.39%														
1	11008	609	5.53%	187	1.70%	75	0.68%	132	1.20%	1943	17.65%	2947	26.77%														
1	6911	74	1.07%	36	0.52%	4	0.06%	27	0.39%	586	8.48%	727	10.52%														
1	11200	27	0.24%	12	0.11%	7	0.06%	16	0.14%	307	2.74%	369	3.29%														
1	8344	74	0.89%	24	0.29%	70	0.84%	24	0.29%	535	6.41%	727	8.71%														
1	1218	14	1.15%	12	0.99%	1	0.08%	8	0.66%	77	6.32%	112	9.20%														
1	4101	47	1.15%	24	0.59%	16	0.39%	13	0.32%	398	9.70%	498	12.14%														
1	5371	41	0.76%	32	0.60%	25	0.47%	17	0.32%	215	4.00%	330	6.14%														
1	7464	69	0.92%	79	1.06%	41	0.55%	35	0.47%	269	3.60%	495	6.63%														
1	3928	47	1.20%	27	0.69%	17	0.43%	9	0.23%	236	6.01%	336	8.55%														
1	3644	85	2.33%	26	0.71%	13	0.36%	26	0.71%	268	7.35%	418	11.47%														
1	6496	383	5.90%	106	1.63%	70	1.08%	44	0.68%	911	14.02%	1514	23.31%														
1	19259	339	1.76%	122	0.63%	127	0.66%	106	0.55%	1352	7.02%	2045	10.62%														
1	3381	164	4.85%	68	2.01%	61	1.80%	38	1.12%	486	14.37%	816	24.13%														
1	2750	25	0.91%	24	0.87%	10	0.36%	12	0.44%	149	5.42%	220	8.00%														
1	5107	99	1.94%	34	0.67%	34	0.67%	17	0.33%	498	9.75%	682	13.35%														
1	2742	52	1.90%	22	0.80%	13	0.47%	4	0.15%	349	12.73%	440	16.05%														
1	3880	84	2.16%	31	0.80%	32	0.82%	19	0.49%	635	16.37%	801	20.64%														
1	7941	144	1.81%	72	0.91%	14	0.18%	41	0.52%	361	4.55%	632	7.96%														
1	4099	39	0.95%	42	1.02%	24	0.59%	23	0.56%	301	7.34%	430	10.49%														
1	1638	18	1.10%	62	3.79%	34	2.08%	19	1.16%	34	2.08%	167	10.20%														
1	5047	29	0.57%	88	1.74%	68	1.35%	12	0.24%	111	2.20%	308	6.10%														
1	6113	54	0.88%	72	1.18%	38	0.62%	30	0.49%	96	1.57%	290	4.74%														
1	2170	13	0.60%	19	0.88%	26	1.20%	4	0.18%	54	2.49%	116	5.35%														
1	5681	76	1.34%	84	1.48%	13	0.23%	32	0.56%	239	4.21%	444	7.82%														
1	4679	63	1.35%	56	1.20%	35	0.75%	32	0.68%	218	4.66%	404	8.63%														
1	6897	51	0.74%	89	1.29%	28	0.41%	18	0.26%	176	2.55%	362	5.25%														
1	2211	31	1.40%	37	1.67%	18	0.81%	19	0.86%	113	5.11%	218	9.86%														
1	2097	13	0.62%	53	2.53%	60	2.86%	15	0.72%	10	0.48%	151	7.20%														
1	12131	292	2.41%	80	0.66%	10	0.08%	33	0.27%	946	7.80%	1361	11.22%														
1	3708	26	0.70%	20	0.54%	9	0.24%	11	0.30%	222	5.99%	288	7.77%														
1	5565	40	0.72%	48	0.86%	5	0.09%	23	0.41%	361	6.49%	477	8.57%														
1	6588	31	0.47%	86	1.31%	121	1.84%	39	0.59%	147	2.23%	424	6.44%														
1	7272	36	0.50%	27	0.37%	12	0.17%	25	0.34%	380	5.23%	480	6.60%														
1	5839	54	0.92%	51	0.87%	30	0.51%	30	0.51%	68	1.16%	233	3.99%														
1	8565	111	1.30%	68	0.79%	26	0.30%	69	0.81%	557	6.50%	831	9.70%														
1	4000	4	0.10%	23	0.58%	25	0.63%	17	0.43%	52	1.30%	121	3.03%														
1	11000	148	1.35%	108	0.98%	52	0.47%	60	0.55%	786	7.15%	1154	10.49%														
1	13942	31	0.22%	31	0.22%	5	0.04%	14	0.10%	263	1.89%	344	2.47%														
<b>Total 1</b>	<b>318836</b>	<b>5599</b>	<b>1.76%</b>	<b>2814</b>	<b>0.88%</b>	<b>1533</b>	<b>0.48%</b>	<b>1541</b>	<b>0.48%</b>	<b>20502</b>	<b>6.43%</b>	<b>31989</b>	<b>10.03%</b>														
2	4462	29	0.65%	16	0.36%	0	0.00%	21	0.47%	175	3.92%	241	5.40%														
2	11647	77	0.66%	120	1.03%	7	0.06%	89	0.76%	405	3.48%	698	5.99%														
2	9532	10	0.10%	15	0.16%	4	0.04%	19	0.20%	84	0.88%	132	1.38%														
2	3120	8	0.26%	8	0.26%	4	0.13%	13	0.42%	126	4.04%	159	5.10%														
2	6171	39	0.63%	28	0.45%	16	0.26%	40	0.65%	322	5.22%	445	7.21%														
2	5531	47	0.85%	49	0.89%	42	0.76%	31	0.56%	220	3.98%	389	7.03%														
2	10928	50	0.46%	40	0.37%	7	0.06%	44	0.40%	401	3.67%	542	4.96%														
2	5513	29	0.53%	53	0.96%	6	0.11%	29	0.53%	205	3.72%	322	5.84%														
2	1715	67	3.91%	39	2.27%	8	0.47%	16	0.93%	125	7.29%	255	14.87%														
2	815	18	2.21%	3	0.37%	15	1.84%	9	1.10%	76	9.33%	121	14.85%														
2	3747	88	2.35%	23	0.61%	18	0.48%	30	0.80%	214	5.71%	378	10.09%														
2	4988	30	0.60%	56	1.12%	10	0.20%	26	0.52%	165	3.31%	287	5.75%														
2	366	29	7.92%	17	4.64%	5	1.37%	20	5.46%	137	37.43%	208	56.83%														
2	7018	83	1.18%	88	1.25%	15	0.21%	63	0.90%	394	5.61%	643	9.16%														
2	3810	27	0.71%	20	0.52%	12	0.31%	22	0.58%	95	2.49%	176	4.62%														
2	1709	13	0.76%	15	0.88%	4	0.23%	8	0.47%	34	1.99%	74	4.33%														
2	2468	24	0.97%	45	1.82%	22	0.89%	37	1.50%	110	4.46%	238	9.64%														
2	3600	27	0.75%	39	1.08%	18	0.50%	23	0.64%	84	2.33%	191	5.31%														
2	6162	62	1.01%	58	0.94%	8	0.13%	34	0.55%	332	5.39%	494	8.02%														
2	3753	22	0.59%	17	0.45%	56	1.49%	32	0.85%	215	5.73%	342	9.11%														
2	834	16	1.92%	18	2.16%	1	0.12%	6	0.72%	52	6.24%	93	11.15%														
2	5029	24	0.48%	25	0.50%	8	0.16%	15	0.30%	244	4.85%	316	6.28%														
2	6080	45	0.74%	29	0.48%	12	0.20%	24	0.39%	185	3.04%	295	4.85%														
2	1664	11	0.66%	27	1.62%	10	0.60%	7	0.42%	2	0.12%	57	3.43%														
2	4159	28	0.67%	33	0.79%	3	0.07%	19	0.46%	75	1.80%	158	3.80%														
2	5152	45	0.87%	39	0.76%	1	0.02%	30	0.58%	279	5.42%	394	7.65%														
2	4736	17	0.36%	28	0.59%	2	0.04%	21	0.44%	57	1.20%	125	2.64%														
2	2918	11	0.38%	13	0.45%	5	0.17%	13	0.45%	129	4.42%	171	5.86%														
2	7282	51	0.70%	33	0.45%	8	0.11%	52	0.71%	128	1.76%	272	3.74%														
2	3370	35	1.04%	38	1.13%	12	0.36%	23	0.68%	134	3.98%	242	7.18%														
2	1732	39	2.25%	27	1.56%	2	0.12%	5	0.29%	88	5.08%	161	9.30%														
2	8651	83	0.96%	67	0.77%	23	0.27%	25	0.29%	71	0.82%	269	3.11%														
2	7920	49	0.62%	36	0.45%	25	0.32%	42	0.53%	249	3.14%	401	5.06%														
2	5051	40	0.79%	20	0.40%	2	0.04%	18	0.36%	39	0.77%	119	2.36%														
2	2719	6	0.22%	14	0.51%	6	0.22%	10	0.37%	1	0.04%	37	1.36%														
2	863	7	0.81%	14	1.62%	10	1.16%	5	0.58%	11	1.27%	47	5.43%														
2	8050	30	0.37%	35	0.43%	34	0.42%	35	0.43%	211	2.62%	345	4.29%														
2	3487	29	0.83%	41	1.18%	16	0.46%	33	0.95%	77	2.21%	196	5.62%														
2	5680	39	0.69%	25	0.44%	29	0.51%	28	0.49%	300	5.28%	421	7.41%														
2	11728	35	0.30%	39	0.33%	7	0.06%	31	0.26%	116	0.99%	228	1.94%														
2	2226	104	4.67%	54	2.43%	45	2.02%	37	1.66%	257	10.65%	477	21.43%														
2	3234	15	0.46%	16	0.49%	6	0.19%	12	0.37%	29	0.90%	78	2.41%														
2	5200	23	0.44%	12	0.23%	7	0.13%	19	0.37%	151	2.90%	212	4.08%														
2	2430	18	0.74%	22	0.91%	21	0.86%	47	1.93%	136	5.60%	244	10.04%														
2	5256	29	0.55%	9	0.17%	0	0.00%	17	0.32%	57	1.08%	112	2.13%														
2	3367	21	0.62%	37	1.10%	143	4.25%	48	1.43%	79	2.35%	328	9.74%														
2	1725	11	0.64%	9	0.52%	1	0.06%	6	0.35%	27	1.57%	54	3.13%														
2	3828	43	1.12%	18	0.47%	2	0.05%	32	0.84%	210	5.49%	305	7.97%														
2	1570	11	0.70%	13	0.83%	1	0.06%	14	0.89%	26	1.66%	65	4.14%														
2	4587	34	0.74%	24	0.52%	35	0.76%	23	0.50%	70	1.53%	391	8.52%														
<b>Total 2</b>	<b>227583</b>	<b>1728</b>	<b>0.76%</b>	<b>1564</b>	<b>0.69%</b>	<b>754</b>	<b>0.33%</b>	<b>1303</b>	<b>0.57%</b>	<b>7594</b>	<b>3.34%</b>	<b>12948</b>	<b>5.69%</b>														

General Table																
NSE Manual	Total words in handbk	Hedges	% Hedges	Boosters	% Boosters	Self-mentions	% Self-mentions	Attitude	% Attitude	Engagement	% Engagement	Total metadiscourse elements	%Total metadiscourse elements			
1	4574	54	1,18%	11	0,24%	4	0,09%	9	0,20%	234	5,12%	312	6,82%			
1	2609	10	0,38%	7	0,27%	22	0,84%	1	0,04%	218	8,36%	258	9,89%			
1	2407	21	0,87%	3	0,12%	3	0,12%	1	0,04%	164	6,81%	192	7,98%			
1	2095	25	1,19%	9	0,43%	16	0,76%	6	0,29%	212	10,12%	268	12,79%			
1	5647	139	2,46%	47	0,83%	21	0,37%	27	0,48%	422	7,47%	656	11,62%			
1	33181	775	2,34%	216	0,65%	11	0,03%	124	0,37%	1520	4,58%	2646	7,97%			
1	5653	214	3,79%	106	1,88%	25	0,44%	43	0,76%	461	8,15%	849	15,02%			
1	7702	242	3,14%	64	0,83%	91	1,18%	60	0,78%	639	8,30%	1096	14,23%			
1	6019	103	1,71%	45	0,75%	2	0,03%	44	0,73%	249	4,14%	443	7,36%			
1	3716	246	6,62%	84	2,26%	18	0,48%	25	0,67%	698	18,78%	1071	28,82%			
<b>Total 1</b>	<b>73603</b>	<b>1829</b>	<b>2,48%</b>	<b>592</b>	<b>0,80%</b>	<b>213</b>	<b>0,29%</b>	<b>340</b>	<b>0,46%</b>	<b>4817</b>	<b>6,54%</b>	<b>7791</b>	<b>10,59%</b>			
2	4120	106	2,57%	44	1,07%	25	0,61%	7	0,17%	421	10,22%	603	14,64%			
2	7126	125	1,75%	96	1,35%	26	0,36%	81	1,14%	555	7,79%	883	12,39%			
2	11008	609	5,53%	188	1,71%	75	0,68%	132	1,20%	1943	17,65%	2947	26,77%			
2	6911	74	1,07%	36	0,52%	4	0,06%	27	0,39%	586	8,48%	727	10,52%			
2	11200	27	0,24%	12	0,11%	7	0,06%	16	0,14%	307	2,74%	369	3,29%			
2	8344	74	0,89%	24	0,29%	70	0,84%	24	0,29%	535	6,41%	727	8,71%			
2	1218	14	1,15%	12	0,99%	1	0,08%	8	0,66%	77	6,32%	112	9,20%			
2	4101	47	1,15%	24	0,59%	16	0,39%	13	0,32%	398	9,70%	498	12,14%			
2	5371	41	0,76%	32	0,60%	25	0,47%	17	0,32%	215	4,00%	330	6,14%			
2	7464	71	0,95%	79	1,06%	41	0,55%	35	0,47%	269	3,60%	495	6,63%			
<b>Total 2</b>	<b>66863</b>	<b>1188</b>	<b>1,78%</b>	<b>547</b>	<b>0,82%</b>	<b>290</b>	<b>0,43%</b>	<b>360</b>	<b>0,54%</b>	<b>5306</b>	<b>7,94%</b>	<b>7691</b>	<b>11,50%</b>			
3	3928	47	1,20%	27	0,69%	17	0,43%	9	0,23%	236	6,01%	336	8,55%			
3	3644	85	2,33%	26	0,71%	13	0,36%	26	0,71%	268	7,35%	418	11,47%			
3	6496	383	5,90%	106	1,63%	70	1,08%	44	0,68%	911	14,02%	1514	23,31%			
3	19259	339	1,76%	121	0,63%	127	0,66%	106	0,55%	1352	7,02%	2045	10,62%			
3	3381	164	4,85%	67	1,98%	61	1,80%	38	1,12%	486	14,37%	816	24,13%			
3	2750	25	0,91%	24	0,87%	10	0,36%	12	0,44%	149	5,42%	220	8,00%			
3	5107	99	1,94%	34	0,67%	34	0,67%	17	0,33%	498	9,75%	682	13,35%			
3	2742	52	1,90%	22	0,80%	13	0,47%	4	0,15%	349	12,73%	440	16,05%			
3	3880	84	2,16%	31	0,80%	32	0,82%	19	0,49%	635	16,37%	801	20,64%			
3	7941	144	1,81%	72	0,91%	14	0,18%	41	0,52%	361	4,55%	632	7,96%			
<b>Total 3</b>	<b>59128</b>	<b>1422</b>	<b>2,40%</b>	<b>530</b>	<b>0,90%</b>	<b>391</b>	<b>0,66%</b>	<b>316</b>	<b>0,53%</b>	<b>5245</b>	<b>8,87%</b>	<b>7904</b>	<b>13,37%</b>			
4	4099	39	0,95%	43	1,05%	24	0,59%	23	0,56%	301	7,34%	430	10,49%			
4	1638	18	1,10%	62	3,79%	34	2,08%	19	1,16%	34	2,08%	167	10,20%			
4	5047	29	0,57%	88	1,74%	68	1,35%	12	0,24%	111	2,20%	308	6,10%			
4	6113	54	0,88%	72	1,18%	38	0,62%	30	0,49%	96	1,57%	290	4,74%			
4	2170	13	0,60%	19	0,88%	26	1,20%	4	0,18%	54	2,49%	116	5,35%			
4	5681	76	1,34%	84	1,48%	13	0,23%	32	0,56%	239	4,21%	444	7,82%			
4	4679	63	1,35%	56	1,20%	35	0,75%	32	0,68%	218	4,66%	404	8,63%			
4	6897	51	0,74%	89	1,29%	28	0,41%	18	0,26%	176	2,55%	362	5,25%			
4	2211	31	1,40%	37	1,67%	18	0,81%	19	0,86%	113	5,11%	218	9,86%			
4	2097	13	0,62%	53	2,53%	60	2,86%	15	0,72%	10	0,48%	151	7,20%			
<b>Total 4</b>	<b>40632</b>	<b>387</b>	<b>0,95%</b>	<b>603</b>	<b>1,48%</b>	<b>344</b>	<b>0,85%</b>	<b>204</b>	<b>0,50%</b>	<b>1352</b>	<b>3,33%</b>	<b>2890</b>	<b>7,11%</b>			
5	12131	292	2,41%	80	0,66%	10	0,08%	33	0,27%	946	7,80%	1361	11,22%			
5	3708	26	0,70%	20	0,54%	9	0,24%	11	0,30%	222	5,99%	288	7,77%			
5	5565	40	0,72%	48	0,86%	5	0,09%	23	0,41%	361	6,49%	477	8,57%			
5	6588	31	0,47%	86	1,31%	121	1,84%	39	0,59%	147	2,23%	424	6,44%			
5	7272	36	0,50%	27	0,37%	12	0,17%	25	0,34%	380	5,23%	480	6,60%			
5	5839	54	0,92%	51	0,87%	30	0,51%	30	0,51%	68	1,16%	233	3,99%			
5	8565	111	1,30%	68	0,79%	26	0,30%	69	0,81%	557	6,50%	831	9,70%			
5	4000	4	0,10%	23	0,58%	25	0,63%	17	0,43%	52	1,30%	121	3,03%			
5	11000	148	1,35%	108	0,98%	52	0,47%	60	0,55%	786	7,15%	1154	10,49%			
5	13942	31	0,22%	31	0,22%	5	0,04%	14	0,10%	263	1,89%	344	2,47%			
<b>Total 5</b>	<b>78610</b>	<b>773</b>	<b>0,98%</b>	<b>542</b>	<b>0,69%</b>	<b>295</b>	<b>0,38%</b>	<b>321</b>	<b>0,41%</b>	<b>3782</b>	<b>4,81%</b>	<b>5713</b>	<b>6,82%</b>			
<b>Total general</b>	<b>318836</b>	<b>5599</b>	<b>1,76%</b>	<b>2814</b>	<b>0,88%</b>	<b>1533</b>	<b>0,48%</b>	<b>1541</b>	<b>0,48%</b>	<b>20502</b>	<b>6,43%</b>	<b>31989</b>	<b>10,03%</b>			



General Table NNSE Manual	Total words in handbook											Total	
		Hedges	%Hedges	Boosters	%Boosters	Self-mentions	%Self-mentions	Attitude	%Attitude	Engagement	%Engagement	metadiscourse elements	%Total metadiscourse elements
1	4462	29	0,65%	16	0,36%	0	0,00%	21	0,47%	175	3,92%	241	5,40%
1	11647	77	0,66%	120	1,03%	7	0,06%	89	0,76%	405	3,48%	698	5,99%
1	9532	10	0,10%	15	0,16%	4	0,04%	19	0,20%	84	0,88%	132	1,38%
1	3120	8	0,26%	8	0,26%	4	0,13%	13	0,42%	126	4,04%	159	5,10%
1	6171	39	0,63%	28	0,45%	16	0,26%	40	0,65%	322	5,22%	445	7,21%
1	5531	47	0,85%	49	0,89%	42	0,76%	31	0,56%	220	3,98%	389	7,03%
1	10928	50	0,46%	40	0,37%	7	0,06%	44	0,40%	401	3,67%	542	4,96%
1	5513	29	0,53%	53	0,96%	6	0,11%	29	0,53%	205	3,72%	322	5,84%
1	1715	67	3,91%	39	2,27%	8	0,47%	16	0,93%	125	7,29%	255	14,87%
1	815	18	2,21%	3	0,37%	15	1,84%	9	1,10%	76	9,33%	121	14,85%
<b>Total 1</b>	<b>59434</b>	<b>374</b>	<b>0,63%</b>	<b>371</b>	<b>0,62%</b>	<b>109</b>	<b>0,18%</b>	<b>311</b>	<b>0,52%</b>	<b>2139</b>	<b>3,60%</b>	<b>3304</b>	<b>5,56%</b>
2	3747	88	2,35%	23	0,61%	18	0,48%	30	0,80%	214	5,71%	378	10,09%
2	4988	30	0,60%	56	1,12%	10	0,20%	26	0,52%	165	3,31%	287	5,75%
2	366	29	7,92%	17	4,64%	5	1,37%	20	5,46%	137	37,43%	208	56,83%
2	7018	83	1,18%	88	1,25%	15	0,21%	63	0,90%	394	5,61%	643	9,16%
2	3810	27	0,71%	20	0,52%	12	0,31%	22	0,58%	95	2,49%	176	4,62%
2	1709	13	0,76%	15	0,88%	4	0,23%	8	0,47%	34	1,99%	74	4,33%
2	2468	24	0,97%	45	1,82%	22	0,89%	37	1,50%	110	4,46%	238	9,64%
2	3600	27	0,75%	39	1,08%	18	0,50%	23	0,64%	84	2,33%	191	5,31%
2	6162	62	1,01%	58	0,94%	8	0,13%	34	0,55%	332	5,39%	494	8,02%
2	3753	22	0,59%	17	0,45%	56	1,49%	32	0,85%	215	5,73%	342	9,11%
<b>Total 2</b>	<b>37621</b>	<b>405</b>	<b>1,08%</b>	<b>378</b>	<b>1,00%</b>	<b>168</b>	<b>0,45%</b>	<b>295</b>	<b>0,78%</b>	<b>1780</b>	<b>4,73%</b>	<b>3031</b>	<b>8,06%</b>
3	834	16	1,92%	18	2,16%	1	0,12%	6	0,72%	52	6,24%	93	11,15%
3	5029	24	0,48%	25	0,50%	8	0,16%	15	0,30%	244	4,85%	316	6,28%
3	6080	45	0,74%	29	0,48%	12	0,20%	24	0,39%	185	3,04%	295	4,85%
3	1664	11	0,66%	27	1,62%	10	0,60%	7	0,42%	2	0,12%	57	3,43%
3	4159	28	0,67%	33	0,79%	3	0,07%	19	0,46%	75	1,80%	158	3,80%
3	5152	45	0,87%	39	0,76%	1	0,02%	30	0,58%	279	5,42%	394	7,65%
3	4736	17	0,36%	28	0,59%	2	0,04%	21	0,44%	57	1,20%	125	2,64%
3	2918	11	0,38%	13	0,45%	5	0,17%	13	0,45%	129	4,42%	171	5,86%
3	7282	51	0,70%	33	0,45%	8	0,11%	52	0,71%	128	1,76%	272	3,74%
3	3370	35	1,04%	38	1,13%	12	0,36%	23	0,68%	134	3,98%	242	7,18%
<b>Total 3</b>	<b>41224</b>	<b>283</b>	<b>0,69%</b>	<b>283</b>	<b>0,69%</b>	<b>62</b>	<b>0,15%</b>	<b>210</b>	<b>0,51%</b>	<b>1285</b>	<b>3,12%</b>	<b>2123</b>	<b>5,15%</b>
4	1732	39	2,25%	27	1,56%	2	0,12%	5	0,29%	88	5,08%	161	9,30%
4	8651	83	0,96%	67	0,77%	23	0,27%	25	0,29%	71	0,82%	269	3,11%
4	7920	49	0,62%	36	0,45%	25	0,32%	42	0,53%	249	3,14%	401	5,06%
4	5051	40	0,79%	20	0,40%	2	0,04%	18	0,36%	39	0,77%	119	2,36%
4	2719	6	0,22%	14	0,51%	6	0,22%	10	0,37%	1	0,04%	37	1,36%
4	863	7	0,81%	14	1,62%	10	1,16%	5	0,58%	11	1,27%	47	5,45%
4	8050	30	0,37%	35	0,43%	34	0,42%	35	0,43%	211	2,62%	345	4,29%
4	3487	29	0,83%	41	1,18%	16	0,46%	33	0,95%	77	2,21%	196	5,62%
4	5680	39	0,69%	25	0,44%	29	0,51%	28	0,49%	300	5,28%	421	7,41%
4	11728	35	0,30%	39	0,33%	7	0,06%	31	0,26%	116	0,99%	228	1,94%
<b>Total 4</b>	<b>55881</b>	<b>357</b>	<b>0,64%</b>	<b>318</b>	<b>0,57%</b>	<b>154</b>	<b>0,28%</b>	<b>232</b>	<b>0,42%</b>	<b>1163</b>	<b>2,08%</b>	<b>2224</b>	<b>3,98%</b>
5	2226	104	4,67%	54	2,43%	45	2,02%	37	1,66%	237	10,65%	477	21,43%
5	3234	15	0,46%	16	0,49%	6	0,19%	12	0,37%	29	0,90%	78	2,41%
5	5200	23	0,44%	12	0,23%	7	0,13%	19	0,37%	151	2,90%	212	4,08%
5	2430	18	0,74%	22	0,91%	21	0,86%	47	1,93%	136	5,60%	244	10,04%
5	5256	29	0,55%	9	0,17%	0	0,00%	17	0,32%	57	1,08%	112	2,13%
5	3367	21	0,62%	37	1,10%	143	4,25%	48	1,43%	79	2,35%	328	9,74%
5	1725	11	0,64%	9	0,52%	1	0,06%	6	0,35%	27	1,57%	54	3,13%
5	3828	43	1,12%	18	0,47%	2	0,05%	32	0,84%	210	5,49%	305	7,97%
5	1570	11	0,70%	13	0,83%	1	0,06%	14	0,89%	26	1,66%	65	4,14%
5	4587	34	0,74%	24	0,52%	35	0,76%	23	0,50%	275	6,00%	391	8,52%
<b>Total 5</b>	<b>33423</b>	<b>309</b>	<b>0,92%</b>	<b>214</b>	<b>0,64%</b>	<b>261</b>	<b>0,78%</b>	<b>255</b>	<b>0,76%</b>	<b>1227</b>	<b>3,67%</b>	<b>2266</b>	<b>6,78%</b>
<b>Total general</b>	<b>227583</b>	<b>1728</b>	<b>0,76%</b>	<b>1564</b>	<b>0,69%</b>	<b>754</b>	<b>0,33%</b>	<b>1303</b>	<b>0,57%</b>	<b>7594</b>	<b>3,34%</b>	<b>12948</b>	<b>5,69%</b>

Attitude Markers NSE / NNSE	Total words in Manual	Comparative	%Comparative	Attitude Verbs	%Attitude Verbs	Sentence Adverbs	%Sentence Adverbs	Adjectives	%Adjectives	Exclamations	%Exclamations	Total Metadiscourse Elements	%Total Metadiscourse Elements
1	4574	0	0.00%	1	0.02%	4	0.09%	3	0.07%	1	0.02%	9	0.20%
1	2609	0	0.00%	1	0.04%	0	0.00%	0	0.00%	0	0.00%	1	0.04%
1	2407	0	0.00%	1	0.04%	0	0.00%	0	0.00%	0	0.00%	1	0.04%
1	2095	0	0.00%	0	0.00%	3	0.14%	1	0.05%	2	0.10%	6	0.29%
1	5647	3	0.05%	5	0.09%	8	0.14%	10	0.18%	1	0.02%	27	0.48%
1	33181	40	0.12%	10	0.03%	24	0.07%	31	0.09%	19	0.06%	124	0.37%
1	5653	21	0.37%	1	0.02%	10	0.18%	2	0.04%	9	0.16%	43	0.76%
1	7702	34	0.44%	6	0.08%	13	0.17%	6	0.08%	1	0.01%	60	0.78%
1	6019	18	0.30%	4	0.07%	8	0.13%	8	0.13%	6	0.10%	44	0.73%
1	3716	5	0.13%	2	0.05%	9	0.24%	7	0.19%	2	0.05%	25	0.67%
1	4120	4	0.10%	2	0.05%	0	0.00%	1	0.02%	0	0.00%	7	0.17%
1	7126	5	0.07%	0	0.00%	6	0.08%	43	0.60%	27	0.38%	81	1.14%
1	11008	46	0.42%	2	0.02%	30	0.27%	22	0.20%	32	0.29%	132	1.20%
1	6911	13	0.19%	0	0.00%	2	0.03%	11	0.16%	1	0.01%	27	0.39%
1	11200	4	0.04%	1	0.01%	3	0.03%	4	0.04%	4	0.04%	16	0.14%
1	8344	4	0.05%	2	0.02%	1	0.01%	10	0.12%	7	0.08%	24	0.29%
1	1218	2	0.16%	0	0.00%	0	0.00%	1	0.08%	5	0.41%	8	0.66%
1	4101	4	0.10%	1	0.02%	1	0.02%	6	0.15%	1	0.02%	13	0.32%
1	5371	7	0.13%	1	0.02%	0	0.00%	8	0.15%	1	0.02%	17	0.32%
1	7464	14	0.19%	1	0.01%	9	0.12%	8	0.11%	3	0.04%	35	0.47%
1	3928	1	0.03%	0	0.00%	2	0.05%	2	0.05%	4	0.10%	9	0.23%
1	3644	1	0.03%	0	0.00%	9	0.25%	15	0.41%	1	0.03%	26	0.71%
1	6496	18	0.28%	2	0.03%	16	0.25%	4	0.06%	4	0.06%	44	0.68%
1	19259	32	0.17%	1	0.01%	23	0.12%	6	0.03%	44	0.23%	106	0.55%
1	3381	19	0.56%	1	0.03%	10	0.30%	7	0.21%	1	0.03%	38	1.12%
1	2750	0	0.00%	2	0.07%	0	0.00%	4	0.15%	6	0.22%	12	0.44%
1	5107	1	0.02%	1	0.02%	3	0.06%	12	0.23%	0	0.00%	17	0.33%
1	2742	1	0.04%	0	0.00%	0	0.00%	3	0.11%	0	0.00%	4	0.15%
1	3860	11	0.28%	1	0.03%	0	0.00%	6	0.15%	1	0.03%	19	0.49%
1	7941	10	0.13%	2	0.03%	4	0.05%	23	0.29%	2	0.03%	41	0.52%
1	4099	6	0.15%	3	0.07%	11	0.27%	3	0.07%	0	0.00%	23	0.56%
1	1638	6	0.37%	2	0.12%	2	0.12%	9	0.55%	0	0.00%	19	1.16%
1	5047	4	0.08%	1	0.02%	2	0.04%	4	0.08%	1	0.02%	12	0.24%
1	6113	11	0.18%	13	0.21%	4	0.07%	2	0.03%	0	0.00%	30	0.49%
1	2170	0	0.00%	1	0.05%	0	0.00%	1	0.05%	2	0.09%	4	0.18%
1	5681	14	0.25%	2	0.04%	7	0.12%	8	0.14%	7	0.12%	32	0.56%
1	4679	6	0.13%	5	0.11%	10	0.21%	6	0.13%	5	0.11%	32	0.68%
1	6897	6	0.09%	3	0.04%	0	0.00%	8	0.12%	1	0.01%	18	0.26%
1	2211	6	0.27%	3	0.14%	5	0.23%	3	0.14%	2	0.09%	19	0.86%
1	2097	2	0.10%	1	0.05%	5	0.24%	5	0.24%	2	0.10%	15	0.72%
1	12151	10	0.08%	0	0.00%	1	0.01%	18	0.15%	4	0.03%	33	0.27%
1	3708	4	0.11%	3	0.08%	3	0.08%	1	0.03%	0	0.00%	11	0.30%
1	5565	4	0.09%	1	0.02%	8	0.14%	9	0.16%	0	0.00%	23	0.41%
1	6588	20	0.30%	0	0.00%	10	0.15%	7	0.11%	2	0.03%	39	0.59%
1	7272	4	0.06%	3	0.04%	15	0.21%	2	0.03%	1	0.01%	25	0.34%
1	5839	9	0.15%	11	0.19%	7	0.12%	3	0.05%	0	0.00%	30	0.51%
1	8565	17	0.20%	9	0.11%	14	0.16%	15	0.18%	14	0.16%	69	0.81%
1	4000	6	0.15%	1	0.03%	10	0.25%	0	0.00%	0	0.00%	17	0.43%
1	11000	13	0.12%	9	0.08%	19	0.17%	14	0.13%	5	0.05%	60	0.55%
1	13942	6	0.04%	0	0.00%	5	0.04%	3	0.02%	0	0.00%	14	0.10%
<b>Total 1</b>	<b>318836</b>	<b>473</b>	<b>0.15%</b>	<b>122</b>	<b>0.04%</b>	<b>336</b>	<b>0.11%</b>	<b>385</b>	<b>0.12%</b>	<b>225</b>	<b>0.07%</b>	<b>1541</b>	<b>0.48%</b>
2	4462	4	0.09%	2	0.04%	12	0.27%	3	0.07%	0	0.00%	21	0.47%
2	11647	18	0.15%	6	0.05%	10	0.09%	28	0.24%	27	0.23%	89	0.76%
2	9532	5	0.05%	11	0.12%	2	0.02%	1	0.01%	0	0.00%	19	0.20%
2	3120	1	0.03%	4	0.13%	3	0.10%	4	0.13%	1	0.03%	13	0.42%
2	6171	4	0.06%	2	0.03%	9	0.15%	4	0.06%	21	0.34%	40	0.65%
2	5531	2	0.04%	10	0.18%	14	0.25%	3	0.05%	3	0.05%	31	0.56%
2	10928	12	0.11%	5	0.05%	15	0.14%	10	0.09%	2	0.02%	44	0.40%
2	5513	10	0.18%	9	0.16%	7	0.13%	1	0.02%	2	0.04%	29	0.53%
2	1715	7	0.41%	0	0.00%	7	0.41%	2	0.12%	0	0.00%	16	0.93%
2	815	2	0.25%	0	0.00%	5	0.61%	1	0.12%	1	0.12%	9	1.10%
2	3747	4	0.11%	2	0.05%	8	0.21%	2	0.05%	14	0.37%	30	0.80%
2	4988	10	0.20%	0	0.00%	6	0.12%	7	0.14%	3	0.06%	26	0.52%
2	366	6	1.64%	2	0.55%	5	1.37%	4	1.09%	3	0.82%	20	5.46%
2	7018	20	0.28%	5	0.07%	11	0.16%	21	0.30%	6	0.09%	63	0.90%
2	3810	7	0.18%	4	0.10%	5	0.13%	4	0.10%	2	0.05%	22	0.58%
2	1709	5	0.29%	1	0.06%	1	0.06%	1	0.06%	0	0.00%	8	0.47%
2	2468	14	0.57%	9	0.36%	7	0.28%	7	0.28%	0	0.00%	37	1.50%
2	3600	2	0.06%	7	0.19%	4	0.11%	6	0.17%	4	0.11%	23	0.64%
2	6162	7	0.11%	5	0.08%	10	0.16%	9	0.15%	3	0.05%	34	0.55%
2	3753	4	0.11%	2	0.05%	13	0.35%	8	0.21%	5	0.13%	32	0.85%
2	834	2	0.24%	1	0.12%	1	0.12%	2	0.24%	0	0.00%	6	0.72%
2	5029	1	0.02%	1	0.02%	7	0.14%	6	0.12%	0	0.00%	15	0.30%
2	6080	2	0.03%	2	0.03%	9	0.15%	11	0.18%	0	0.00%	24	0.39%
2	1664	5	0.30%	0	0.00%	1	0.06%	1	0.06%	0	0.00%	7	0.42%
2	4159	6	0.14%	2	0.05%	6	0.14%	5	0.12%	0	0.00%	19	0.46%
2	5152	2	0.04%	3	0.06%	8	0.16%	9	0.17%	8	0.16%	30	0.58%
2	4736	3	0.06%	1	0.02%	2	0.04%	6	0.13%	2	0.04%	21	0.44%
2	2918	0	0.00%	3	0.10%	3	0.10%	7	0.24%	0	0.00%	13	0.45%
2	7282	17	0.23%	2	0.03%	16	0.22%	17	0.23%	0	0.00%	52	0.71%
2	3370	0	0.00%	2	0.06%	5	0.15%	12	0.36%	4	0.12%	23	0.68%
2	1732	3	0.17%	0	0.00%	1	0.06%	1	0.06%	0	0.00%	5	0.29%
2	8651	7	0.08%	0	0.00%	10	0.12%	8	0.09%	0	0.00%	25	0.29%
2	7920	3	0.04%	8	0.10%	13	0.16%	18	0.23%	0	0.00%	42	0.53%
2	5051	2	0.04%	6	0.12%	4	0.08%	6	0.12%	0	0.00%	18	0.36%
2	2719	3	0.11%	2	0.07%	2	0.04%	2	0.07%	2	0.07%	10	0.37%
2	863	0	0.00%	2	0.23%	0	0.00%	2	0.23%	1	0.12%	5	0.58%
2	8050	6	0.07%	3	0.04%	7	0.09%	19	0.24%	0	0.00%	35	0.43%
2	3487	7	0.20%	2	0.07%	5	0.14%	18	0.52%	1	0.03%	33	0.95%
2	5680	4	0.07%	4	0.07%	6	0.11%	12	0.21%	2	0.04%	28	0.49%
2	11728	12	0.10%	1	0.01%	8	0.07%	10	0.09%	0	0.00%	31	0.26%
2	2226	14	0.63%	3	0.13%	15	0.67%	0	0.00%	5	0.22%	37	1.66%
2	3234	4	0.12%	0	0.00%	5	0.15%	3	0.09%	0	0.00%	12	0.37%
2	5200	5	0.10%	7	0.13%	6	0.12%	0	0.00%	1	0.02%	19	0.37%
2	2430	25	1.03%	4	0.16%	8	0.33%	5	0.21%	5	0.21%	47	1.93%
2	5256	5	0.10%	2	0.04%	7	0.13%	3	0.06%	0	0.00%	17	0.32%
2	3367	4	0.12%	5	0.15%	6	0.18%	6	0.18%	6	0.18%	48	1.43%
2	1725	0	0.00%	0	0.00%	4	0.23%	2	0.12%	0	0.00%	6	0.35%
2	3828	5	0.13%	1	0.03%	13	0.34%	13	0.34%	0	0.00%	32	0.84%
2	1570	5	0.32%	4	0.25%	2	0.13%	3	0.19%	0	0.00%	14	0.89%
2	4587	4	0.09%	4	0.09%	7	0.15%	5	0.11%	3	0.07%	23	0.50%
<b>Total 2</b>	<b>227583</b>	<b>300</b>	<b>0.13%</b>	<b>161</b>	<b>0.07%</b>	<b>340</b>	<b>0.15%</b>	<b>340</b>	<b>0.15%</b>	<b>162</b>	<b>0.07%</b>	<b>1303</b>	<b>0.57%</b>
<b>Total general</b>	<b>546419</b>	<b>773</b>	<b>0.14%</b>	<b>283</b>	<b>0.05%</b>	<b>676</b>	<b>0.12%</b>	<b>725</b>	<b>0.13%</b>	<b>387</b>	<b>0.07%</b>	<b>2844</b>	<b>0.52%</b>

Attitude Markers NSE	Manual	Total words in handbook	Comparative	%Comparative	Attitude Verbs	%Attitude Verbs	Sentence Adverbs	%Sentence Adverbs	Adjectives	%Adjectives	Exclamations	%Exclamations	Total Metadiscourse Elements	%Total Metadiscourse Elements
1		4574	0	0.00%	1	0.02%	4	0.09%	3	0.07%	1	0.02%	9	0.20%
1		2609	0	0.00%	1	0.04%	0	0.00%	0	0.00%	0	0.00%	1	0.04%
1		2407	0	0.00%	1	0.04%	0	0.00%	0	0.00%	0	0.00%	1	0.04%
1		2095	0	0.00%	0	0.00%	3	0.14%	1	0.05%	2	0.10%	6	0.29%
1		5647	3	0.05%	5	0.09%	8	0.14%	10	0.18%	1	0.02%	27	0.48%
1		33181	40	0.12%	10	0.03%	24	0.07%	31	0.09%	19	0.06%	124	0.37%
1		5653	21	0.37%	1	0.02%	10	0.18%	2	0.04%	9	0.16%	43	0.76%
1		7702	34	0.44%	6	0.08%	13	0.17%	6	0.08%	1	0.01%	60	0.78%
1		6019	18	0.30%	4	0.07%	8	0.13%	8	0.13%	6	0.10%	44	0.73%
1		3716	5	0.13%	2	0.05%	9	0.24%	7	0.19%	2	0.05%	25	0.67%
<b>Total 1</b>		<b>73603</b>	<b>121</b>	<b>0.16%</b>	<b>31</b>	<b>0.04%</b>	<b>79</b>	<b>0.11%</b>	<b>68</b>	<b>0.09%</b>	<b>41</b>	<b>0.06%</b>	<b>340</b>	<b>0.46%</b>
2		4120	4	0.10%	2	0.05%	0	0.00%	1	0.02%	0	0.00%	7	0.17%
2		7126	5	0.07%	0	0.00%	6	0.08%	43	0.60%	27	0.38%	81	1.14%
2		11008	46	0.42%	2	0.02%	30	0.27%	22	0.20%	32	0.29%	132	1.20%
2		6911	13	0.19%	0	0.00%	2	0.03%	11	0.16%	1	0.01%	27	0.39%
2		11200	4	0.04%	1	0.01%	3	0.03%	4	0.04%	4	0.04%	16	0.14%
2		8344	4	0.05%	2	0.02%	1	0.01%	10	0.12%	7	0.08%	24	0.29%
2		1218	2	0.16%	0	0.00%	0	0.00%	1	0.08%	5	0.41%	8	0.66%
2		4101	4	0.10%	1	0.02%	1	0.02%	6	0.15%	1	0.02%	13	0.32%
2		5371	7	0.13%	1	0.02%	0	0.00%	8	0.15%	1	0.02%	17	0.32%
2		7464	14	0.19%	1	0.01%	9	0.12%	8	0.11%	3	0.04%	35	0.47%
<b>Total 2</b>		<b>66863</b>	<b>103</b>	<b>0.15%</b>	<b>10</b>	<b>0.01%</b>	<b>52</b>	<b>0.08%</b>	<b>114</b>	<b>0.17%</b>	<b>81</b>	<b>0.12%</b>	<b>360</b>	<b>0.54%</b>
3		3928	1	0.03%	0	0.00%	2	0.05%	2	0.05%	4	0.10%	9	0.23%
3		3644	1	0.03%	0	0.00%	9	0.25%	15	0.41%	1	0.03%	26	0.71%
3		6496	18	0.28%	2	0.03%	16	0.25%	4	0.06%	4	0.06%	44	0.68%
3		19259	32	0.17%	1	0.01%	23	0.12%	6	0.03%	44	0.23%	106	0.55%
3		3381	19	0.56%	1	0.03%	10	0.30%	7	0.21%	1	0.03%	38	1.12%
3		2750	0	0.00%	2	0.07%	0	0.00%	4	0.15%	6	0.22%	12	0.44%
3		5107	1	0.02%	1	0.02%	3	0.06%	12	0.23%	0	0.00%	17	0.33%
3		2742	1	0.04%	0	0.00%	0	0.00%	3	0.11%	0	0.00%	4	0.15%
3		3880	11	0.28%	1	0.03%	0	0.00%	6	0.15%	1	0.03%	19	0.49%
3		7941	10	0.13%	2	0.03%	4	0.05%	23	0.29%	2	0.03%	41	0.52%
<b>Total 3</b>		<b>59128</b>	<b>94</b>	<b>0.16%</b>	<b>10</b>	<b>0.02%</b>	<b>67</b>	<b>0.11%</b>	<b>82</b>	<b>0.14%</b>	<b>63</b>	<b>0.11%</b>	<b>316</b>	<b>0.53%</b>
4		4099	6	0.15%	3	0.07%	11	0.27%	3	0.07%	0	0.00%	23	0.56%
4		1638	6	0.37%	2	0.12%	2	0.12%	9	0.55%	0	0.00%	19	1.16%
4		5047	4	0.08%	1	0.02%	2	0.04%	4	0.08%	1	0.02%	12	0.24%
4		6113	11	0.18%	13	0.21%	4	0.07%	2	0.03%	0	0.00%	30	0.49%
4		2170	0	0.00%	1	0.05%	0	0.00%	1	0.05%	2	0.09%	4	0.18%
4		5681	14	0.25%	2	0.04%	7	0.12%	8	0.14%	1	0.02%	32	0.56%
4		4679	6	0.13%	5	0.11%	10	0.21%	6	0.13%	5	0.11%	32	0.68%
4		6897	6	0.09%	3	0.04%	0	0.00%	8	0.12%	1	0.01%	18	0.26%
4		2211	6	0.27%	3	0.14%	3	0.23%	3	0.14%	2	0.09%	19	0.86%
4		2097	2	0.10%	1	0.05%	5	0.24%	5	0.24%	2	0.10%	15	0.72%
<b>Total 4</b>		<b>40632</b>	<b>61</b>	<b>0.15%</b>	<b>34</b>	<b>0.08%</b>	<b>46</b>	<b>0.11%</b>	<b>49</b>	<b>0.12%</b>	<b>14</b>	<b>0.03%</b>	<b>204</b>	<b>0.50%</b>
5		12131	10	0.08%	0	0.00%	1	0.01%	18	0.15%	4	0.03%	33	0.27%
5		3708	4	0.11%	3	0.08%	3	0.08%	1	0.03%	0	0.00%	11	0.30%
5		5565	5	0.09%	1	0.02%	8	0.14%	9	0.16%	0	0.00%	23	0.41%
5		6588	20	0.30%	0	0.00%	10	0.15%	7	0.11%	2	0.03%	39	0.59%
5		7272	4	0.06%	3	0.04%	15	0.21%	2	0.03%	1	0.01%	25	0.34%
5		5839	9	0.15%	11	0.19%	7	0.12%	3	0.05%	0	0.00%	30	0.51%
5		8565	17	0.20%	9	0.11%	14	0.16%	15	0.18%	14	0.16%	69	0.81%
5		4000	6	0.15%	1	0.03%	10	0.25%	0	0.00%	0	0.00%	17	0.43%
5		11000	13	0.12%	9	0.08%	19	0.17%	14	0.13%	5	0.05%	60	0.55%
5		13942	6	0.04%	0	0.00%	5	0.04%	3	0.02%	0	0.00%	14	0.10%
<b>Total 5</b>		<b>78610</b>	<b>94</b>	<b>0.12%</b>	<b>37</b>	<b>0.05%</b>	<b>92</b>	<b>0.12%</b>	<b>72</b>	<b>0.09%</b>	<b>26</b>	<b>0.03%</b>	<b>321</b>	<b>0.41%</b>
<b>Total general</b>		<b>318836</b>	<b>473</b>	<b>0.15%</b>	<b>122</b>	<b>0.04%</b>	<b>336</b>	<b>0.11%</b>	<b>385</b>	<b>0.12%</b>	<b>225</b>	<b>0.07%</b>	<b>1541</b>	<b>0.48%</b>

Attitude Markers												Total Metadiscourse		
NNSE	Manual	Total words in handbook	Comparative	%Comparative	Attitude Verbs	%Attitude Verbs	Sentence Adverbs	%Sentence Adverbs	Adjectives	%Adjectives	Exclamations	% Exclamations	Elements	%Total Metadiscourse Elements
1		4462	4	0,09%	2	0,04%	12	0,27%	3	0,07%	0	0,00%	21	0,47%
1		11647	18	0,15%	6	0,05%	10	0,09%	28	0,24%	27	0,23%	89	0,76%
1		9532	5	0,05%	11	0,12%	2	0,02%	1	0,01%	0	0,00%	19	0,20%
1		3120	1	0,03%	4	0,13%	3	0,10%	4	0,13%	1	0,03%	13	0,42%
1		6171	4	0,06%	2	0,03%	9	0,15%	4	0,06%	21	0,34%	40	0,65%
1		5531	2	0,04%	10	0,18%	14	0,25%	2	0,04%	3	0,05%	31	0,56%
1		10928	12	0,11%	5	0,05%	15	0,14%	10	0,09%	2	0,02%	44	0,40%
1		5513	10	0,18%	9	0,16%	7	0,13%	1	0,02%	2	0,04%	29	0,53%
1		1715	7	0,41%	0	0,00%	7	0,41%	2	0,12%	0	0,00%	16	0,93%
1		815	2	0,25%	0	0,00%	5	0,61%	1	0,12%	1	0,12%	9	1,10%
<b>Total 1</b>		<b>59434</b>	<b>65</b>	<b>0,11%</b>	<b>49</b>	<b>0,08%</b>	<b>84</b>	<b>0,14%</b>	<b>56</b>	<b>0,09%</b>	<b>57</b>	<b>0,10%</b>	<b>311</b>	<b>0,52%</b>
2		3747	4	0,11%	2	0,05%	8	0,21%	2	0,05%	14	0,37%	30	0,80%
2		4988	10	0,20%	0	0,00%	6	0,12%	7	0,14%	3	0,06%	26	0,52%
2		366	6	1,64%	2	0,55%	5	1,37%	4	1,09%	3	0,82%	20	5,46%
2		7018	20	0,28%	5	0,07%	11	0,16%	21	0,30%	6	0,09%	63	0,90%
2		3810	7	0,18%	4	0,10%	5	0,13%	4	0,10%	2	0,05%	22	0,58%
2		1709	5	0,29%	1	0,06%	1	0,06%	1	0,06%	0	0,00%	8	0,47%
2		2468	14	0,57%	9	0,36%	7	0,28%	7	0,28%	0	0,00%	37	1,50%
2		3600	2	0,06%	7	0,19%	4	0,11%	6	0,17%	4	0,11%	23	0,64%
2		6162	7	0,11%	5	0,08%	10	0,16%	9	0,15%	3	0,05%	34	0,55%
2		3753	4	0,11%	2	0,05%	13	0,35%	8	0,21%	5	0,13%	32	0,85%
<b>Total 2</b>		<b>37621</b>	<b>79</b>	<b>0,21%</b>	<b>37</b>	<b>0,19%</b>	<b>70</b>	<b>0,19%</b>	<b>69</b>	<b>0,18%</b>	<b>40</b>	<b>0,11%</b>	<b>295</b>	<b>0,78%</b>
3		834	2	0,24%	1	0,12%	1	0,12%	2	0,24%	0	0,00%	6	0,72%
3		5029	1	0,02%	1	0,02%	7	0,14%	6	0,12%	0	0,00%	15	0,30%
3		6080	2	0,03%	2	0,03%	9	0,15%	11	0,18%	0	0,00%	24	0,39%
3		1664	5	0,30%	0	0,00%	1	0,06%	1	0,06%	0	0,00%	7	0,42%
3		4159	6	0,14%	2	0,05%	6	0,14%	5	0,12%	0	0,00%	19	0,46%
3		5152	2	0,04%	3	0,06%	8	0,16%	9	0,17%	8	0,16%	30	0,58%
3		4736	3	0,06%	1	0,02%	2	0,04%	9	0,19%	6	0,13%	21	0,44%
3		2918	0	0,00%	3	0,10%	3	0,10%	7	0,24%	0	0,00%	13	0,45%
3		7282	17	0,23%	2	0,03%	16	0,22%	17	0,23%	0	0,00%	52	0,71%
3		3370	0	0,00%	2	0,06%	5	0,15%	12	0,36%	4	0,12%	23	0,68%
<b>Total 3</b>		<b>41224</b>	<b>38</b>	<b>0,09%</b>	<b>17</b>	<b>0,04%</b>	<b>58</b>	<b>0,14%</b>	<b>79</b>	<b>0,19%</b>	<b>18</b>	<b>0,04%</b>	<b>210</b>	<b>0,51%</b>
4		1732	3	0,17%	0	0,00%	1	0,06%	1	0,06%	0	0,00%	5	0,29%
4		8651	7	0,08%	0	0,00%	10	0,12%	8	0,09%	0	0,00%	25	0,29%
4		7920	3	0,04%	8	0,10%	13	0,16%	18	0,23%	0	0,00%	42	0,53%
4		5051	2	0,04%	6	0,12%	4	0,08%	6	0,12%	0	0,00%	18	0,36%
4		2719	3	0,11%	2	0,07%	1	0,04%	2	0,07%	2	0,07%	10	0,37%
4		863	0	0,00%	2	0,23%	0	0,00%	2	0,23%	1	0,12%	5	0,58%
4		8050	6	0,07%	3	0,04%	7	0,09%	19	0,24%	0	0,00%	35	0,43%
4		3487	7	0,20%	2	0,06%	5	0,14%	18	0,52%	1	0,03%	33	0,95%
4		5680	4	0,07%	4	0,07%	6	0,11%	12	0,21%	2	0,04%	28	0,49%
4		11728	12	0,10%	1	0,01%	8	0,07%	10	0,09%	0	0,00%	31	0,26%
<b>Total 4</b>		<b>55881</b>	<b>47</b>	<b>0,08%</b>	<b>28</b>	<b>0,05%</b>	<b>55</b>	<b>0,10%</b>	<b>96</b>	<b>0,17%</b>	<b>6</b>	<b>0,01%</b>	<b>232</b>	<b>0,42%</b>
5		2226	14	0,63%	3	0,13%	15	0,67%	0	0,00%	5	0,22%	37	1,66%
5		3234	4	0,12%	0	0,00%	5	0,15%	3	0,09%	0	0,00%	12	0,37%
5		5200	5	0,10%	7	0,13%	6	0,12%	0	0,00%	1	0,02%	19	0,37%
5		2430	25	1,03%	4	0,16%	8	0,33%	5	0,21%	5	0,21%	47	1,93%
5		5256	5	0,10%	2	0,04%	7	0,13%	3	0,06%	0	0,00%	17	0,32%
5		3367	4	0,12%	5	0,15%	6	0,18%	6	0,18%	27	0,80%	48	1,43%
5		1725	0	0,00%	0	0,00%	4	0,23%	2	0,12%	0	0,00%	6	0,35%
5		3828	5	0,13%	1	0,03%	13	0,34%	13	0,34%	0	0,00%	32	0,84%
5		1570	5	0,32%	4	0,25%	2	0,13%	3	0,19%	0	0,00%	14	0,89%
5		4587	4	0,09%	4	0,09%	7	0,15%	5	0,11%	3	0,07%	23	0,50%
Total 5		33423	71	0,21%	30	0,09%	73	0,22%	40	0,12%	41	0,12%	255	0,76%
<b>Total general</b>		<b>227583</b>	<b>300</b>	<b>0,13%</b>	<b>161</b>	<b>0,07%</b>	<b>340</b>	<b>0,15%</b>	<b>340</b>	<b>0,15%</b>	<b>162</b>	<b>0,07%</b>	<b>1303</b>	<b>0,57%</b>

Boosters NSE + NNSE Manual	Total words in handbook	Emphatics	%Emphatics	Amplifyng adverbs	%Amplifyng adverbs	Superlatives	%Superlatives	Total Metadiscourse Elements	%Total Metadiscourse Elements
1	4574	2	0,04%	4	0,09%	4	0,09%	10	0,22%
1	2609	2	0,08%	2	0,08%	3	0,11%	7	0,27%
1	2407	0	0,00%	3	0,12%	0	0,00%	3	0,12%
1	2095	5	0,24%	2	0,10%	2	0,10%	9	0,43%
1	5647	6	0,11%	30	0,53%	11	0,19%	47	0,83%
1	33181	46	0,14%	109	0,33%	61	0,18%	216	0,65%
1	5653	18	0,32%	45	0,80%	43	0,76%	106	1,88%
1	7702	15	0,19%	27	0,35%	23	0,30%	65	0,84%
1	6019	17	0,28%	17	0,28%	11	0,18%	45	0,75%
1	3716	20	0,54%	41	1,10%	23	0,62%	84	2,26%
1	4120	8	0,19%	24	0,58%	12	0,29%	44	1,07%
1	7126	23	0,32%	45	0,63%	28	0,39%	96	1,35%
1	11008	50	0,45%	74	0,67%	63	0,57%	187	1,70%
1	6911	3	0,04%	23	0,33%	10	0,14%	36	0,52%
1	11200	0	0,00%	6	0,05%	6	0,05%	12	0,11%
1	8344	2	0,02%	19	0,23%	3	0,04%	24	0,29%
1	1218	1	0,08%	10	0,82%	1	0,08%	12	0,99%
1	4101	10	0,24%	12	0,29%	2	0,05%	24	0,59%
1	5371	10	0,19%	15	0,28%	7	0,13%	32	0,60%
1	7464	5	0,07%	63	0,84%	11	0,15%	79	1,06%
1	3928	6	0,15%	9	0,23%	12	0,31%	27	0,69%
1	3644	2	0,05%	16	0,44%	8	0,22%	26	0,71%
1	6496	22	0,34%	49	0,75%	35	0,54%	106	1,63%
1	19259	32	0,17%	58	0,30%	32	0,17%	122	0,63%
1	3381	13	0,38%	29	0,86%	26	0,77%	68	2,01%
1	2750	2	0,07%	12	0,44%	10	0,36%	24	0,87%
1	5107	3	0,06%	26	0,51%	5	0,10%	34	0,67%
1	2742	1	0,04%	14	0,51%	7	0,26%	22	0,80%
1	3880	3	0,08%	20	0,52%	8	0,21%	31	0,80%
1	7941	5	0,06%	55	0,69%	12	0,15%	72	0,91%
1	4099	21	0,51%	10	0,24%	11	0,27%	42	1,02%
1	1638	10	0,61%	35	2,14%	17	1,04%	62	3,79%
1	5047	65	1,29%	7	0,14%	16	0,32%	88	1,74%
1	6113	9	0,15%	54	0,88%	9	0,15%	72	1,18%
1	2170	8	0,37%	10	0,46%	1	0,05%	19	0,88%
1	5681	9	0,16%	47	0,83%	28	0,49%	84	1,48%
1	4679	7	0,15%	41	0,88%	8	0,17%	56	1,20%
1	6897	18	0,26%	60	0,87%	11	0,16%	89	1,29%
1	2211	5	0,23%	21	0,95%	11	0,50%	37	1,67%
1	2097	8	0,38%	39	1,86%	6	0,29%	53	2,53%
1	12131	9	0,07%	47	0,39%	24	0,20%	80	0,66%

1	3708	12	0,32%	4	0,11%	4	0,11%	20	0,54%
1	5565	28	0,50%	7	0,13%	13	0,23%	48	0,86%
1	6588	46	0,70%	19	0,29%	21	0,32%	86	1,31%
1	7272	18	0,25%	7	0,10%	2	0,03%	27	0,37%
1	5839	33	0,57%	3	0,05%	15	0,26%	51	0,87%
1	8565	20	0,23%	21	0,25%	27	0,32%	68	0,79%
1	4000	4	0,10%	4	0,10%	15	0,38%	23	0,58%
1	11000	48	0,44%	31	0,28%	29	0,26%	108	0,98%
1	13942	28	0,20%	0	0,00%	3	0,02%	31	0,22%
<b>Total 1</b>	<b>318836</b>	<b>738</b>	<b>0,23%</b>	<b>1326</b>	<b>0,42%</b>	<b>750</b>	<b>0,24%</b>	<b>2814</b>	<b>0,88%</b>
2	4462	8	0,18%	2	0,04%	6	0,13%	16	0,36%
2	11647	69	0,59%	29	0,25%	22	0,19%	120	1,03%
2	9532	8	0,08%	4	0,04%	3	0,03%	15	0,16%
2	3120	8	0,26%	0	0,00%	0	0,00%	8	0,26%
2	6171	14	0,23%	9	0,15%	5	0,08%	28	0,45%
2	5531	25	0,45%	21	0,38%	3	0,05%	49	0,89%
2	10928	24	0,22%	11	0,10%	5	0,05%	40	0,37%
2	5513	43	0,78%	3	0,05%	7	0,13%	53	0,96%
2	1715	7	0,41%	15	0,87%	17	0,99%	39	2,27%
2	815	1	0,12%	1	0,12%	1	0,12%	3	0,37%
2	3747	8	0,21%	11	0,29%	4	0,11%	23	0,61%
2	4988	30	0,60%	14	0,28%	12	0,24%	56	1,12%
2	366	10	2,73%	4	1,09%	3	0,82%	17	4,64%
2	7018	56	0,80%	12	0,17%	20	0,28%	88	1,25%
2	3810	12	0,31%	2	0,05%	6	0,16%	20	0,52%
2	1709	5	0,29%	1	0,06%	9	0,53%	15	0,88%
2	2468	22	0,89%	6	0,24%	17	0,69%	45	1,82%
2	3600	18	0,50%	8	0,22%	13	0,36%	39	1,08%
2	6162	28	0,45%	11	0,18%	19	0,31%	58	0,94%
2	3753	13	0,35%	3	0,08%	1	0,03%	17	0,45%
2	834	4	0,48%	6	0,72%	8	0,96%	18	2,16%
2	5029	11	0,22%	3	0,06%	11	0,22%	25	0,50%
2	6080	21	0,35%	3	0,05%	5	0,08%	29	0,48%
2	1664	17	1,02%	4	0,24%	6	0,36%	27	1,62%
2	4159	22	0,53%	7	0,17%	4	0,10%	33	0,79%
2	5152	17	0,33%	17	0,33%	5	0,10%	39	0,76%
2	4736	17	0,36%	8	0,17%	3	0,06%	28	0,59%
2	2918	7	0,24%	3	0,10%	3	0,10%	13	0,45%
2	7282	25	0,34%	5	0,07%	3	0,04%	33	0,45%
2	3370	18	0,53%	11	0,33%	9	0,27%	38	1,13%
2	1732	8	0,46%	10	0,58%	9	0,52%	27	1,56%
2	8651	13	0,15%	18	0,21%	36	0,42%	67	0,77%
2	7920	23	0,29%	3	0,04%	10	0,13%	36	0,45%
2	5051	18	0,36%	1	0,02%	1	0,02%	20	0,40%
2	2719	4	0,15%	1	0,04%	9	0,33%	14	0,51%

2	863	4	0,46%	5	0,58%	5	0,58%	14	1,62%
2	8050	26	0,32%	5	0,06%	4	0,05%	35	0,43%
2	3487	15	0,43%	8	0,23%	18	0,52%	41	1,18%
2	5680	16	0,28%	5	0,09%	4	0,07%	25	0,44%
2	11728	15	0,13%	9	0,08%	15	0,13%	39	0,33%
2	2226	0	0,00%	32	1,44%	22	0,99%	54	2,43%
2	3234	13	0,40%	2	0,06%	1	0,03%	16	0,49%
2	5200	10	0,19%	2	0,04%	0	0,00%	12	0,23%
2	2430	12	0,49%	1	0,04%	9	0,37%	22	0,91%
2	5256	5	0,10%	1	0,02%	3	0,06%	9	0,17%
2	3367	12	0,36%	6	0,18%	19	0,56%	37	1,10%
2	1725	9	0,52%	0	0,00%	0	0,00%	9	0,52%
2	3828	15	0,39%	2	0,05%	1	0,03%	18	0,47%
2	1570	13	0,83%	0	0,00%	0	0,00%	13	0,83%
2	4587	18	0,39%	1	0,02%	5	0,11%	24	0,52%
<b>Total 2</b>	<b>227583</b>	<b>817</b>	<b>0,36%</b>	<b>346</b>	<b>0,15%</b>	<b>401</b>	<b>0,18%</b>	<b>1564</b>	<b>0,69%</b>
<b>Total general</b>	<b>546419</b>	<b>1555</b>	<b>0,28%</b>	<b>1672</b>	<b>0,31%</b>	<b>1151</b>	<b>0,21%</b>	<b>4378</b>	<b>0,80%</b>

Boosters NSE Manual	Total words in handbook	Emphatics	%Emphatics	Amplifying adverbs	%Amplifying adverbs	Superlatives	%Superlatives
1	4574	2	0,04%	4	0,09%	4	0,09%
1	2609	2	0,08%	2	0,08%	3	0,11%
1	2407	0	0,00%	3	0,12%	0	0,00%
1	2095	5	0,24%	2	0,10%	2	0,10%
1	5647	6	0,11%	30	0,53%	11	0,19%
1	33181	46	0,14%	109	0,33%	61	0,18%
1	5653	18	0,32%	45	0,80%	43	0,76%
1	7702	15	0,19%	27	0,35%	23	0,30%
1	6019	17	0,28%	17	0,28%	11	0,18%
1	3716	20	0,54%	41	1,10%	23	0,62%
<b>Total 1</b>	<b>73603</b>	<b>131</b>	<b>0,18%</b>	<b>280</b>	<b>0,38%</b>	<b>181</b>	<b>0,25%</b>
2	4120	8	0,19%	24	0,58%	12	0,29%
2	7126	23	0,32%	45	0,63%	28	0,39%
2	11008	50	0,45%	74	0,67%	63	0,57%
2	6911	3	0,04%	23	0,33%	10	0,14%
2	11200	0	0,00%	6	0,05%	6	0,05%
2	8344	2	0,02%	19	0,23%	3	0,04%
2	1218	1	0,08%	10	0,82%	1	0,08%
2	4101	10	0,24%	12	0,29%	2	0,05%
2	5371	10	0,19%	15	0,28%	7	0,13%
2	7464	5	0,07%	63	0,84%	11	0,15%
<b>Total 2</b>	<b>66863</b>	<b>112</b>	<b>0,17%</b>	<b>291</b>	<b>0,44%</b>	<b>143</b>	<b>0,21%</b>
3	3928	6	0,15%	9	0,23%	12	0,31%
3	3644	2	0,05%	16	0,44%	8	0,22%
3	6496	22	0,34%	49	0,75%	35	0,54%
3	19259	32	0,17%	58	0,30%	32	0,17%
3	3381	13	0,38%	29	0,86%	26	0,77%
3	2750	2	0,07%	12	0,44%	10	0,36%
3	5107	3	0,06%	26	0,51%	5	0,10%
3	2742	1	0,04%	14	0,51%	7	0,26%
3	3880	3	0,08%	20	0,52%	8	0,21%
3	7941	5	0,06%	55	0,69%	12	0,15%
<b>Total 3</b>	<b>59128</b>	<b>89</b>	<b>0,15%</b>	<b>288</b>	<b>0,49%</b>	<b>155</b>	<b>0,26%</b>
4	4099	21	0,51%	10	0,24%	11	0,27%
4	1638	10	0,61%	35	2,14%	17	1,04%
4	5047	65	1,29%	7	0,14%	16	0,32%
4	6113	9	0,15%	54	0,88%	9	0,15%
4	2170	8	0,37%	10	0,46%	1	0,05%
4	5681	9	0,16%	47	0,83%	28	0,49%
4	4679	7	0,15%	41	0,88%	8	0,17%
4	6897	18	0,26%	60	0,87%	11	0,16%
4	2211	5	0,23%	21	0,95%	11	0,50%



4	2097	8	0,38%	39	1,86%	6	0,29%
<b>Total 4</b>	<b>40632</b>	<b>160</b>	<b>0,39%</b>	<b>324</b>	<b>0,80%</b>	<b>118</b>	<b>0,29%</b>
5	12131	9	0,07%	47	0,39%	24	0,20%
5	3708	12	0,32%	4	0,11%	4	0,11%
5	5565	28	0,50%	7	0,13%	13	0,23%
5	6588	46	0,70%	19	0,29%	21	0,32%
5	7272	18	0,25%	7	0,10%	2	0,03%
5	5839	33	0,57%	3	0,05%	15	0,26%
5	8565	20	0,23%	21	0,25%	27	0,32%
5	4000	4	0,10%	4	0,10%	15	0,38%
5	11000	48	0,44%	31	0,28%	29	0,26%
5	13942	28	0,20%	0	0,00%	3	0,02%
<b>Total 5</b>	<b>78610</b>	<b>246</b>	<b>0,31%</b>	<b>143</b>	<b>0,18%</b>	<b>153</b>	<b>0,19%</b>
<b>Total general</b>	<b>318836</b>	<b>738</b>	<b>0,23%</b>	<b>1326</b>	<b>0,42%</b>	<b>750</b>	<b>0,24%</b>

Total Metadiscourse Elements	%Total Metadiscourse Elements
10	0,22%
7	0,27%
3	0,12%
9	0,43%
47	0,83%
216	0,65%
106	1,88%
65	0,84%
45	0,75%
84	2,26%
<b>592</b>	<b>0,80%</b>
44	1,07%
96	1,35%
187	1,70%
36	0,52%
12	0,11%
24	0,29%
12	0,99%
24	0,59%
32	0,60%
79	1,06%
<b>546</b>	<b>0,82%</b>
27	0,69%
26	0,71%
106	1,63%
122	0,63%
68	2,01%
24	0,87%
34	0,67%
22	0,80%
31	0,80%
72	0,91%
<b>532</b>	<b>0,90%</b>
42	1,02%
62	3,79%
88	1,74%
72	1,18%
19	0,88%
84	1,48%
56	1,20%
89	1,29%
37	1,67%

53	2,53%
<b>602</b>	<b>1,48%</b>
80	0,66%
20	0,54%
48	0,86%
86	1,31%
27	0,37%
51	0,87%
68	0,79%
23	0,58%
108	0,98%
31	0,22%
<b>542</b>	<b>0,69%</b>
<b>2814</b>	<b>0,88%</b>

Boosters NNSE Manual	Total words in handbook	Emphatics	%Emphatics	Amplifyng adverbs	%Amplifyng adverbs	Superlatives	%Superlatives
1	4462	8	0,18%	2	0,04%	6	0,13%
1	11647	69	0,59%	29	0,25%	22	0,19%
1	9532	8	0,08%	4	0,04%	3	0,03%
1	3120	8	0,26%	0	0,00%	0	0,00%
1	6171	14	0,23%	9	0,15%	5	0,08%
1	5531	25	0,45%	21	0,38%	3	0,05%
1	10928	24	0,22%	11	0,10%	5	0,05%
1	5513	43	0,78%	3	0,05%	7	0,13%
1	1715	7	0,41%	15	0,87%	17	0,99%
1	815	1	0,12%	1	0,12%	1	0,12%
<b>Total 1</b>	<b>59434</b>	<b>207</b>	<b>0,35%</b>	<b>95</b>	<b>0,16%</b>	<b>69</b>	<b>0,12%</b>
2	3747	8	0,21%	11	0,29%	4	0,11%
2	4988	30	0,60%	14	0,28%	12	0,24%
2	366	10	2,73%	4	1,09%	3	0,82%
2	7018	56	0,80%	12	0,17%	20	0,28%
2	3810	12	0,31%	2	0,05%	6	0,16%
2	1709	5	0,29%	1	0,06%	9	0,53%
2	2468	22	0,89%	6	0,24%	17	0,69%
2	3600	18	0,50%	8	0,22%	13	0,36%
2	6162	28	0,45%	11	0,18%	19	0,31%
2	3753	13	0,35%	3	0,08%	1	0,03%
<b>Total 2</b>	<b>37621</b>	<b>202</b>	<b>0,54%</b>	<b>72</b>	<b>0,19%</b>	<b>104</b>	<b>0,28%</b>
3	834	4	0,48%	6	0,72%	8	0,96%
3	5029	11	0,22%	3	0,06%	11	0,22%
3	6080	21	0,35%	3	0,05%	5	0,08%
3	1664	17	1,02%	4	0,24%	6	0,36%
3	4159	22	0,53%	7	0,17%	4	0,10%
3	5152	17	0,33%	17	0,33%	5	0,10%
3	4736	17	0,36%	8	0,17%	3	0,06%
3	2918	7	0,24%	3	0,10%	3	0,10%
3	7282	25	0,34%	5	0,07%	3	0,04%
3	3370	18	0,53%	11	0,33%	9	0,27%
<b>Total 3</b>	<b>41224</b>	<b>159</b>	<b>0,39%</b>	<b>67</b>	<b>0,16%</b>	<b>57</b>	<b>0,14%</b>
4	1732	8	0,46%	10	0,58%	9	0,52%
4	8651	13	0,15%	18	0,21%	36	0,42%
4	7920	23	0,29%	3	0,04%	10	0,13%
4	5051	18	0,36%	1	0,02%	1	0,02%
4	2719	4	0,15%	1	0,04%	9	0,33%
4	863	4	0,46%	5	0,58%	5	0,58%
4	8050	26	0,32%	5	0,06%	4	0,05%
4	3487	15	0,43%	8	0,23%	18	0,52%
4	5680	16	0,28%	5	0,09%	4	0,07%

	4	11728	15	0,13%	9	0,08%	15	0,13%
<b>Total 4</b>		<b>55881</b>	<b>142</b>	<b>0,25%</b>	<b>65</b>	<b>0,12%</b>	<b>111</b>	<b>0,20%</b>
	5	2226	0	0,00%	32	1,44%	22	0,99%
	5	3234	13	0,40%	2	0,06%	1	0,03%
	5	5200	10	0,19%	2	0,04%	0	0,00%
	5	2430	12	0,49%	1	0,04%	9	0,37%
	5	5256	5	0,10%	1	0,02%	3	0,06%
	5	3367	12	0,36%	6	0,18%	19	0,56%
	5	1725	9	0,52%	0	0,00%	0	0,00%
	5	3828	15	0,39%	2	0,05%	1	0,03%
	5	1570	13	0,83%	0	0,00%	0	0,00%
	5	4587	18	0,39%	1	0,02%	5	0,11%
<b>Total 5</b>		<b>33423</b>	<b>107</b>	<b>0,32%</b>	<b>47</b>	<b>0,14%</b>	<b>60</b>	<b>0,18%</b>
<b>Total general</b>		<b>227583</b>	<b>817</b>	<b>0,36%</b>	<b>346</b>	<b>0,15%</b>	<b>401</b>	<b>0,18%</b>

Total Metadiscourse Elements	%Total Metadiscourse Elements
16	0,36%
120	1,03%
15	0,16%
8	0,26%
28	0,45%
49	0,89%
40	0,37%
53	0,96%
39	2,27%
3	0,37%
<b>371</b>	<b>0,62%</b>
23	0,61%
56	1,12%
17	4,64%
88	1,25%
20	0,52%
15	0,88%
45	1,82%
39	1,08%
58	0,94%
17	0,45%
<b>378</b>	<b>1,00%</b>
18	2,16%
25	0,50%
29	0,48%
27	1,62%
33	0,79%
39	0,76%
28	0,59%
13	0,45%
33	0,45%
38	1,13%
<b>283</b>	<b>0,69%</b>
27	1,56%
67	0,77%
36	0,45%
20	0,40%
14	0,51%
14	1,62%
35	0,43%
41	1,18%
25	0,44%

39	0,33%
<b>318</b>	<b>0,57%</b>
54	2,43%
16	0,49%
12	0,23%
22	0,91%
9	0,17%
37	1,10%
9	0,52%
18	0,47%
13	0,83%
24	0,52%
<b>214</b>	<b>0,64%</b>
<b>1564</b>	<b>0,69%</b>

Engagement Markers NSE+NNSE Manual	Total words in handbook	Second person pronouns	%Second person pronouns	Rhetorical questions	%Rhetorical questions	Necessity modals	%Necessity modals
1	4574	171	3,74%	4	0,09%	21	0,46%
1	2609	144	5,52%	12	0,46%	30	1,15%
1	2407	46	1,91%	0	0,00%	81	3,37%
1	2095	130	6,21%	2	0,10%	39	1,86%
1	5647	253	4,48%	26	0,46%	64	1,13%
1	33181	892	2,69%	33	0,10%	314	0,95%
1	5653	322	5,70%	1	0,02%	27	0,48%
1	7702	464	6,02%	39	0,51%	54	0,70%
1	6019	170	2,82%	0	0,00%	22	0,37%
1	3716	380	10,23%	91	2,45%	86	2,31%
1	4120	280	6,80%	0	0,00%	56	1,36%
1	7126	380	5,33%	5	0,07%	36	0,51%
1	11008	1233	11,20%	88	0,80%	121	1,10%
1	6911	394	5,70%	0	0,00%	26	0,38%
1	11200	180	1,61%	2	0,02%	25	0,22%
1	8344	401	4,81%	9	0,11%	48	0,58%
1	1218	53	4,35%	2	0,16%	6	0,49%
1	4101	304	7,41%	3	0,07%	13	0,32%
1	5371	153	2,85%	20	0,37%	15	0,28%
1	7464	183	2,45%	4	0,05%	14	0,19%
1	3928	170	4,33%	7	0,18%	33	0,84%
1	3644	186	5,10%	13	0,36%	19	0,52%
1	6496	617	9,50%	48	0,74%	122	1,88%
1	19259	884	4,59%	36	0,19%	134	0,70%
1	3381	386	11,42%	0	0,00%	60	1,77%
1	2750	119	4,33%	0	0,00%	23	0,84%
1	5107	386	7,56%	0	0,00%	50	0,98%
1	2742	280	10,21%	4	0,15%	39	1,42%
1	3880	468	12,06%	7	0,18%	68	1,75%



1	7941	257	3,24%	1	0,01%	52	0,65%
1	4099	176	4,29%	32	0,78%	54	1,32%
1	1638	23	1,40%	0	0,00%	9	0,55%
1	5047	72	1,43%	14	0,28%	9	0,18%
1	6113	34	0,56%	0	0,00%	41	0,67%
1	2170	41	1,89%	0	0,00%	3	0,14%
1	5681	174	3,06%	13	0,23%	29	0,51%
1	4679	162	3,46%	0	0,00%	32	0,68%
1	6897	115	1,67%	4	0,06%	30	0,43%
1	2211	84	3,80%	5	0,23%	8	0,36%
1	2097	9	0,43%	0	0,00%	1	0,05%
1	12131	721	5,94%	1	0,01%	107	0,88%
1	3708	170	4,58%	0	0,00%	22	0,59%
1	5565	285	5,12%	3	0,05%	25	0,45%
1	6588	125	1,90%	0	0,00%	2	0,03%
1	7272	298	4,10%	1	0,01%	47	0,65%
1	5839	22	0,38%	0	0,00%	25	0,43%
1	8565	376	4,39%	42	0,49%	59	0,69%
1	4000	41	1,03%	0	0,00%	6	0,15%
1	11000	628	5,71%	5	0,05%	62	0,56%
1	13942	220	1,58%	0	0,00%	24	0,17%
<b>Total 1</b>	<b>318836</b>	<b>14062</b>	<b>4,41%</b>	<b>577</b>	<b>0,18%</b>	<b>2293</b>	<b>0,72%</b>
2	4462	138	3,09%	2	0,04%	25	0,56%
2	11647	310	2,66%	10	0,09%	51	0,44%
2	9532	59	0,62%	3	0,03%	19	0,20%
2	3120	94	3,01%	1	0,03%	23	0,74%
2	6171	211	3,42%	4	0,06%	37	0,60%
2	5531	159	2,87%	0	0,00%	18	0,33%
2	10928	311	2,85%	1	0,01%	62	0,57%
2	5513	140	2,54%	0	0,00%	19	0,34%
2	1715	89	5,19%	0	0,00%	24	1,40%
2	815	48	5,89%	0	0,00%	11	1,35%
2	3747	173	4,62%	1	0,03%	6	0,16%

2	4988	99	1,98%	4	0,08%	34	0,68%
2	366	114	31,15%	0	0,00%	9	2,46%
2	7018	313	4,46%	2	0,03%	54	0,77%
2	3810	60	1,57%	0	0,00%	24	0,63%
2	1709	22	1,29%	0	0,00%	3	0,18%
2	2468	78	3,16%	5	0,20%	11	0,45%
2	3600	63	1,75%	0	0,00%	10	0,28%
2	6162	264	4,28%	0	0,00%	33	0,54%
2	3753	109	2,90%	55	1,47%	35	0,93%
2	834	20	2,40%	4	0,48%	20	2,40%
2	5029	170	3,38%	0	0,00%	35	0,70%
2	6080	124	2,04%	0	0,00%	25	0,41%
2	1664	0	0,00%	0	0,00%	1	0,06%
2	4159	50	1,20%	0	0,00%	23	0,55%
2	5152	210	4,08%	1	0,02%	38	0,74%
2	4736	42	0,89%	1	0,02%	4	0,08%
2	2918	102	3,50%	0	0,00%	24	0,82%
2	7282	44	0,60%	0	0,00%	45	0,62%
2	3370	79	2,34%	4	0,12%	32	0,95%
2	1732	29	1,67%	0	0,00%	33	1,91%
2	8651	34	0,39%	0	0,00%	21	0,24%
2	7920	173	2,18%	0	0,00%	38	0,48%
2	5051	6	0,12%	1	0,02%	32	0,63%
2	2719	0	0,00%	0	0,00%	0	0,00%
2	863	10	1,16%	0	0,00%	1	0,12%
2	8050	134	1,66%	3	0,04%	61	0,76%
2	3487	57	1,63%	0	0,00%	9	0,26%
2	5680	251	4,42%	0	0,00%	16	0,28%
2	11728	86	0,73%	1	0,01%	12	0,10%
2	2226	163	7,32%	0	0,00%	41	1,84%
2	3234	11	0,34%	0	0,00%	14	0,43%
2	5200	98	1,88%	1	0,02%	23	0,44%
2	2430	76	3,13%	15	0,62%	21	0,86%

2	5256	22	0,42%	0	0,00%	25	0,48%
2	3367	57	1,69%	12	0,36%	4	0,12%
2	1725	6	0,35%	0	0,00%	15	0,87%
2	3828	138	3,61%	0	0,00%	35	0,91%
2	1570	8	0,51%	1	0,06%	9	0,57%
2	4587	205	4,47%	0	0,00%	31	0,68%
<b>Total 2</b>	<b>227583</b>	<b>5259</b>	<b>2,31%</b>	<b>132</b>	<b>0,06%</b>	<b>1196</b>	<b>0,53%</b>
<b>Total general</b>	<b>546419</b>	<b>19321</b>	<b>3,54%</b>	<b>709</b>	<b>0,13%</b>	<b>3489</b>	<b>0,64%</b>

Presupposition markers	%Presupposition markers	Imperatives	%Imperatives	Interjections	%Interjections	Total Metadiscourse Elements	%Total Metadiscourse Elements
7	0,15%	31	0,68%	0	0,00%	234	5,12%
0	0,00%	31	1,19%	1	0,04%	218	8,36%
0	0,00%	37	1,54%	0	0,00%	164	6,81%
0	0,00%	41	1,96%	0	0,00%	212	10,12%
2	0,04%	77	1,36%	0	0,00%	422	7,47%
1	0,00%	278	0,84%	2	0,01%	1520	4,58%
0	0,00%	110	1,95%	1	0,02%	461	8,15%
0	0,00%	82	1,06%	0	0,00%	639	8,30%
0	0,00%	57	0,95%	0	0,00%	249	4,14%
3	0,08%	135	3,63%	3	0,08%	698	18,78%
0	0,00%	85	2,06%	0	0,00%	421	10,22%
0	0,00%	134	1,88%	0	0,00%	555	7,79%
1	0,01%	500	4,54%	0	0,00%	1943	17,65%
0	0,00%	124	1,79%	42	0,61%	586	8,48%
0	0,00%	97	0,87%	3	0,03%	307	2,74%
1	0,01%	76	0,91%	0	0,00%	535	6,41%
0	0,00%	16	1,31%	0	0,00%	77	6,32%
1	0,02%	59	1,44%	18	0,44%	398	9,70%
0	0,00%	27	0,50%	0	0,00%	215	4,00%
2	0,03%	66	0,88%	0	0,00%	269	3,60%
0	0,00%	26	0,66%	0	0,00%	236	6,01%
0	0,00%	50	1,37%	0	0,00%	268	7,35%
0	0,00%	124	1,91%	0	0,00%	911	14,02%
0	0,00%	296	1,54%	2	0,01%	1352	7,02%
1	0,03%	39	1,15%	0	0,00%	486	14,37%
0	0,00%	7	0,25%	0	0,00%	149	5,42%
3	0,06%	59	1,16%	0	0,00%	498	9,75%
1	0,04%	25	0,91%	0	0,00%	349	12,73%
2	0,05%	90	2,32%	0	0,00%	635	16,37%

5	0,06%	46	0,58%	0	0,00%	361	4,55%
0	0,00%	39	0,95%	0	0,00%	301	7,34%
0	0,00%	2	0,12%	0	0,00%	34	2,08%
2	0,04%	14	0,28%	0	0,00%	111	2,20%
5	0,08%	16	0,26%	0	0,00%	96	1,57%
1	0,05%	9	0,41%	0	0,00%	54	2,49%
0	0,00%	23	0,40%	0	0,00%	239	4,21%
0	0,00%	23	0,49%	1	0,02%	218	4,66%
1	0,01%	24	0,35%	2	0,03%	176	2,55%
0	0,00%	14	0,63%	2	0,09%	113	5,11%
0	0,00%	0	0,00%	0	0,00%	10	0,48%
0	0,00%	117	0,96%	0	0,00%	946	7,80%
0	0,00%	30	0,81%	0	0,00%	222	5,99%
0	0,00%	48	0,86%	0	0,00%	361	6,49%
0	0,00%	19	0,29%	1	0,02%	147	2,23%
0	0,00%	34	0,47%	0	0,00%	380	5,23%
0	0,00%	21	0,36%	0	0,00%	68	1,16%
1	0,01%	74	0,86%	5	0,06%	557	6,50%
0	0,00%	5	0,13%	0	0,00%	52	1,30%
4	0,04%	87	0,79%	0	0,00%	786	7,15%
0	0,00%	18	0,13%	1	0,01%	263	1,89%
<b>44</b>	<b>0,01%</b>	<b>3442</b>	<b>1,08%</b>	<b>84</b>	<b>0,03%</b>	<b>20502</b>	<b>6,43%</b>
1	0,02%	9	0,20%	0	0,00%	175	3,92%
4	0,03%	30	0,26%	0	0,00%	405	3,48%
0	0,00%	3	0,03%	0	0,00%	84	0,88%
0	0,00%	8	0,26%	0	0,00%	126	4,04%
0	0,00%	70	1,13%	0	0,00%	322	5,22%
0	0,00%	43	0,78%	0	0,00%	220	3,98%
0	0,00%	27	0,25%	0	0,00%	401	3,67%
0	0,00%	46	0,83%	0	0,00%	205	3,72%
0	0,00%	12	0,70%	0	0,00%	125	7,29%
0	0,00%	17	2,09%	0	0,00%	76	9,33%
2	0,05%	32	0,85%	0	0,00%	214	5,71%

1	0,02%	27	0,54%	0	0,00%	165	3,31%
0	0,00%	14	3,83%	0	0,00%	137	37,43%
1	0,01%	24	0,34%	0	0,00%	394	5,61%
0	0,00%	11	0,29%	0	0,00%	95	2,49%
0	0,00%	9	0,53%	0	0,00%	34	1,99%
0	0,00%	16	0,65%	0	0,00%	110	4,46%
1	0,03%	10	0,28%	0	0,00%	84	2,33%
0	0,00%	35	0,57%	0	0,00%	332	5,39%
1	0,03%	15	0,40%	0	0,00%	215	5,73%
4	0,48%	4	0,48%	0	0,00%	52	6,24%
0	0,00%	39	0,78%	0	0,00%	244	4,85%
0	0,00%	36	0,59%	0	0,00%	185	3,04%
0	0,00%	1	0,06%	0	0,00%	2	0,12%
0	0,00%	2	0,05%	0	0,00%	75	1,80%
1	0,02%	29	0,56%	0	0,00%	279	5,42%
0	0,00%	10	0,21%	0	0,00%	57	1,20%
1	0,03%	2	0,07%	0	0,00%	129	4,42%
1	0,01%	38	0,52%	0	0,00%	128	1,76%
2	0,06%	17	0,50%	0	0,00%	134	3,98%
0	0,00%	26	1,50%	0	0,00%	88	5,08%
0	0,00%	16	0,18%	0	0,00%	71	0,82%
2	0,03%	36	0,45%	0	0,00%	249	3,14%
0	0,00%	0	0,00%	0	0,00%	39	0,77%
0	0,00%	1	0,04%	0	0,00%	1	0,04%
0	0,00%	0	0,00%	0	0,00%	11	1,27%
0	0,00%	13	0,16%	0	0,00%	211	2,62%
1	0,03%	10	0,29%	0	0,00%	77	2,21%
0	0,00%	33	0,58%	0	0,00%	300	5,28%
2	0,02%	15	0,13%	0	0,00%	116	0,99%
0	0,00%	33	1,48%	0	0,00%	237	10,65%
0	0,00%	4	0,12%	0	0,00%	29	0,90%
1	0,02%	28	0,54%	0	0,00%	151	2,90%
0	0,00%	24	0,99%	0	0,00%	136	5,60%

0	0,00%	10	0,19%	0	0,00%	57	1,08%
0	0,00%	6	0,18%	0	0,00%	79	2,35%
0	0,00%	6	0,35%	0	0,00%	27	1,57%
0	0,00%	37	0,97%	0	0,00%	210	5,49%
0	0,00%	8	0,51%	0	0,00%	26	1,66%
0	0,00%	39	0,85%	0	0,00%	275	6,00%
<b>26</b>	<b>0,01%</b>	<b>981</b>	<b>0,43%</b>	<b>0</b>	<b>0,00%</b>	<b>7594</b>	<b>3,34%</b>
<b>70</b>	<b>0,01%</b>	<b>4423</b>	<b>0,81%</b>	<b>84</b>	<b>0,00%</b>	<b>28096</b>	<b>5,14%</b>

Engagement Markers	NSE Manual	Total words in handbook	Second person pronouns	%Second person pronouns	Rhetorical questions	%Rhetorical questions	Necessity modals	%Necessity modals	Presupposition markers	%Presupposition markers	Imperatives	%Imperatives	Interjections	%Interjections	Total Metadiscourse Elements	%Total Metadiscourse Elements
	1	4574	171	3,74%	4	0,09%	21	0,46%	7	0,15%	31	0,68%	0	0,00%	234	5,12%
	1	2609	144	5,52%	12	0,46%	30	1,15%	0	0,00%	31	1,19%	1	0,04%	218	8,36%
	1	2407	46	1,91%	0	0,00%	81	3,37%	0	0,00%	37	1,54%	0	0,00%	164	6,81%
	1	2095	130	6,21%	2	0,10%	39	1,86%	0	0,00%	41	1,96%	0	0,00%	212	10,12%
	1	5647	253	4,48%	26	0,46%	64	1,13%	2	0,04%	77	1,36%	0	0,00%	422	7,47%
	1	33181	892	2,69%	33	0,10%	314	0,95%	1	0,00%	278	0,84%	2	0,01%	1520	4,58%
	1	5653	322	5,70%	1	0,02%	27	0,48%	0	0,00%	110	1,95%	1	0,02%	461	8,15%
	1	7702	464	6,02%	39	0,51%	54	0,70%	0	0,00%	82	1,06%	0	0,00%	639	8,30%
	1	6019	170	2,82%	0	0,00%	22	0,37%	0	0,00%	57	0,95%	0	0,00%	249	4,14%
	1	3716	380	10,23%	91	2,45%	86	2,31%	3	0,08%	135	3,63%	3	0,08%	698	18,78%
<b>Total 1</b>		<b>73603</b>	<b>2972</b>	<b>4,04%</b>	<b>13</b>	<b>0,28%</b>	<b>738</b>	<b>1,00%</b>	<b>13</b>	<b>0,02%</b>	<b>879</b>	<b>1,19%</b>	<b>7</b>	<b>0,01%</b>	<b>4817</b>	<b>6,54%</b>
	2	4120	280	6,80%	0	0,00%	56	1,36%	0	0,00%	85	2,06%	0	0,00%	421	10,22%
	2	7126	380	5,33%	5	0,07%	36	0,51%	0	0,00%	134	1,88%	0	0,00%	555	7,79%
	2	11008	1233	11,20%	88	0,80%	121	1,10%	1	0,01%	500	4,54%	0	0,00%	1943	17,65%
	2	6911	394	5,70%	0	0,00%	26	0,38%	0	0,00%	124	1,79%	42	0,61%	586	8,48%
	2	11200	180	1,61%	2	0,02%	25	0,22%	0	0,00%	97	0,87%	3	0,03%	307	2,74%
	2	8344	401	4,81%	9	0,11%	48	0,58%	1	0,01%	76	0,91%	0	0,00%	535	6,41%
	2	1218	53	4,35%	2	0,16%	6	0,49%	0	0,00%	16	1,31%	0	0,00%	77	6,32%
	2	4101	304	7,41%	3	0,07%	13	0,32%	1	0,02%	59	1,44%	18	0,44%	398	9,70%
	2	5371	153	2,85%	20	0,37%	15	0,28%	0	0,00%	27	0,50%	0	0,00%	215	4,00%
	2	7464	183	2,45%	4	0,05%	14	0,19%	2	0,03%	66	0,88%	0	0,00%	269	3,60%
<b>Total 2</b>		<b>66863</b>	<b>3561</b>	<b>5,33%</b>	<b>133</b>	<b>0,20%</b>	<b>360</b>	<b>0,54%</b>	<b>5</b>	<b>0,01%</b>	<b>1184</b>	<b>1,77%</b>	<b>63</b>	<b>0,09%</b>	<b>5306</b>	<b>7,94%</b>
	3	3928	170	4,33%	7	0,18%	33	0,84%	0	0,00%	26	0,66%	0	0,00%	236	6,01%
	3	3644	186	5,10%	13	0,36%	19	0,52%	0	0,00%	50	1,37%	0	0,00%	268	7,35%
	3	6496	617	9,50%	48	0,74%	122	1,88%	0	0,00%	124	1,91%	0	0,00%	911	14,02%
	3	19259	884	4,59%	36	0,19%	134	0,70%	0	0,00%	296	1,54%	2	0,01%	1352	7,02%
	3	3381	386	11,42%	0	0,00%	60	1,77%	1	0,03%	39	1,15%	0	0,00%	486	14,37%
	3	2750	119	4,33%	0	0,00%	23	0,84%	0	0,00%	7	0,25%	0	0,00%	149	5,42%
	3	5107	386	7,56%	0	0,00%	50	0,98%	3	0,06%	59	1,16%	0	0,00%	498	9,75%
	3	2742	280	10,21%	4	0,15%	39	1,42%	1	0,04%	25	0,91%	0	0,00%	349	12,73%
	3	3880	468	12,06%	7	0,18%	68	1,75%	2	0,05%	90	2,32%	0	0,00%	635	16,37%
	3	7941	257	3,24%	1	0,01%	52	0,65%	5	0,06%	46	0,58%	0	0,00%	361	4,55%
<b>Total 3</b>		<b>59128</b>	<b>3753</b>	<b>6,35%</b>	<b>116</b>	<b>0,20%</b>	<b>600</b>	<b>1,01%</b>	<b>12</b>	<b>0,02%</b>	<b>762</b>	<b>1,29%</b>	<b>2</b>	<b>0,00%</b>	<b>5245</b>	<b>8,87%</b>
	4	4099	176	4,29%	32	0,78%	54	1,32%	0	0,00%	39	0,95%	0	0,00%	301	7,34%
	4	1638	23	1,40%	0	0,00%	9	0,55%	0	0,00%	2	0,12%	0	0,00%	34	2,08%
	4	5047	72	1,43%	14	0,28%	9	0,18%	2	0,04%	14	0,28%	0	0,00%	111	2,20%
	4	6113	34	0,56%	0	0,00%	41	0,67%	5	0,08%	16	0,26%	0	0,00%	96	1,57%
	4	2170	41	1,89%	0	0,00%	3	0,14%	1	0,05%	9	0,41%	0	0,00%	54	2,49%
	4	5681	174	3,06%	13	0,23%	29	0,51%	0	0,00%	23	0,40%	0	0,00%	239	4,21%
	4	4679	162	3,46%	0	0,00%	32	0,68%	0	0,00%	23	0,49%	1	0,02%	218	4,66%
	4	6897	115	1,67%	4	0,06%	30	0,43%	1	0,01%	24	0,35%	2	0,03%	176	2,55%
	4	2211	84	3,80%	5	0,23%	8	0,36%	0	0,00%	14	0,63%	2	0,09%	113	5,11%
	4	2097	9	0,43%	0	0,00%	1	0,05%	0	0,00%	0	0,00%	0	0,00%	10	0,48%
<b>Total 4</b>		<b>40632</b>	<b>890</b>	<b>2,19%</b>	<b>68</b>	<b>0,17%</b>	<b>216</b>	<b>0,53%</b>	<b>9</b>	<b>0,02%</b>	<b>164</b>	<b>0,40%</b>	<b>5</b>	<b>0,01%</b>	<b>1352</b>	<b>3,33%</b>
	5	12131	721	5,94%	1	0,01%	107	0,88%	0	0,00%	117	0,96%	0	0,00%	946	7,80%
	5	3708	170	4,58%	0	0,00%	22	0,59%	0	0,00%	30	0,81%	0	0,00%	222	5,99%
	5	5565	285	5,12%	3	0,05%	25	0,45%	0	0,00%	48	0,86%	0	0,00%	361	6,49%
	5	6588	125	1,90%	0	0,00%	2	0,03%	0	0,00%	19	0,29%	1	0,02%	147	2,23%
	5	7272	298	4,10%	1	0,01%	47	0,65%	0	0,00%	34	0,47%	0	0,00%	380	5,23%
	5	5839	22	0,38%	0	0,00%	25	0,43%	0	0,00%	21	0,36%	0	0,00%	68	1,16%
	5	8565	376	4,39%	42	0,49%	59	0,69%	1	0,01%	74	0,86%	5	0,06%	557	6,50%
	5	4000	41	1,03%	0	0,00%	6	0,15%	0	0,00%	5	0,13%	0	0,00%	52	1,30%
	5	11000	628	5,71%	5	0,05%	62	0,56%	4	0,04%	87	0,79%	0	0,00%	786	7,15%
	5	13942	220	1,58%	0	0,00%	24	0,17%	0	0,00%	18	0,13%	1	0,01%	263	1,89%
<b>Total 5</b>		<b>78610</b>	<b>2886</b>	<b>3,67%</b>	<b>52</b>	<b>0,07%</b>	<b>379</b>	<b>0,48%</b>	<b>5</b>	<b>0,01%</b>	<b>453</b>	<b>0,58%</b>	<b>7</b>	<b>0,01%</b>	<b>3782</b>	<b>4,81%</b>
<b>Total general</b>		<b>318836</b>	<b>14062</b>	<b>4,41%</b>	<b>577</b>	<b>0,18%</b>	<b>2293</b>	<b>0,72%</b>	<b>44</b>	<b>0,01%</b>	<b>3442</b>	<b>1,08%</b>	<b>84</b>	<b>0,03%</b>	<b>20502</b>	<b>6,43%</b>



Engagement Markers NNSE Manual	Total words in handbook	Second person pronouns	%Second person pronouns	Rhetorical questions	%Rhetorical questions	Necessity modals	%Necessity modals	Presupposition markers
1	4462	138	3,09%	2	0,04%	25	0,56%	1
1	11647	310	2,66%	10	0,09%	51	0,44%	4
1	9532	59	0,62%	3	0,03%	19	0,20%	0
1	3120	94	3,01%	1	0,03%	23	0,74%	0
1	6171	211	3,42%	4	0,06%	37	0,60%	0
1	5531	159	2,87%	0	0,00%	18	0,33%	0
1	10928	311	2,85%	1	0,01%	62	0,57%	0
1	5513	140	2,54%	0	0,00%	19	0,34%	0
1	1715	89	5,19%	0	0,00%	24	1,40%	0
1	815	48	5,89%	0	0,00%	11	1,35%	0
<b>Total 1</b>	<b>59434</b>	<b>1559</b>	<b>2,62%</b>	<b>21</b>	<b>0,04%</b>	<b>289</b>	<b>0,49%</b>	<b>5</b>
2	3747	173	4,62%	1	0,03%	6	0,16%	2
2	4988	99	1,98%	4	0,08%	34	0,68%	1
2	366	114	31,15%	0	0,00%	9	2,46%	0
2	7018	313	4,46%	2	0,03%	54	0,77%	1
2	3810	60	1,57%	0	0,00%	24	0,63%	0
2	1709	22	1,29%	0	0,00%	3	0,18%	0
2	2468	78	3,16%	5	0,20%	11	0,45%	0
2	3600	63	1,75%	0	0,00%	10	0,28%	1
2	6162	264	4,28%	0	0,00%	33	0,54%	0
2	3753	109	2,90%	55	1,47%	35	0,93%	1
<b>Total 2</b>	<b>37621</b>	<b>1295</b>	<b>3,44%</b>	<b>67</b>	<b>0,18%</b>	<b>219</b>	<b>0,58%</b>	<b>6</b>
3	834	20	2,40%	4	0,48%	20	2,40%	4
3	5029	170	3,38%	0	0,00%	35	0,70%	0
3	6080	124	2,04%	0	0,00%	25	0,41%	0
3	1664	0	0,00%	0	0,00%	1	0,06%	0
3	4159	50	1,20%	0	0,00%	23	0,55%	0
3	5152	210	4,08%	1	0,02%	38	0,74%	1
3	4736	42	0,89%	1	0,02%	4	0,08%	0
3	2918	102	3,50%	0	0,00%	24	0,82%	1
3	7282	44	0,60%	0	0,00%	45	0,62%	1
3	3370	79	2,34%	4	0,12%	32	0,95%	2
<b>Total 3</b>	<b>41224</b>	<b>841</b>	<b>2,04%</b>	<b>10</b>	<b>0,02%</b>	<b>247</b>	<b>0,60%</b>	<b>9</b>
4	1732	29	1,67%	0	0,00%	33	1,91%	0
4	8651	34	0,39%	0	0,00%	21	0,24%	0
4	7920	173	2,18%	0	0,00%	38	0,48%	2
4	5051	6	0,12%	1	0,02%	32	0,63%	0
4	2719		0,00%	0	0,00%	0	0,00%	0
4	863	10	1,16%	0	0,00%	1	0,12%	0
4	8050	134	1,66%	3	0,04%	61	0,76%	0
4	3487	57	1,63%	0	0,00%	9	0,26%	1

4	5680	251	4,42%	0	0,00%	16	0,28%	0
4	11728	86	0,73%	1	0,01%	12	0,10%	2
<b>Total 4</b>	<b>55881</b>	<b>780</b>	<b>1,40%</b>	<b>5</b>	<b>0,01%</b>	<b>223</b>	<b>0,40%</b>	<b>5</b>
5	2226	163	7,32%	0	0,00%	41	1,84%	0
5	3234	11	0,34%	0	0,00%	14	0,43%	0
5	5200	98	1,88%	1	0,02%	23	0,44%	1
5	2430	76	3,13%	15	0,62%	21	0,86%	0
5	5256	22	0,42%	0	0,00%	25	0,48%	0
5	3367	57	1,69%	12	0,36%	4	0,12%	0
5	1725	6	0,35%	0	0,00%	15	0,87%	0
5	3828	138	3,61%	0	0,00%	35	0,91%	0
5	1570	8	0,51%	1	0,06%	9	0,57%	0
5	4587	205	4,47%	0	0,00%	31	0,68%	0
<b>Total 5</b>	<b>33423</b>	<b>784</b>	<b>2,35%</b>	<b>29</b>	<b>0,09%</b>	<b>218</b>	<b>0,65%</b>	<b>1</b>
<b>Total general</b>	<b>227583</b>	<b>5259</b>	<b>2,31%</b>	<b>132</b>	<b>0,06%</b>	<b>1196</b>	<b>0,53%</b>	<b>26</b>

%Presupposition markers	Imperatives	%Imperatives	Interjections	%Interjections	Total Metadiscourse Elements	%Total Metadiscourse Elements
0,02%	9	0,20%	0	0,00%	175	3,92%
0,03%	30	0,26%	0	0,00%	405	3,48%
0,00%	3	0,03%	0	0,00%	84	0,88%
0,00%	8	0,26%	0	0,00%	126	4,04%
0,00%	70	1,13%	0	0,00%	322	5,22%
0,00%	43	0,78%	0	0,00%	220	3,98%
0,00%	27	0,25%	0	0,00%	401	3,67%
0,00%	46	0,83%	0	0,00%	205	3,72%
0,00%	12	0,70%	0	0,00%	125	7,29%
0,00%	17	2,09%	0	0,00%	76	9,33%
0,01%	<b>265</b>	0,45%	<b>0</b>	0,00%	<b>2139</b>	3,60%
0,05%	32	0,85%	0	0,00%	214	5,71%
0,02%	27	0,54%	0	0,00%	165	3,31%
0,00%	14	3,83%	0	0,00%	137	37,43%
0,01%	24	0,34%	0	0,00%	394	5,61%
0,00%	11	0,29%	0	0,00%	95	2,49%
0,00%	9	0,53%	0	0,00%	34	1,99%
0,00%	16	0,65%	0	0,00%	110	4,46%
0,03%	10	0,28%	0	0,00%	84	2,33%
0,00%	35	0,57%	0	0,00%	332	5,39%
0,03%	15	0,40%	0	0,00%	215	5,73%
0,02%	<b>193</b>	0,51%	<b>0</b>	0,00%	<b>1780</b>	4,73%
0,48%	4	0,48%	0	0,00%	52	6,24%
0,00%	39	0,78%	0	0,00%	244	4,85%
0,00%	36	0,59%	0	0,00%	185	3,04%
0,00%	1	0,06%	0	0,00%	2	0,12%
0,00%	2	0,05%	0	0,00%	75	1,80%
0,02%	29	0,56%	0	0,00%	279	5,42%
0,00%	10	0,21%	0	0,00%	57	1,20%
0,03%	2	0,07%	0	0,00%	129	4,42%
0,01%	38	0,52%	0	0,00%	128	1,76%
0,06%	17	0,50%	0	0,00%	134	3,98%
0,02%	<b>178</b>	0,43%	<b>0</b>	0,00%	<b>1285</b>	3,12%
0,00%	26	1,50%	0	0,00%	88	5,08%
0,00%	16	0,18%	0	0,00%	71	0,82%
0,03%	36	0,45%	0	0,00%	249	3,14%
0,00%	0	0,00%	0	0,00%	39	0,77%
0,00%	1	0,04%	0	0,00%	1	0,04%
0,00%	0	0,00%	0	0,00%	11	1,27%
0,00%	13	0,16%	0	0,00%	211	2,62%
0,03%	10	0,29%	0	0,00%	77	2,21%

0,00%	33	0,58%	0	0,00%	300	5,28%
0,02%	15	0,13%	0	0,00%	116	0,99%
0,01%	<b>150</b>	0,27%	<b>0</b>	0,00%	<b>1163</b>	2,08%
0,00%	33	1,48%	0	0,00%	237	10,65%
0,00%	4	0,12%	0	0,00%	29	0,90%
0,02%	28	0,54%	0	0,00%	151	2,90%
0,00%	24	0,99%	0	0,00%	136	5,60%
0,00%	10	0,19%	0	0,00%	57	1,08%
0,00%	6	0,18%	0	0,00%	79	2,35%
0,00%	6	0,35%	0	0,00%	27	1,57%
0,00%	37	0,97%	0	0,00%	210	5,49%
0,00%	8	0,51%	0	0,00%	26	1,66%
0,00%	39	0,85%	0	0,00%	275	6,00%
<b>0,00%</b>	<b>195</b>	<b>0,58%</b>	<b>0</b>	<b>0,00%</b>	<b>1227</b>	<b>3,67%</b>
<b>0,01%</b>	<b>981</b>	<b>0,43%</b>	<b>0</b>	<b>0,00%</b>	<b>7594</b>	<b>3,34%</b>

Hedges NSE+NNSE Manual	Total words in handbook	Conditionals	%Conditionals	Epistemic verbs	%Epistemic verbs	Adverbs frequency	%Adverbs frequency	Downtoners	%Downtoners
1	4574	0	0,00%	5	0,11%	9	0,20%	4	0,09%
1	2609	0	0,00%	1	0,04%	1	0,04%	2	0,08%
1	2407	0	0,00%	0	0,00%	2	0,08%	3	0,12%
1	2095	0	0,00%	2	0,10%	2	0,10%	7	0,33%
1	5647	9	0,16%	15	0,27%	17	0,30%	42	0,74%
1	33181	16	0,05%	58	0,17%	149	0,45%	163	0,49%
1	5653	16	0,28%	24	0,42%	53	0,94%	71	1,26%
1	7702	20	0,26%	29	0,38%	26	0,34%	65	0,84%
1	6019	0	0,00%	13	0,22%	32	0,53%	30	0,50%
1	3716	12	0,32%	11	0,30%	48	1,29%	72	1,94%
1	4120	10	0,24%	8	0,19%	22	0,53%	18	0,44%
1	7126	1	0,01%	6	0,08%	36	0,51%	13	0,18%
1	11008	53	0,48%	55	0,50%	101	0,92%	171	1,55%
1	6911	1	0,01%	45	0,65%	7	0,10%	20	0,29%
1	11200	2	0,02%	11	0,10%	2	0,02%	12	0,11%
1	8344	5	0,06%	44	0,53%	5	0,06%	20	0,24%
1	1218	0	0,00%	6	0,49%	0	0,00%	7	0,57%
1	4101	3	0,07%	17	0,41%	4	0,10%	22	0,54%
1	5371	4	0,07%	13	0,24%	2	0,04%	22	0,41%
1	7464	2	0,03%	25	0,33%	11	0,15%	33	0,44%
1	3928	3	0,08%	4	0,10%	4	0,10%	12	0,31%
1	3644	0	0,00%	4	0,11%	8	0,22%	16	0,44%
1	6496	28	0,43%	43	0,66%	56	0,86%	105	1,62%
1	19259	5	0,03%	16	0,08%	31	0,16%	146	0,76%
1	3381	8	0,24%	17	0,50%	15	0,44%	67	1,98%
1	2750	3	0,11%	0	0,00%	6	0,22%	2	0,07%
1	5107	2	0,04%	61	1,19%	11	0,22%	14	0,27%
1	2742	1	0,04%	29	1,06%	2	0,07%	18	0,66%
1	3880	1	0,03%	51	1,31%	6	0,15%	23	0,59%
1	7941	2	0,03%	53	0,67%	32	0,40%	53	0,67%
1	4099	2	0,05%	3	0,07%	3	0,07%	8	0,20%
1	1638	2	0,12%	4	0,24%	1	0,06%	11	0,67%
1	5047	4	0,08%	6	0,12%	0	0,00%	18	0,36%
1	6113	1	0,02%	16	0,26%	9	0,15%	28	0,46%
1	2170	1	0,05%	6	0,28%	2	0,09%	4	0,18%
1	5681	1	0,02%	18	0,32%	21	0,37%	36	0,63%
1	4679	4	0,09%	26	0,56%	5	0,11%	28	0,60%
1	6897	3	0,04%	13	0,19%	10	0,14%	21	0,30%
1	2211	1	0,05%	9	0,41%	4	0,18%	13	0,59%
1	2097	1	0,05%	1	0,05%	1	0,05%	10	0,48%
1	12131	4	0,03%	4	0,03%	18	0,15%	8	0,07%
1	3708	1	0,03%	12	0,32%	1	0,03%	12	0,32%

1	5565	1	0,02%	15	0,27%	4	0,07%	17	0,31%
1	6588	3	0,05%	3	0,05%	4	0,06%	21	0,32%
1	7272	6	0,08%	16	0,22%	1	0,01%	12	0,17%
1	5839	1	0,02%	12	0,21%	5	0,09%	36	0,62%
1	8565	0	0,00%	41	0,48%	21	0,25%	48	0,56%
1	4000	0	0,00%	0	0,00%	0	0,00%	4	0,10%
1	11000	0	0,00%	55	0,50%	29	0,26%	61	0,55%
1	13942	0	0,00%	5	0,04%	4	0,03%	16	0,11%
<b>Total 1</b>	<b>318836</b>	<b>243</b>	<b>0,08%</b>	<b>931</b>	<b>0,29%</b>	<b>843</b>	<b>0,26%</b>	<b>1665</b>	<b>0,52%</b>
2	4462	1	0,02%	6	0,13%	4	0,09%	16	0,36%
2	11647	1	0,01%	8	0,07%	21	0,18%	41	0,35%
2	9532	0	0,00%	3	0,03%	1	0,01%	5	0,05%
2	3120	0	0,00%	3	0,10%	0	0,00%	5	0,16%
2	6171	1	0,02%	8	0,13%	1	0,02%	26	0,42%
2	5531	4	0,07%	8	0,14%	6	0,11%	29	0,52%
2	10928	2	0,02%	8	0,07%	8	0,07%	32	0,29%
2	5513	3	0,05%	7	0,13%	4	0,07%	12	0,22%
2	1715	0	0,00%	0	0,00%	22	1,28%	29	1,69%
2	815	0	0,00%	1	0,12%	0	0,00%	7	0,86%
2	3747	12	0,32%	9	0,24%	12	0,32%	32	0,85%
2	4988	0	0,00%	7	0,14%	4	0,08%	19	0,38%
2	366	0	0,00%	8	2,19%	5	1,37%	15	4,10%
2	7018	0	0,00%	20	0,28%	13	0,19%	42	0,60%
2	3810	0	0,00%	4	0,10%	3	0,08%	20	0,52%
2	1709	0	0,00%	2	0,12%	3	0,18%	7	0,41%
2	2468	0	0,00%	4	0,16%	4	0,16%	15	0,61%
2	3600	1	0,03%	7	0,19%	5	0,14%	14	0,39%
2	6162	4	0,06%	8	0,13%	14	0,23%	31	0,50%
2	3753	4	0,11%	3	0,08%	4	0,11%	10	0,27%
2	834	0	0,00%	3	0,36%	3	0,36%	7	0,84%
2	5029	0	0,00%	5	0,10%	0	0,00%	18	0,36%
2	6080	4	0,07%	7	0,12%	5	0,08%	24	0,39%
2	1664	0	0,00%	4	0,24%	1	0,06%	6	0,36%
2	4159	0	0,00%	5	0,12%	1	0,02%	21	0,50%
2	5152	2	0,04%	7	0,14%	14	0,27%	21	0,41%
2	4736	0	0,00%	2	0,04%	3	0,06%	11	0,23%
2	2918	0	0,00%	0	0,00%	2	0,07%	8	0,27%
2	7282	0	0,00%	9	0,12%	5	0,07%	37	0,51%
2	3370	0	0,00%	1	0,03%	4	0,12%	30	0,89%
2	1732	0	0,00%	7	0,40%	5	0,29%	13	0,75%
2	8651	6	0,07%	0	0,00%	12	0,14%	35	0,40%
2	7920	1	0,01%	17	0,21%	0	0,00%	30	0,38%
2	5051	1	0,02%	2	0,04%	0	0,00%	37	0,73%
2	2719	0	0,00%	1	0,04%	0	0,00%	4	0,15%
2	863	0	0,00%	0	0,00%	1	0,12%	6	0,70%

2	8050	0	0,00%	10	0,12%	1	0,01%	18	0,22%
2	3487	0	0,00%	2	0,06%	1	0,03%	25	0,72%
2	5680	0	0,00%	7	0,12%	8	0,14%	24	0,42%
2	11728	1	0,01%	3	0,03%	7	0,06%	22	0,19%
2	2226	0	0,00%	6	0,27%	21	0,94%	40	1,80%
2	3234	0	0,00%	3	0,09%	3	0,09%	9	0,28%
2	5200	0	0,00%	8	0,15%	1	0,02%	13	0,25%
2	2430	0	0,00%	5	0,21%	2	0,08%	10	0,41%
2	5256	0	0,00%	5	0,10%	5	0,10%	18	0,34%
2	3367	0	0,00%	6	0,18%	2	0,06%	13	0,39%
2	1725	0	0,00%	4	0,23%	0	0,00%	7	0,41%
2	3828	0	0,00%	14	0,37%	6	0,16%	20	0,52%
2	1570	0	0,00%	1	0,06%	0	0,00%	10	0,64%
2	4587	0	0,00%	9	0,20%	2	0,04%	21	0,46%
<b>Total 2</b>	<b>227583</b>	<b>48</b>	<b>0,02%</b>	<b>277</b>	<b>0,12%</b>	<b>249</b>	<b>0,11%</b>	<b>965</b>	<b>0,42%</b>
<b>Total general</b>	<b>546419</b>	<b>291</b>	<b>0,05%</b>	<b>1208</b>	<b>0,22%</b>	<b>1092</b>	<b>0,20%</b>	<b>2630</b>	<b>0,48%</b>

Hedges	%Hedges	Total Metadiscourse Elements	% Total Metadiscourse Elements
36	0,79%	54	1,18%
6	0,23%	10	0,38%
16	0,66%	21	0,87%
14	0,67%	25	1,19%
56	0,99%	139	2,46%
389	1,17%	775	2,34%
50	0,88%	214	3,79%
102	1,32%	242	3,14%
28	0,47%	103	1,71%
103	2,77%	246	6,62%
48	1,17%	106	2,57%
69	0,97%	125	1,75%
229	2,08%	609	5,53%
1	0,01%	74	1,07%
0	0,00%	27	0,24%
0	0,00%	74	0,89%
1	0,08%	14	1,15%
1	0,02%	47	1,15%
0	0,00%	41	0,76%
0	0,00%	71	0,95%
24	0,61%	47	1,20%
57	1,56%	85	2,33%
151	2,32%	383	5,90%
141	0,73%	339	1,76%
57	1,69%	164	4,85%
14	0,51%	25	0,91%
11	0,22%	99	1,94%
2	0,07%	52	1,90%
3	0,08%	84	2,16%
4	0,05%	144	1,81%
23	0,56%	39	0,95%
0	0,00%	18	1,10%
1	0,02%	29	0,57%
0	0,00%	54	0,88%
0	0,00%	13	0,60%
0	0,00%	76	1,34%
0	0,00%	63	1,35%
4	0,06%	51	0,74%
4	0,18%	31	1,40%
0	0,00%	13	0,62%
258	2,13%	292	2,41%
0	0,00%	26	0,70%



3	0,05%	40	0,72%
0	0,00%	31	0,47%
1	0,01%	36	0,50%
0	0,00%	54	0,92%
1	0,01%	111	1,30%
0	0,00%	4	0,10%
3	0,03%	148	1,35%
6	0,04%	31	0,22%
<b>1917</b>	<b>0,60%</b>	<b>5599</b>	<b>1,76%</b>
2	0,04%	29	0,65%
6	0,05%	77	0,66%
1	0,01%	10	0,10%
0	0,00%	8	0,26%
3	0,05%	39	0,63%
0	0,00%	47	0,85%
0	0,00%	50	0,46%
3	0,05%	29	0,53%
16	0,93%	67	3,91%
10	1,23%	18	2,21%
23	0,61%	88	2,35%
0	0,00%	30	0,60%
1	0,27%	29	7,92%
8	0,11%	83	1,18%
0	0,00%	27	0,71%
1	0,06%	13	0,76%
1	0,04%	24	0,97%
0	0,00%	27	0,75%
5	0,08%	62	1,01%
1	0,03%	22	0,59%
3	0,36%	16	1,92%
1	0,02%	24	0,48%
5	0,08%	45	0,74%
0	0,00%	11	0,66%
1	0,02%	28	0,67%
1	0,02%	45	0,87%
1	0,02%	17	0,36%
1	0,03%	11	0,38%
0	0,00%	51	0,70%
0	0,00%	35	1,04%
14	0,81%	39	2,25%
30	0,35%	83	0,96%
1	0,01%	49	0,62%
0	0,00%	40	0,79%
1	0,04%	6	0,22%
0	0,00%	7	0,81%

1	0,01%	30	0,37%
1	0,03%	29	0,83%
0	0,00%	39	0,69%
2	0,02%	35	0,30%
37	1,66%	104	4,67%
0	0,00%	15	0,46%
1	0,02%	23	0,44%
1	0,04%	18	0,74%
1	0,02%	29	0,55%
0	0,00%	21	0,62%
0	0,00%	11	0,64%
3	0,08%	43	1,12%
0	0,00%	11	0,70%
2	0,04%	34	0,74%
<b>189</b>	<b>0,08%</b>	<b>1728</b>	<b>0,76%</b>
<b>2106</b>	<b>0,39%</b>	<b>7327</b>	<b>1,34%</b>

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Hedges NSE Manual	Total words in handbook	Conditionals	%Conditionals	Epistemic verbs	%Epistemic verbs	Adverbs frequency	%Adverbs frequency	Downtoners	%Downtoners	Hedges
1	4574	0	0,00%	5	0,11%	9	0,20%	4	0,09%	36
1	2609	0	0,00%	1	0,04%	1	0,04%	2	0,08%	6
1	2407	0	0,00%	0	0,00%	2	0,08%	3	0,12%	16
1	2095	0	0,00%	2	0,10%	2	0,10%	7	0,33%	14
1	5647	9	0,16%	15	0,27%	17	0,30%	42	0,74%	56
1	33181	16	0,05%	58	0,17%	149	0,45%	163	0,49%	389
1	5653	16	0,28%	24	0,42%	53	0,94%	71	1,26%	50
1	7702	20	0,26%	29	0,38%	26	0,34%	65	0,84%	102
1	6019	0	0,00%	13	0,22%	32	0,53%	30	0,50%	28
1	3716	12	0,32%	11	0,30%	48	1,29%	72	1,94%	103
<b>Total 1</b>	<b>73603</b>	<b>73</b>	<b>0,10%</b>	<b>158</b>	<b>0,21%</b>	<b>339</b>	<b>0,46%</b>	<b>459</b>	<b>0,62%</b>	<b>800</b>
2	4120	10	0,24%	8	0,19%	22	0,53%	18	0,44%	48
2	7126	1	0,01%	6	0,08%	36	0,51%	13	0,18%	69
2	11008	53	0,48%	55	0,50%	101	0,92%	171	1,55%	229
2	6911	1	0,01%	45	0,65%	7	0,10%	20	0,29%	1
2	11200	2	0,02%	11	0,10%	2	0,02%	12	0,11%	0
2	8344	5	0,06%	44	0,53%	5	0,06%	20	0,24%	0
2	1218	0	0,00%	6	0,49%	0	0,00%	7	0,57%	1
2	4101	3	0,07%	17	0,41%	4	0,10%	22	0,54%	1
2	5371	4	0,07%	13	0,24%	2	0,04%	22	0,41%	0
2	7464	2	0,03%	25	0,33%	11	0,15%	33	0,44%	0
<b>Total 2</b>	<b>66863</b>	<b>81</b>	<b>0,12%</b>	<b>230</b>	<b>0,34%</b>	<b>190</b>	<b>0,28%</b>	<b>338</b>	<b>0,51%</b>	<b>349</b>
3	3928	3	0,08%	4	0,10%	4	0,10%	12	0,31%	24
3	3644	0	0,00%	4	0,11%	8	0,22%	16	0,44%	57
3	6496	28	0,43%	43	0,66%	56	0,86%	105	1,62%	151
3	19259	5	0,03%	16	0,08%	31	0,16%	146	0,76%	141
3	3381	8	0,24%	17	0,50%	15	0,44%	67	1,98%	57
3	2750	3	0,11%	0	0,00%	6	0,22%	2	0,07%	14
3	5107	2	0,04%	61	1,19%	11	0,22%	14	0,27%	11
3	2742	1	0,04%	29	1,06%	2	0,07%	18	0,66%	2
3	3880	1	0,03%	51	1,31%	6	0,15%	23	0,59%	3
3	7941	2	0,03%	53	0,67%	32	0,40%	53	0,67%	4
<b>Total 3</b>	<b>59128</b>	<b>53</b>	<b>0,09%</b>	<b>278</b>	<b>0,47%</b>	<b>171</b>	<b>0,29%</b>	<b>456</b>	<b>0,77%</b>	<b>464</b>
4	4099	2	0,05%	3	0,07%	3	0,07%	8	0,20%	23
4	1638	2	0,12%	4	0,24%	1	0,06%	11	0,67%	0
4	5047	4	0,08%	6	0,12%	0	0,00%	18	0,36%	1
4	6113	1	0,02%	16	0,26%	9	0,15%	28	0,46%	0
4	2170	1	0,05%	6	0,28%	2	0,09%	4	0,18%	0
4	5681	1	0,02%	18	0,32%	21	0,37%	36	0,63%	0
4	4679	4	0,09%	26	0,56%	5	0,11%	28	0,60%	0
4	6897	3	0,04%	13	0,19%	10	0,14%	21	0,30%	4

4	2211	1	0,05%	9	0,41%	4	0,18%	13	0,59%	4
4	2097	1	0,05%	1	0,05%	1	0,05%	10	0,48%	0
<b>Total 4</b>	<b>40632</b>	<b>20</b>	<b>0,05%</b>	<b>102</b>	<b>0,25%</b>	<b>56</b>	<b>0,14%</b>	<b>177</b>	<b>0,44%</b>	<b>32</b>
5	12131	4	0,03%	4	0,03%	18	0,15%	8	0,07%	258
5	3708	1	0,03%	12	0,32%	1	0,03%	12	0,32%	0
5	5565	1	0,02%	15	0,27%	4	0,07%	17	0,31%	3
5	6588	3	0,05%	3	0,05%	4	0,06%	21	0,32%	0
5	7272	6	0,08%	16	0,22%	1	0,01%	12	0,17%	1
5	5839	1	0,02%	12	0,21%	5	0,09%	36	0,62%	0
5	8565	0	0,00%	41	0,48%	21	0,25%	48	0,56%	1
5	4000	0	0,00%	0	0,00%	0	0,00%	4	0,10%	0
5	11000	0	0,00%	55	0,50%	29	0,26%	61	0,55%	3
5	13942	0	0,00%	5	0,04%	4	0,03%	16	0,11%	6
<b>Total 5</b>	<b>78610</b>	<b>16</b>	<b>0,02%</b>	<b>163</b>	<b>0,21%</b>	<b>87</b>	<b>0,11%</b>	<b>235</b>	<b>0,30%</b>	<b>272</b>
<b>Total general</b>	<b>318836</b>	<b>243</b>	<b>0,08%</b>	<b>931</b>	<b>0,29%</b>	<b>843</b>	<b>0,26%</b>	<b>1665</b>	<b>0,52%</b>	<b>1917</b>

%Hedges	Total Metadiscourse Elements	%Total Metadiscourse Elements
0,79%	54	1,18%
0,23%	10	0,38%
0,66%	21	0,87%
0,67%	25	1,19%
0,99%	139	2,46%
1,17%	775	2,34%
0,88%	214	3,79%
1,32%	242	3,14%
0,47%	103	1,71%
2,77%	246	6,62%
<b>1,09%</b>	<b>1829</b>	<b>2,48%</b>
1,17%	106	2,57%
0,97%	125	1,75%
2,08%	609	5,53%
0,01%	74	1,07%
0,00%	27	0,24%
0,00%	74	0,89%
0,08%	14	1,15%
0,02%	47	1,15%
0,00%	41	0,76%
0,00%	71	0,95%
<b>0,52%</b>	<b>1188</b>	<b>1,78%</b>
0,61%	47	1,20%
1,56%	85	2,33%
2,32%	383	5,90%
0,73%	339	1,76%
1,69%	164	4,85%
0,51%	25	0,91%
0,22%	99	1,94%
0,07%	52	1,90%
0,08%	84	2,16%
0,05%	144	1,81%
<b>0,78%</b>	<b>1422</b>	<b>2,40%</b>
0,56%	39	0,95%
0,00%	18	1,10%
0,02%	29	0,57%
0,00%	54	0,88%
0,00%	13	0,60%
0,00%	76	1,34%
0,00%	63	1,35%
0,06%	51	0,74%

0,18%	31	1,40%
0,00%	13	0,62%
<b>0,08%</b>	<b>387</b>	<b>0,95%</b>
2,13%	292	2,41%
0,00%	26	0,70%
0,05%	40	0,72%
0,00%	31	0,47%
0,01%	36	0,50%
0,00%	54	0,92%
0,01%	111	1,30%
0,00%	4	0,10%
0,03%	148	1,35%
0,04%	31	0,22%
<b>0,35%</b>	<b>773</b>	<b>0,98%</b>
<b>0,60%</b>	<b>5599</b>	<b>1,76%</b>

Hedges NNSE Manual	Total words in handbook	Conditionals	%Conditionals	Epistemic verbs	%Epistemic verbs	Adverbs frequency	%Adverbs frequency
1	4462	1	0,02%	6	0,13%	4	0,09%
1	11647	1	0,01%	8	0,07%	21	0,18%
1	9532	0	0,00%	3	0,03%	1	0,01%
1	3120	0	0,00%	3	0,10%	0	0,00%
1	6171	1	0,02%	8	0,13%	1	0,02%
1	5531	4	0,07%	8	0,14%	6	0,11%
1	10928	2	0,02%	8	0,07%	8	0,07%
1	5513	3	0,05%	7	0,13%	4	0,07%
1	1715	0	0,00%	0	0,00%	22	1,28%
1	815	0	0,00%	1	0,12%	0	0,00%
<b>Total 1</b>	<b>59434</b>	<b>12</b>	<b>0,02%</b>	<b>52</b>	<b>0,09%</b>	<b>67</b>	<b>0,11%</b>
2	3747	12	0,32%	9	0,24%	12	0,32%
2	4988	0	0,00%	7	0,14%	4	0,08%
2	366	0	0,00%	8	2,19%	5	1,37%
2	7018	0	0,00%	20	0,28%	13	0,19%
2	3810	0	0,00%	4	0,10%	3	0,08%
2	1709	0	0,00%	2	0,12%	3	0,18%
2	2468	0	0,00%	4	0,16%	4	0,16%
2	3600	1	0,03%	7	0,19%	5	0,14%
2	6162	4	0,06%	8	0,13%	14	0,23%
2	3753	4	0,11%	3	0,08%	4	0,11%
<b>Total 2</b>	<b>37621</b>	<b>21</b>	<b>0,06%</b>	<b>72</b>	<b>0,19%</b>	<b>67</b>	<b>0,18%</b>
3	834	0	0,00%	3	0,36%	3	0,36%
3	5029	0	0,00%	5	0,10%	0	0,00%
3	6080	4	0,07%	7	0,12%	5	0,08%
3	1664	0	0,00%	4	0,24%	1	0,06%
3	4159	0	0,00%	5	0,12%	1	0,02%
3	5152	2	0,04%	7	0,14%	14	0,27%
3	4736	0	0,00%	2	0,04%	3	0,06%
3	2918	0	0,00%	0	0,00%	2	0,07%
3	7282	0	0,00%	9	0,12%	5	0,07%
3	3370	0	0,00%	1	0,03%	4	0,12%
<b>Total 3</b>	<b>41224</b>	<b>6</b>	<b>0,01%</b>	<b>43</b>	<b>0,10%</b>	<b>38</b>	<b>0,09%</b>
4	1732	0	0,00%	7	0,40%	5	0,29%
4	8651	6	0,07%	0	0,00%	12	0,14%
4	7920	1	0,01%	17	0,21%	0	0,00%
4	5051	1	0,02%	2	0,04%	0	0,00%
4	2719	0	0,00%	1	0,04%	0	0,00%
4	863	0	0,00%	0	0,00%	1	0,12%
4	8050	0	0,00%	10	0,12%	1	0,01%

4	3487	0	0,00%	2	0,06%	1	0,03%
4	5680	0	0,00%	7	0,12%	8	0,14%
4	11728	1	0,01%	3	0,03%	7	0,06%
<b>Total 4</b>	<b>55881</b>	<b>9</b>	<b>0,02%</b>	<b>49</b>	<b>0,09%</b>	<b>35</b>	<b>0,06%</b>
5	2226	0	0,00%	6	0,27%	21	0,94%
5	3234	0	0,00%	3	0,09%	3	0,09%
5	5200	0	0,00%	8	0,15%	1	0,02%
5	2430	0	0,00%	5	0,21%	2	0,08%
5	5256	0	0,00%	5	0,10%	5	0,10%
5	3367	0	0,00%	6	0,18%	2	0,06%
5	1725	0	0,00%	4	0,23%	0	0,00%
5	3828	0	0,00%	14	0,37%	6	0,16%
5	1570	0	0,00%	1	0,06%	0	0,00%
5	4587	0	0,00%	9	0,20%	2	0,04%
<b>Total 5</b>	<b>33423</b>	<b>0</b>	<b>0,00%</b>	<b>61</b>	<b>0,18%</b>	<b>42</b>	<b>0,13%</b>
<b>Total general</b>	<b>227583</b>	<b>48</b>	<b>0,02%</b>	<b>277</b>	<b>0,12%</b>	<b>249</b>	<b>0,11%</b>



Downtoners	%Downtoners	Hedges	%Hedges	Total Metadiscourse Elements	%Total Metadiscourse Elements
16	0,36%	2	0,04%	29	0,65%
41	0,35%	6	0,05%	77	0,66%
5	0,05%	1	0,01%	10	0,10%
5	0,16%	0	0,00%	8	0,26%
26	0,42%	3	0,05%	39	0,63%
29	0,52%	0	0,00%	47	0,85%
32	0,29%	0	0,00%	50	0,46%
12	0,22%	3	0,05%	29	0,53%
29	1,69%	16	0,93%	67	3,91%
7	0,86%	10	1,23%	18	2,21%
<b>202</b>	<b>0,34%</b>	<b>41</b>	<b>0,07%</b>	<b>374</b>	<b>0,63%</b>
32	0,85%	23	0,61%	88	2,35%
19	0,38%	0	0,00%	30	0,60%
15	4,10%	1	0,27%	29	7,92%
42	0,60%	8	0,11%	83	1,18%
20	0,52%	0	0,00%	27	0,71%
7	0,41%	1	0,06%	13	0,76%
15	0,61%	1	0,04%	24	0,97%
14	0,39%	0	0,00%	27	0,75%
31	0,50%	5	0,08%	62	1,01%
10	0,27%	1	0,03%	22	0,59%
<b>205</b>	<b>0,54%</b>	<b>40</b>	<b>0,11%</b>	<b>405</b>	<b>1,08%</b>
7	0,84%	3	0,36%	16	1,92%
18	0,36%	1	0,02%	24	0,48%
24	0,39%	5	0,08%	45	0,74%
6	0,36%	0	0,00%	11	0,66%
21	0,50%	1	0,02%	28	0,67%
21	0,41%	1	0,02%	45	0,87%
11	0,23%	1	0,02%	17	0,36%
8	0,27%	1	0,03%	11	0,38%
37	0,51%	0	0,00%	51	0,70%
30	0,89%	0	0,00%	35	1,04%
<b>183</b>	<b>0,44%</b>	<b>13</b>	<b>0,03%</b>	<b>283</b>	<b>0,69%</b>
13	0,75%	14	0,81%	39	2,25%
35	0,40%	30	0,35%	83	0,96%
30	0,38%	1	0,01%	49	0,62%
37	0,73%	0	0,00%	40	0,79%
4	0,15%	1	0,04%	6	0,22%
6	0,70%	0	0,00%	7	0,81%
18	0,22%	1	0,01%	30	0,37%

25	0,72%	1	0,03%	29	0,83%
24	0,42%	0	0,00%	39	0,69%
22	0,19%	2	0,02%	35	0,30%
<b>214</b>	<b>0,38%</b>	<b>50</b>	<b>0,09%</b>	<b>357</b>	<b>0,64%</b>
40	1,80%	37	1,66%	104	4,67%
9	0,28%	0	0,00%	15	0,46%
13	0,25%	1	0,02%	23	0,44%
10	0,41%	1	0,04%	18	0,74%
18	0,34%	1	0,02%	29	0,55%
13	0,39%	0	0,00%	21	0,62%
7	0,41%	0	0,00%	11	0,64%
20	0,52%	3	0,08%	43	1,12%
10	0,64%	0	0,00%	11	0,70%
21	0,46%	2	0,04%	34	0,74%
<b>161</b>	<b>0,48%</b>	<b>45</b>	<b>0,13%</b>	<b>309</b>	<b>0,92%</b>
<b>965</b>	<b>0,42%</b>	<b>189</b>	<b>0,08%</b>	<b>1728</b>	<b>0,76%</b>

Self-Mentions NSE+NNSE Manual	Total words in handbook	Total Self- Mentions	% Total Self- Mentions
1	4574	4	0,09%
1	2609	22	0,84%
1	2407	3	0,12%
1	2095	16	0,76%
1	5647	21	0,37%
1	33181	11	0,03%
1	5653	25	0,44%
1	7702	91	1,18%
1	6019	2	0,03%
1	3716	18	0,48%
1	4120	25	0,61%
1	7126	26	0,36%
1	11008	75	0,68%
1	6911	4	0,06%
1	11200	7	0,06%
1	8344	70	0,84%
1	1218	1	0,08%
1	4101	16	0,39%
1	5371	25	0,47%
1	7464	41	0,55%
1	3928	17	0,43%
1	3644	13	0,36%
1	6496	70	1,08%
1	19259	127	0,66%
1	3381	61	1,80%
1	2750	10	0,36%
1	5107	34	0,67%
1	2742	13	0,47%
1	3880	32	0,82%
1	7941	14	0,18%
1	4099	24	0,59%
1	1638	34	2,08%
1	5047	68	1,35%
1	6113	38	0,62%
1	2170	26	1,20%
1	5681	13	0,23%
1	4679	35	0,75%
1	6897	28	0,41%
1	2211	18	0,81%
1	2097	60	2,86%
1	12131	10	0,08%
1	3708	9	0,24%
1	5565	5	0,09%
1	6588	121	1,84%
1	7272	12	0,17%
1	5839	30	0,51%
1	8565	26	0,30%
1	4000	25	0,63%
1	11000	52	0,47%
1	13942	5	0,04%
<b>Total 1</b>	<b>318836</b>	<b>1533</b>	<b>0,48%</b>
2	4462	0	0,00%
2	11647	7	0,06%
2	9532	4	0,04%
2	3120	4	0,13%
2	6171	16	0,26%
2	5531	42	0,76%
2	10928	7	0,06%
2	5513	6	0,11%
2	1715	8	0,47%
2	815	15	1,84%
2	3747	18	0,48%
2	4988	10	0,20%
2	366	5	1,37%

2	7018	15	0,21%
2	3810	12	0,31%
2	1709	4	0,23%
2	2468	22	0,89%
2	3600	18	0,50%
2	6162	8	0,13%
2	3753	56	1,49%
2	834	1	0,12%
2	5029	8	0,16%
2	6080	12	0,20%
2	1664	10	0,60%
2	4159	3	0,07%
2	5152	1	0,02%
2	4736	2	0,04%
2	2918	5	0,17%
2	7282	8	0,11%
2	3370	12	0,36%
2	1732	2	0,12%
2	8651	23	0,27%
2	7920	25	0,32%
2	5051	2	0,04%
2	2719	6	0,22%
2	863	10	1,16%
2	8050	34	0,42%
2	3487	16	0,46%
2	5680	29	0,51%
2	11728	7	0,06%
2	2226	45	2,02%
2	3234	6	0,19%
2	5200	7	0,13%
2	2430	21	0,86%
2	5256	0	0,00%
2	3367	143	4,25%
2	1725	1	0,06%
2	3828	2	0,05%
2	1570	1	0,06%
2	4587	35	0,76%
<b>Total 2</b>	<b>227583</b>	<b>754</b>	<b>0,33%</b>
<b>Total general</b>	<b>546419</b>	<b>2287</b>	<b>0,42%</b>

Self-Mentions NSE Manual	Total words in handbook	Total Self- Mentions	%Total Self- Mentions
1	4574	4	0,09%
1	2609	22	0,84%
1	2407	3	0,12%
1	2095	16	0,76%
1	5647	21	0,37%
1	33181	11	0,03%
1	5653	25	0,44%
1	7702	91	1,18%
1	6019	2	0,03%
1	3716	18	0,48%
<b>Total 1</b>	<b>73603</b>	<b>213</b>	<b>0,29%</b>
2	4120	25	0,61%
2	7126	26	0,36%
2	11008	75	0,68%
2	6911	4	0,06%
2	11200	7	0,06%
2	8344	70	0,84%
2	1218	1	0,08%
2	4101	16	0,39%
2	5371	25	0,47%
2	7464	41	0,55%
<b>Total 2</b>	<b>66863</b>	<b>290</b>	<b>0,43%</b>
3	3928	17	0,43%
3	3644	13	0,36%
3	6496	70	1,08%
3	19259	127	0,66%
3	3381	61	1,80%
3	2750	10	0,36%
3	5107	34	0,67%
3	2742	13	0,47%
3	3880	32	0,82%
3	7941	14	0,18%
<b>Total 3</b>	<b>59128</b>	<b>391</b>	<b>0,66%</b>
4	4099	24	0,59%
4	1638	34	2,08%
4	5047	68	1,35%
4	6113	38	0,62%
4	2170	26	1,20%
4	5681	13	0,23%
4	4679	35	0,75%
4	6897	28	0,41%
4	2211	18	0,81%
4	2097	60	2,86%
<b>Total 4</b>	<b>40632</b>	<b>344</b>	<b>0,85%</b>
5	12131	10	0,08%
5	3708	9	0,24%
5	5565	5	0,09%
5	6588	121	1,84%
5	7272	12	0,17%
5	5839	30	0,51%
5	8565	26	0,30%
5	4000	25	0,63%
5	11000	52	0,47%
5	13942	5	0,04%
<b>Total 5</b>	<b>78610</b>	<b>295</b>	<b>0,38%</b>
<b>Total general</b>	<b>318836</b>	<b>1533</b>	<b>0,48%</b>

Self-Mentions NNSE Manual	Total words in handbook	Total Self-Mentions	%Total Self Mentions
1	4462	0	0,00%
1	11647	7	0,06%
1	9532	4	0,04%
1	3120	4	0,13%
1	6171	16	0,26%
1	5531	42	0,76%
1	10928	7	0,06%
1	5513	6	0,11%
1	1715	8	0,47%
1	815	15	1,84%
<b>Total 1</b>	<b>59434</b>	<b>109</b>	<b>0,18%</b>
2	3747	18	0,48%
2	4988	10	0,20%
2	366	5	1,37%
2	7018	15	0,21%
2	3810	12	0,31%
2	1709	4	0,23%
2	2468	22	0,89%
2	3600	18	0,50%
2	6162	8	0,13%
2	3753	56	1,49%
<b>Total 2</b>	<b>37621</b>	<b>168</b>	<b>0,45%</b>
3	834	1	0,12%
3	5029	8	0,16%
3	6080	12	0,20%
3	1664	10	0,60%
3	4159	3	0,07%
3	5152	1	0,02%
3	4736	2	0,04%
3	2918	5	0,17%
3	7282	8	0,11%
3	3370	12	0,36%
<b>Total 3</b>	<b>41224</b>	<b>62</b>	<b>0,15%</b>
4	1732	2	0,12%
4	8651	23	0,27%
4	7920	25	0,32%
4	5051	2	0,04%
4	2719	6	0,22%
4	863	10	1,16%
4	8050	34	0,42%
4	3487	16	0,46%
4	5680	29	0,51%
4	11728	7	0,06%
<b>Total 4</b>	<b>55881</b>	<b>154</b>	<b>0,28%</b>
5	2226	45	2,02%
5	3234	6	0,19%
5	5200	7	0,13%
5	2430	21	0,86%
5	5256	0	0,00%
5	3367	143	4,25%
5	1725	1	0,06%
5	3828	2	0,05%
5	1570	1	0,06%
5	4587	35	0,76%
<b>Total 5</b>	<b>33423</b>	<b>261</b>	<b>0,78%</b>
<b>Total general</b>	<b>227583</b>	<b>754</b>	<b>0,33%</b>

#### 5.4 Significant and highly significant results from the ANOVA and T-test

To back up the results from the ANOVA and t-tests, I have included excel tables where the variances can be seen with even greater detail. Referring to the General Excel Table for NSE and NNSE authors, we can see the total difference between interactional metadiscourse usage between NSE and NNSE authors. The total usage for the 50 NSE handbooks with a total of 318,836 words was 10.03% and for the 50 NNSE handbooks with a total of 227,583 words was 5.69%. NSE authors used around 50% more interactional metadiscourse than NNSE authors, which motivates me to further look into this difference to see exactly which interactional metadiscourse markers were used the most in the handbooks and why this difference even takes place. For my study I will mainly focus and elaborate on significant and highly significant differences in interactional metadiscourse usage among NSE and NNSE writers of international student handbooks. The following tables and consequent comments are based on the significant and highly significant differences in interactional metadiscourse usage which were showed by the ANOVA and T-tests.

**Table No. 5: General Table (all categories) of Interactional Metadiscourse use among NSE writers of international student handbooks**

<b>Total number of words in handbooks</b>	<b>Total number of Interactional Metadiscourse markers in handbooks (all 5 categories)</b>	<b>Categories of Interactional Metadiscourse</b>	<b>ANOVA results no. 1</b>	<b>Bonferroni Correction ANOVA results no. 1</b>
318836	31989	All 5 categories: Attitude Markers, Boosters, Engagement Markers, Hedges and Self-mentions	Total use of interactional metadiscourse: .016 (significant difference)	Group 3 (UK): .031 (significant difference)

				Group 5 (Australia): .031 (significant difference)
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As mentioned previously, to analyze the findings, the obtained data was submitted to SPSS and the ANOVA, and in the case of Table 5 above, Bonferroni correction, were run in order to highlight any significant differences among all the categories of interactional metadiscourse in NSE writers of international student handbooks. The ANOVA was run in order to compare multiple means and see if the difference between multiple sample means is significant. The Bonferroni correction is an adjustment made to *P* values when several dependent or independent statistical tests are being performed simultaneously on a single data set. As can be appreciated from the table above, the total use of interactional metadiscourse among NSE writers is statistically significant (.016;  $p < .05$ ). According to the Bonferroni correction results, this significant difference can be seen more clearly between the two NSE groups numbers 3 (U.K.) (.031;  $p < .05$ ) and 5 (Australia) (.031;  $p < .05$ ). In order to appreciate better the difference in total interactional metadiscourse usage between these two NSE groups/countries, a separate excel table was made up showing usage in total number of interactional metadiscourse elements and percentages. The total number of elements used in U.K. handbooks came to 7904 (out of a total of 59128 words), with a percentage of 13.37%, and in Australian handbooks the total number of elements was 5713 (out of a total of 78610 words), with a total percentage of 6.82%. The total interactional metadiscourse usage for the rest of the NSE authors was, in most cases, closer to that of the U.K.: U.S.A – 10.59%, Canada – 11.50%, and Ireland – 7.11%. This difference of usage between two English-speaking countries, U.K. and Australia, is very interesting indeed and surprising. Taking a closer look at the percentages of interactional metadiscourse usage on the excel table, General Table NSE, we can appreciate more exactly where the most noticeable differences exist between both English speaking countries; U.K. authors of international student handbooks used 2.40% of *hedges*, and Australian authors used 0.98%, U.K. authors used 8.87% *engagement markers*, and



Australian authors used a mere 4.81%, the UK used 0.66% *self-mentions* as compared to Australia with 0.38%, U.K. writers used 0.90% with Australia using only 0.69%. The smallest difference in usage between both countries was with *attitude markers* with the UK using 0.53% and Australia 0.41%. Still not satisfied with these general variances, I decided to go even further, and consulted the excel tables for the subcategories of *hedges*, *boosters*, and *engagement markers*, the 3 categories which showed the biggest differences between the two NSE authors. *Self-mentions* also had an appreciable variance in usage, but due to the fact that it does not have any subcategories, there was nothing more to look into. I discovered that in all cases, the use of interactional metadiscourse in international student handbooks was always lower in those written by Australian authors than those written by U.K. authors, with the exception of *emphatics* which were actually used more by Australia than the UK. For the five subcategories of *hedges*, the differences were: *conditionals* – U.K. 0.09%, Australia 0.02%; *epistemic verbs* – U.K. 0.47%, Australia 0.21%; *adverbs of frequency* – U.K. 0.29%, Australia 0.11%; *downtoners* – U.K. 0.77%, Australia – 0.30%; *Hedges* – U.K. 0.78%, Australia 0.35%. For the following subcategories of engagement markers, the differences were: *second person pronouns* – U.K. 6.35%, Australia 3.67%; *rhetorical questions* – U.K. 0.20%, Australia 0.07%; *necessity modals* – U.K. 1.01%, Australia 0.48%; *imperatives* – U.K. 1.29%, Australia 0.58%. The percentages for *interjections* were so low that it is probably not even worth mentioning: 0% UK and 0.01% Australia. Under the main category *boosters*, we can appreciate the following variances in the use of subcategories: *emphatics* – UK, 0.15%, Australia, 0.31% (the only subcategory which was used more by Australia than the UK), *amplifying adverbs* – UK, 0.49%, Australia, 0.18%, and *superlatives* – UK, 0.26%, Australia, 0.19%.

**Table No. 6: General Table (all categories) of Interactional Metadiscourse use among NSE and NNSE writers of international student handbooks**

Total number of words in handbooks	Total number of Interactional Metadiscourse markers in handbooks	Categories of Interactional Metadiscourse	T-Test results ANOVA results no. 3
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546419	7327	Hedges	.001 (highly significant difference)
“	4378	Boosters	.000 (highly significant difference)
“	2287	Self-mentions	.003 (highly significant difference)
“	28096	Engagement markers	.000 (highly significant difference)
“	42088	<b>Total interactional metadiscourse use</b>	.000 (highly significant difference)

I used the t-test for comparing the means of two samples, in this case, the use of Interactional Metadiscourse between NSE and NNSE writers of international student handbooks for the five Interactional Metadiscourse categories. The t-test compared the actual difference between two means in relation to the variation in the data (expressed as the standard deviation of the difference between the means). It can be seen that the variation in 4 out of 5 Interactional Metadiscourse categories was highly significant. Referring to the table above it can be seen that 4 categories had a highly significant difference in usage between NSE and NNSE writers: *hedges* with .001, *boosters* with .000, *self-mentions* with .003, *engagement markers* with .000, and, finally, total Interactional Metadiscourse use had a significance of .000. This highly significant variance can be demonstrated in more detail by referring to the excel tables for the

General Table NSE and NNSE writers of international student handbooks. The usage of *hedges* in handbooks written by NSE writers was 1.76%, while NNSE writers used only 0.76%. The use of *boosters* by NSE was 0.88% and by NNSE 0.69%. *Self-mentions* were used at a percentage of 0.48% by NSE and 0.33% by NNSE and *engagement markers* had an important usage and variance with NSE 6.43%, and NNSE 3.34%. In order to see exactly in which subcategories of the main Interactional Metadiscourse categories the differences in usage occurred, I resorted to the same subcategory information from Table 6 above, and it was evident that there were very small differences in usage between the two groups of authors: NSE used slightly higher Interactional Metadiscourse than NNSE in the four subcategories of *hedges* in Table 6.

If we take look at the subcategories for the 4 markers mentioned above, we can see where the variances lie among the different countries. Starting with *hedges*, we first look at the use of the subcategory *conditionals*. The use of *conditionals* in interactional metadiscourse, the use of the hypothetical word *would* or expressions with *if you* or *if I were you* in order to bring the reader into the conditional proposal, does not appear to be that frequent in any of the handbooks written. The use of *conditionals* among NSE authors is as follows: the highest use was Canada with 0.12% followed by the U.S.A. with the second highest use with 0.10%, the U.K. with 0.09%, Ireland with 0.05%, and Australia which had the lowest use with 0.02%. Among the NNSE authors, the use of *conditionals* in their handbooks is practically non-existent with Germany using 0.06%, France and Turkey using 0.02%, Italy using 0.01%, and Japan used none at all. The subcategory *epistemic verbs* used by NSE authors had the following use: the highest usage was by the U.K. with 0.47%, followed by Canada with 0.34%, Ireland with 0.25%, and the U.S.A. and Australia had the same usage with 0.21%. Following the trend observed with other markers, NNSE authors used a bit less of *epistemic verbs*: Germany with 0.19%, Japan with 0.18%, Italy with 0.10%, and France and Turkey with the same usage of .09%. The next subcategory, *adverbs of frequency*, was used the most by the NSE authors from the U.S.A. with 0.46%, followed by the U.K. with 0.29%, Canada with 0.28%, Ireland with 0.14%, and Australia with only 0.11%. As far as the NNSE authors were concerned, Germany had the highest usage with 0.18%, followed by Japan with 0.13%, France with 0.11%, Italy with 0.09%, and Turkey with the lowest usage of 0.06%. *Downtoners* were used as follows by the NSE authors: the U.K. – 0.77%, the U.S.A. – 0.62%, Canada – 0.51%, Ireland – 0.44%, and Australia – 0.30%.

Curiously enough, the NNSE authors used a very similar amount of *downtoners* in their handbooks as NSE authors did: Germany – 0.54%, Japan – 0.48%, Italy – 0.44%, Turkey – 0.38%, and the authors with the least usage came from France with 0.34%. Now we can look at the total usage of the category *hedges* among NSE and NNSE authors. NSE authors: U.S.A. had the highest usage with 2.48%, followed by the U.K. with 2.40%, Canada with 1.78%, Australia with 0.98%, and the lowest usage was Ireland with 0.95%. For NNSE authors, Germany had the highest use with 1.08%, followed by Japan with 0.92%, and the rest of the countries used a similar amount of *hedges*, Italy 0.69%, Turkey 0.64%, and France with 0.63%.

Looking at the subcategories for *boosters*, we can see a fairly uniform usage among NSE authors for *emphatics*. The NSE authors with the highest percentage of *emphatics* are Ireland with 0.39% and Australia with 0.31%. The U.S.A., Canada and U.K. have similar usages: 0.18%, 0.17%, and 0.15%, respectively. On the whole, *emphatics* were used a bit more by NNSE authors: Germany used the most with 0.54%, followed by Italy with 0.39%, France with 0.35%, Japan with 0.32%, and Turkey with 0.25%. The next subcategory is *amplifying adverbs* which authors use to strengthen verbs and adverbs in their writing. NSE authors have used more of this marker than their NNSE counterparts: Ireland used the most with 0.80%, U.K. used 0.49%, Canada used 0.44%, the U.S.A. used 0.38%, and Australia used the least with 0.18%. NNSE authors used fewer *amplifying adverbs* in their writing: Germany used the most with 0.19%, followed by France and Italy with the same usage of 0.16%, Japan with 0.14%, and Turkey with the least of 0.12%. *Superlatives* are used by authors to further emphasize certainty in their writing. The usage of this marker among NSE authors is very similar: 0.29% was used by Ireland, 0.26% by the U.K., 0.25% by the U.S.A., 0.21% by Canada, and 0.19% by Australia. NNSE authors had similar usage to that of NSE authors: 0.28% by Germany, 0.20% by Turkey, 0.18% by Japan, 0.14% by Italy, and 0.12% by France. Looking at the total usage of *boosters* we can see that NSE authors' usage was fairly higher than that of NNSE authors': 1.48% Ireland, 0.90% U.K., 0.82% Canada, 0.80% U.S.A., and 0.69% Australia. NNSE authors used the following: 1.00% Germany, 0.69% Italy, 0.64% Japan, 0.62% France, and 0.62% France.

Among NSE authors, *self-mentions*, which are explicit reference to the author(s), implying direct involvement of the writer (for example, I, my, we, us and our), were used the most by Ireland with 0.85% followed by the UK with 0.66%. Similar usage took place with the U.S.A. with 0.29%, Canada with 0.43% and Australia with 0.38%. For NNSE authors, Japan had the highest usage of *self-mentions* with 0.78% followed by Germany with 0.45%. Then, Turkey used 0.28%, France used 0.18%, and Italy only used 0.15%.

For a more complete breakdown of the usage of *engagement markers*, consult Table 6.

**Table No. 7: Attitude Markers use among NSE and NNSE writers of international student handbooks**

Total number of words in handbooks	Total number of Comparatives in handbooks	Category of interactional metadiscourse: Attitude Markers  Subcategory:	T-Test results ANOVA results no. 7
546419	773	Comparatives	.041 (significant difference)

The subcategory of *attitude markers, comparatives*, showed a significant variance of 0.41, which, percentage-wise taken from the excel table is 0.14%. NSE writers used 0.15% of *comparatives* and NNSE used 0.13%, making the usage of *comparatives* very similar among NSE and NNSE writers. In an attempt to see more clearly where exactly lies the significant difference in usage by NSE and NNSE writers when it comes to *comparatives* (a subcategory of *attitude markers*), we can extract from the excel table the following percentages which show how much the comparative marker is used by certain writers. The NSE writers used practically the same amount of *comparatives* in their handbooks: USA and UK both used 0.16%, Canada and Ireland used 0.15%, and Australia used a bit less with 0.12%. We can conclude that there is no

big difference in the use of *comparatives* among writers. However, when we observe the NNSE authors, a difference in use can indeed be appreciated. The two NSSE writers which had an appreciatively more use of *comparatives* than the others were Germany and Japan with both using 0.21%. This was followed by France with 0.11%, Italy with 0.09%, and Turkey with 0.08%.

**Table No. 8: Boosters use among NSE and NNSE writers of international student handbooks**

<b>Total number of words in handbooks</b>	<b>Total number of subcategory markers in handbooks (amplifying adverbs and superlatives)</b>	<b>Category of Interactional Metadiscourse: Boosters</b>  <b>Subcategories:</b>	<b>T-Test results ANOVA results no. 11</b>
546419	1672	Amplifying adverbs	.000 (highly significant difference)
“	1151	Superlatives	.003 (highly significant difference)
“	<b>2823</b>	<b>Total Use</b>	.000 (highly significant difference)

Both subcategories of *boosters*, *amplifying adverbs* and *superlatives*, show highly significant variances of .000 and .003, respectively. Interestingly enough, the main category *boosters* also has a highly significant variance of .000. Percentages for these variances taken from the excel tables show that the superlative usage among NSE

writers is 6.43% and for NNSE writers, 3.34%. *Amplifying adverbs* use had a percentage of 0.42% among NSE writers and for NNSE 0.15%. The difference is more noticeable when considering the total use of the main category *boosters*: NSE writers use 0.88% of *boosters* and NNSE writers 0.69%.

For the NNSE writers, Ireland used the most *amplifying adverbs* with 0.80%, followed by the UK with 0.49%, Canada with 0.44%, the USA with 0.38%, and the least was used by Australia with 0.18%. In the same subcategory, we can see that the NNSE writers used considerably fewer *amplifying adverbs*: Germany used 0.19%, France and Italy used 0.16%, Japan used 0.14%, and the least usage was by Turkey with 0.12%. The use of *superlatives* among NSE writers was fairly even: The highest use was by Ireland with 0.29%, followed by UK and USA using 0.26% and 0.25% respectively. Canada used 0.21% and Turkey used 0.19%. Among NNSE writers the lowest use of *superlatives* was by France with 0.12%, Italy with 0.14%, Japan with 0.18%, Turkey with 0.20%, and the highest use was by Germany with 0.28%.

**Table No. 9: Engagement Markers use among NSE and NNSE writers of international student handbooks**

Total number of words in handbooks	Total number of subcategory markers in handbooks (second person pronouns, rhetorical questions, necessity modals, and imperatives)	Category of Interactional Metadiscourse: Engagement Markers  Subcategories:	T-Test results ANOVA results no. 15
546419	19321	Second Person Pronouns	.000 (highly significant)

			difference)
“	709	Rhetorical Questions	.006 (highly significant difference)
“	3489	Necessity Modals	.004 (highly significant difference)
“	4423	Imperatives	.000 (highly significant difference)
“	27942	<b>Total Engagement Marker Use</b>	.000 (highly significant difference)

All 4 subcategories of *engagement markers* in Table 9 experienced highly significant variance among NSE and NNSE writers. Percentage-wise we can appreciate the following use in percentages: *second person pronouns* use was 4.41% for NSE and 2.31% for NNSE, *rhetorical questions* use was 0.18% for NSE and 0.06% for NNSE, *necessity modals* were used 0.72% by NSE and 0.53% by NNSE, and *imperatives* 1.08% in NSE writing and 0.43% in NNSE writing. Perhaps the highly significant difference can be better appreciated by looking at the total use of *engagement markers*: 6.43% NSE writers and 3.34% NNSE writers.

To better appreciate the highly significant differences in the use of four of the five subcategories of *engagement markers* we, again, should refer to the more detailed excel sheets. The use of *second person pronouns* among NSE writers was quite varied: the highest use was the UK with 6.35%, followed by Canada with 5.33%, the USA with 4.04%, Australia with 3.67%, and Ireland with 2.19%. On the most part, *second person pronouns* were used less by NNSE writers: the highest use was by Germany with 3.44%, followed by France with 2.62%, Japan with 2.35%, Italy with 2.04%, and the



least by Turkey with 1.40%. On the whole, NSE writers used far more *rhetorical questions* than their NNSE counterparts. Australia had a very high usage with 8.07%, while the rest of the NSE writers had a more moderate use: USA with 0.28%, Canada and UK with 0.20%, and Ireland with 0.17%. The NNSE authors generally used much fewer *rhetorical questions* than the NSE authors. The highest use was by German writers with 0.18%, followed by Japan with 0.09%, France with 0.04%, Italy with 0.02%, and Turkey with 0.01%. For the next subcategory of *engagement markers, necessity modals*, we can again see a difference in usage between NSE and NNSE authors. For the NSE, USA and UK had basically the same usage with 1.00% and 1.01%, respectively. Canada and Ireland used almost the same as well with 0.54% and 0.53 respectively. Australia used the least with 0.48%. For the NNSE, Japan used the most with 0.65%, Italy with 0.60%, Germany with 0.58%, France with 0.49%, and Turkey with 0.40%. The next subcategory, *imperatives*, showed a higher use among NSE than NNSE. In the case of NSE, Canada used the most with 1.77%, the UK used 1.29%, the USA used 1.19%, Australia used 0.58%, and Ireland used 0.40%. For NNSE, the highest use was Japan with 0.58%, Germany with 0.51%, France with 0.45%, Italy with 0.43%, and Turkey had the lowest use with 0.27%.

**Table No. 10: Hedges use among NSE and NNSE writers of international student handbooks**

<b>Total number of words in handbooks</b>	<b>Total number of subcategory markers in handbooks</b>	<b>Category of Interactional Metadiscourse: Hedges</b>  <b>Subcategories:</b>	<b>T-Test results ANOVA results no. 25</b>
546419	291	Conditionals	.004 (highly significant difference)
“	1208	Epistemic Verbs	.000 (highly significant difference)

“	1092	Adverbs of Frequency	.004 (highly significant difference)
“	2630	Downtoners	.018 (significant difference)
“	2106	Hedges	.002 (highly significant difference)
“	<b>7327</b>	<b>Total Hedges Use</b>	.001 (highly significant difference)

While the usage of *downtoners* for both NSE and NNSE writers showed a significant variance (.018), the rest of the subcategories for *boosters* reflected a highly significant variance: *conditionals* - .004, *epistemic verbs* - .000, *adverbs of frequency* - .004, and *hedges* - .002. The total usage of *hedges* also showed a highly significant variance - .001. For perhaps a better understanding, the percentages of usage can be detailed as follows: *conditionals* usage for NSE: 0.08% and for NNSE: 0.02%, *epistemic verbs* usage for NSE: 0.29% and for NNSE: 0.12%, *adverbs of frequency* usage for NSE: 0.26% and for NNSE: 0.11%, *downtoners* usage for NSE: 0.52% and NNSE: 0.42%, and *hedges* usage for NSE: 0.60% and for NNSE: 0.08%. The total usage of the main category *hedges* was 1.76% for NSE and 0.76% for NNSE. Refer to Table 6 for a complete breakdown of *hedges*.

**Table No. 11: Self-mentions use among NSE and NNSE writers of international student handbooks**

<p align="center"><b>Total number of words in handbooks:</b> 546419</p>	<p align="center"><b>Total number of Self-mentions in handbooks:</b> 2287</p>	<p align="center"><b>Category of Interactional Metadiscourse: Self-mentions</b></p>	<p align="center"><b>T-Test results ANOVA results no. 31: .003 (highly significant difference)</b></p>
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The variance for *self-mentions* usage among NSE and NNSE writers was highly significant showing .003. The percentage for this usage was 0.48% for NSE writers and 0.33% for NNSE writers. See table 6 for a complete breakdown of *self-mentions*.

## 6.0 Discussion

### 6.1 Interpersonal strategies

The general findings in this study reveal that there is a significant difference in the use of interpersonal strategies between NSE and NNSE writers of international student handbooks. A total corpus of 44,937 interactional metadiscourse elements out of a total of 546,419 words coming from 50 handbooks written by NSE and 50 by NNSE was analyzed and classified using Hyland's model for the 5 main categories, and I provided the subcategories which were the most common for this type of business-academic genre.

As seen in Table 6, the findings showed that generally there were highly significant differences in 4 of the 5 main interpersonality categories between NSE and NNSE authors. These highly significant differences can be translated into NSE authors

using a total of 10.03% of interpersonal markers as compared to NNSE authors using 5.69%, representing a substantial difference in total usage.

This significant difference in use suggests, in my view, a possible reason why prospective international students, upon reading an international student handbook written by NNSE may at times be confused or misinterpret the message. I believe the use of interpersonality in this business-academic genre plays a key role in persuading an international student to study at a particular foreign university and affects the transmission of the message by using strengthening and weakening devices (interpersonal markers). The results of my study imply that these markers, which are so widely used in the English-speaking contexts, are either underused or overused by NNSE, thus affecting the writing in L2 (second language, in this case, English). The findings from this study highlight the fact that interpersonality plays an important role in communication between the author and the reader (in this case, international students) and in the construction of persuasion in these handbooks.

In order to guarantee reliability of the findings, the ANOVA and T-tests were employed. There were significant and highly significant variances in the use of certain interpersonal markers between NSE and NNSE authors of international student handbooks. On the whole, the usage of interpersonality among NSE was quite uniform, with one exception which will be commented in the next paragraph. On the other hand, in the case of NNSE, differences in use among the 5 different NSE countries were sometimes quite appreciable.

A rather unexpected finding was the considerable difference in use of interpersonality between two NSE countries, the UK and Australia, with a use of 13.37% and 6.82% respectively. While the use among the other 3 NSE countries, the USA, Canada and Ireland, was quite similar to that of the UK, Australia used around 50% fewer interpersonal markers than did the UK. A closer look at the main categories of interpersonality and their corresponding subcategories, revealed that Australia used approximately 50% less interpersonality than the UK in all categories and subcategories except for *attitude markers* and their subcategories, where the use was very similar between both countries and for *emphatics*, a subcategory of *boosters*, where Australia actually used around 50% more than the U.K.

It is worth pointing out the very low usage of *presupposition markers* and *interjections* by both NSE and NNSE authors. In the case of *presupposition markers*, both NSE and NNSE authors used only 0.01% on the whole. Given that the low use is practically the same for both groups of authors, one possible reason for this could be that neither group prefers this interpersonality marker, which assume sharedness and are very rare in certain types of texts (Hyland, 2005a) for this particular genre and corpus. As regards *interjections*, there was only a 0.03% usage among NSE authors, while no NNSE author employed these markers. This could perhaps owe to the fact that *interjections* are more common in spoken communication than in written.

Another highlight of this research is the appearance of frequent overlapping of several different categories/subcategories of interactional metadiscourse markers all in the same sentence. In the Appendix section of this research it is indicated how, in many cases, in one sentence there are two, three or even four different categories/subcategories of interactional metadiscourse. For instance, in the sentence, “You should contact your nearest consulate or embassy.”, there are three different subcategories of interactional metadiscourse: *you* and *your*, *second person pronouns* (from the main category, *engagement markers*; *should*, necessity modal (from the main category, *engagement markers*) ; and *nearest*, superlative (from the main category, *boosters*).

## 6.2 Comparison of the results with other research and theories

As mentioned previously in this study, there has been very little research carried out on interpersonality strategies in international student handbooks/prospectuses. This puts certain limitations on comparing my results with those of other research which more often than not was focused on research papers, student compositions, business correspondence, newspaper articles, scientific articles and tourism texts. At the same time, the focus of my study was the comparison of interpersonality usage in international student handbooks written by NSE and NNSE, which involved an exhaustive analysis of handbooks written by authors from 5 different English-speaking countries and authors from 5 different non-English speaking countries. In other words, unlike the majority of previous studies on interpersonality, my study did not involve the analysis of just one set of NNSE authors from the same country as compared to native

English-speaking writers. In the case of my study, NNSE authors represented 5 different non-English speaking countries which at first made the results seem a bit disperse, but the final comparison showed that NNSE authors did in fact use fewer interpersonality strategies than their NSE counterparts. It is worth mentioning that the only previous study on international student handbooks/prospectuses that I was able to find was that of Askehave's (2007), where she analyzed the marketization impact of the prospectuses as a highly promotional genre. Therefore, in order to contrast the results of my study with those of previous studies, I have chosen to make the comparison of the results from research with similar genres and those studies which included a comparison between NSE and NNSE authors.

First of all, however, on a theoretical level it has been interesting to note that my analysis has added strength to several well-known researchers' theories on metadiscourse. International student handbooks have the goal of persuading, marketing and informing all within the frame of a particular discourse community which shares the same interests, values, assumptions and goals. I am referring to international students who are trying to decide which foreign university will meet their expectations and be the right choice for their future international studies. This confirms Hyland's (2005a) theory that interpersonal metadiscourse enables the writer to present their viewpoint and set up a relationship with the readers as members of a particular community. In addition, Hyland views interpersonal metadiscourse is a social-engagement approach that considers language as a dynamic element. Also, communication is more than just transmitting information, goods or services, it also represents an attempt to persuade and negotiate. My study also verifies that in order to actually apply metadiscourse successfully, the writer must take into consideration the readers' previous knowledge, experience and necessities (Hyland, 2005a). This is why practically all the international student handbooks are set up in a similar way and all cover practically the same areas of information. As mentioned previously in this study, Becher and Trowler (2001) said that academics share topics, understandings, values and goals, and this influences how they communicate with other members of the community which they refer to as a "tribe". According to Beecher and Trowler, a good number of analyses in the EAP (English for Academic Purposes) field have shown how disciplinary values, beliefs, knowledge and expectations shared by their members are reflected when they write.

This is reflected in the international student handbooks where the writers are focused on the potential international student, using interpersonal metadiscourse accordingly.

I have also been able to confirm Vande Kopple's (1985) theory about interpersonal metadiscourse which states that interpersonal metadiscourse allows the writer to step into the text and provide the reader with an up-close relationship with the former, thus making the propositions presented in the text more credible. This, of course, in the case of my analysis was more visible in the international student handbooks written by NSE.

This study has discussed the two metadiscourse approaches, integrative and non-integrative, the former supported by Vande Kopple, Crismore, Markkanen, Halliday, and Hyland, and the latter supported by Ädel, Mauranen, and Pérez-Llantada. Of the two metadiscourse approaches, integrative and non-integrative, I have chosen to rely on the integrative approach for my study for the following reasons:

- Interpersonal markers achieve a more persuasive effect. After all, I have labelled international student handbooks, due to their promotional and academic features, as a business/academic genre which requires promotion in order to recruit international students.
- Interpersonality uses elements of texts that convey meanings rather than just referring to ideas. The reader of an international student handbook, the prospective international student, needs to feel what the writer is communicating.
- Writers who use interpersonality do not simply produce a text to convey information, rather they try to ensure that the information they present is perfectly understandable and meets the needs and expectations of the reader, the prospective international student. In this way, the reader is drawn into the text and motivated to follow along with the author.
- My own professional experience has taught me that through the proper use of interpersonal metadiscourse, you can either persuade or dissuade

potential international students. As an NSE writer myself I have effectively recruited a large number of international students for my university by, I strongly feel, appropriately using interpersonal markers in my writing. I feel it is not a coincidence that my NNSE counterparts, while mastering the English language grammatically and lexically, have had difficulties doing the same.

The main reason why I do not favor using the non-integrative approach is because, in my opinion, the focus is too narrow, i.e., it leaves no room for flexibility as regards a communicative relationship between the writer and the reader, and does not facilitate a “feeling” for what the writer would like the reader to have by exposing their attitudes toward certain propositions. In other words, the non-integrative, or narrow, approach is more focused on the text organization and not the writer-reader relationship. This writer-reader relationship is extremely important in the business-academic genre of international student handbooks due to the fact that normally the only information a potential international student has is what they interpret from the handbook and a more personal feeling perceived means a lot.

On a more statistical level, the data resulting from my study provides us with some interesting suppositions. In my study, *self-mentions* markers on the whole were used more in NSE handbooks than in NNSE ones (0.48% as compared with 0.33%). These markers, which make specific reference to the author, include words like *I, we, my, our*. *Engagement markers*, which explicitly refer to or build a relationship with the reader, also had a substantially higher usage with 6.43% for NSE and only 3.34% for NNSE. These findings seem to match the results of the study carried out by Lorés-Sanz (2006, 2008) on the construction of the authors voice in academic writing, where RA abstracts written in native English and in native Spanish, showed that the NNSE authors (in this case, Spanish authors) used fewer *self-mentions* and *engagement markers* than their English counterparts. The lower use of *self-mentions* by the Spanish authors downplayed their role as authors, whereas the higher use by NSE projected a stronger authorial position. Likewise, a lower use of *engagement markers* put a distance between the Spanish authors and the readers, while a higher use on the part of NSE, established a relationship between the author and the readers.



In regard to *hedges*, NSE used more of this interpersonal marker than NNSE, the former using 1.76% and the latter 0.76%. As far as subcategory usage of *hedges* is concerned, epistemic modal verbs (should, could, can, may, might) were used more by NSE than NNSE, 0.29% and 0.13%, respectively. This finding comes close to the results of a study by Suau Jiménez (2011b) on opinion editorials in English and Spanish where it is shown that the usage of epistemic modal verbs by Spanish authors is scarce, while it is used more by NSE. According to Suau Jiménez, this low usage of epistemic modal verbs by Spanish authors could directly affect translating from Spanish into English by leaving out important interpersonal markers due to L1 interference and/or cultural differences.

As the results of my study indicated, NSE authors used around twice as many interpersonal markers as NNSE authors did, results which coincide with a study performed by Mauranen (1993) who explored the use of interpersonal markers in papers from economic journals written in English by Finnish and American writers. The results coincided with mine showing that American writers (in my study, NSE writers) used interactional metadiscourse more than Finnish authors, demonstrating in turn that American/NSE writers have a more reader-oriented attitude throughout their texts.

In Dafouz Milne's (2000) paper in which she explores the rhetorical use of metadiscourse categories in Pensinsular Spanish and British English newspaper articles, she shows that *hedges* are the most frequently used interpersonal marker in both corpora, being higher in the English corpus. Curiously, her findings are contrary to mine in that the most frequently used interpersonality strategies were *engagement markers* for both NSE and NNSE writings, using 6.43% and 3.34% respectively. In my study *hedges* were the second-most-used markers for both NSE and NNSE corpora, 1.76% and 0.76% respectively. In both cases, NSE used more of both categories than NNSE. Of course, it must be taken into account that my study analyzed a business-academic genre and the NNSE writers came from 5 different countries.

The results of my study also slightly contradicted a study carried out by Hyland and Milton (1997), where they compared academic writing in English by Cantonese-speaking and British English-speaking students. According to Hyland and Milton, the subcategory of *hedges* most widely used by both groups was that of *epistemic verbs*, verbs which are used to soften a statement and at the same time help to create a sense of

solidarity with the reader. In my study, the subcategory of *hedges* most used by both corpora was *hedges* for NSE (0.60%), and *downtoners* for NNSE (0.42%), both which serve a similar function as *epistemic* verbs.

Suau Jiménez's (2011b) metadiscursive analysis of news and opinion articles taken from journalistic texts on economy and companies written in English and Spanish showed that the most important difference between the usage of interpersonal metadiscourse in the two languages was that in English there was a higher use of *hedges* and in Spanish *attitude markers* were used more. The results of my study revealed what is explained in the previous paragraph, that *hedges* and *downtoners* were the most used by both corpora, contradicting Suau Jiménez with a higher use of *downtoners* in my study. In my study, the use of *attitude markers* was a bit higher for NNSE, similar to Suau Jiménez's results.

The findings of a study done by Vázquez-Orta et al. (2008) seem to underline the results of my study also in that *hedges* show a high occurrence in promotional/business/academic genres. In the case of Vázquez-Orta et al. study, they measured the usage of *hedges* in RAs written by NSE in three disciplines: Marketing, Biology and Mechanical Engineering. The highest usage was reported in the Marketing RAs. This result is very similar to the results of my study in that NSE used more *hedges* in their international student handbooks than NNSE. This could prove that texts dealing with marketing/promoting/business need a stronger use of *hedges* in order to have a persuasive effect.

On the subject of the use of *boosters* by NNSE, the results of a study by Vassileva (2001) corroborated my findings. Vassileva demonstrated that Bulgarians, when writing in English, tend to increase the use of *boosters*, while NSE do just the opposite, they rely more heavily on *hedges*. In my findings, NNSE used slightly more *emphatics* (a subcategory of *boosters*) than NSE, and NSE used considerably more *hedges* than NNSE.

Crismore, Maarkanen and Steffensen (1993) compared writings by Finnish students to those by American students. Contrary to the results of my study, the findings were that Finnish students used more *hedges* than American students. In my study, the case was just the opposite, NSE used more *hedges* than NNSE. There was a

coincidence however in that Finnish students from the study and NNSE from my study used more *attitude markers* than NSE.

My findings coincide partly with Suau Jiménez's (2006b) study about interpersonal metadiscourse in a specialized language, in this case, tourism, and more specifically, the genre Promotional Institutional Tourism Web – COMETVAL. It was observed that the persuasive function is performed differently in English and Spanish through the use of specific markers: NSE used more *downtoners*, *engagement markers* and *self-mentions* to achieve a persuasive effect, while NNSE (Spanish speakers) used more *self-mentions* and *attitude markers*. There were similarities and differences to these results in my study: the most used interpersonal strategies by both NSE and NNSE were *engagement markers* (6.43% and 3.34% respectively) and *hedges* (1.76% and 0.76% respectively), unlike Suau Jiménez's study which, besides the use of *engagement markers* by NSE, highlighted the higher use of *downtoners* and *self-mentions*, and for NNSE there were more *self-mentions* and *attitude markers*.

Although Askehave (2007) conducted practically the only study which I know of on the international student prospectus written in English as a promotional genre and which purpose was to identify its characteristics, her focus was quite different from mine. She studied the rhetorical moves in the prospectuses and determined that the international student prospectus structure is basically the same in all cases and is dominated by declarative clauses to provide information about the university. One result of her study showed that there was a high use of imperative clauses, not as commands, but to attract attention. In my study the use of *imperatives*, a subcategory of *engagement markers*, was used more by NSE, 1.08%, than by NNSE, 0.43%.

## **7. Conclusion**

This study was set out to explore the differences in interpersonality usage in international student handbooks written by NSE and NNSE authors. Clear differences in the use of interpersonality markers in handbooks written by NSE and NNSE have been identified with NSE authors using around 50% more interpersonality than their NNSE counterparts. The study has also sought to know why these differences exist and perhaps how it affects the writer-reader relationship. The general theoretical literature

on this subject and especially in the context of setting a concise definition of interpersonal metadiscourse in itself is at times rather disperse but has enabled me to pinpoint a specific approach which proves to be more suitable for the business-academic genre of international student handbooks. The study attempted to answer the following 3 questions:

- Are there any significant differences in the use of interpersonal metadiscourse between NSE and NNSE? If so, in what ways and what do these imply?
- Can it be supposed that guides produced by native English speakers (NSE) who are professional academics will naturally include better use of interpersonal strategies/metadiscourse than writers who use English as their L2 (non-native speakers of English, or NNSE)?
- Do NNSE really master interpersonal strategies?

A good use of interpersonal metadiscourse is vital to establishing a relationship between the writer and the reader in the form of persuasion. This interpersonality in international student handbooks leads to a clearer understanding of the text on the part of the reader and avoids any possible confusion as far as misinterpreting instructions, policies and key information for a successful academic semester or year. There has been very scarce research performed on interpersonality in international student handbooks; what research there has been has been carried out on other genres which has provided results that have more often than not coincided with the results of my study, that is to say, on the whole NSE authors do indeed use more interpersonality than their NNSE counterparts. There must be a reason for this “gap” between the use of interpersonality between NSE and NNSE.

## **7.1 Empirical findings**

The main empirical findings were summarized in Chapter 5, ANALYSIS AND RESULTS. The significant and highly significant findings from the ANOVA and T-

tests were extracted and placed in tables for better understanding. I would like to synthesize the empirical findings to answer my study's 3 research questions.

- Are there any significant differences in the use of interpersonal metadiscourse between NSE and NNSE? If so, in what ways and what do these imply?

After completing the statistical part of my study, I was able to observe that in every single case, with the exception of *attitude markers*, NSE use of interpersonality was higher than that of NNSE. A more or less clear uniform usage of interpersonality strategies was observed among all 5 NSE countries with the unusual exception of the U.K. and Australia, which shared remarkable differences in interpersonality strategies. Interestingly enough, the findings showed that all 5 NNSE countries used less interpersonality than their NSE counterparts with the exception of *attitude markers*, and more specifically, *attitude verbs*, *sentence adverbs*, and adjectives, where a higher NNSE use was appreciated. These findings provide a clear picture of NNSE writing strategies which clearly do not include the use of interpersonality at a native English level. This assumption leads me to speculate about the possible reasons for the lack of interpersonality strategies by NNSE. If we refer to the NNSE Authors Background Information in the Reliability of findings, section 4.2.4, we can see that all NSE authors had adequate L2 training in English and all have specific responsibilities in their respective universities' international relations departments. Upon reading and analyzing their international student handbooks, it could be appreciated that the grammar and terminology were, in the majority of the cases, more than adequate and, at times, even native-level. Even so, we can observe a lower interpersonality usage among NNSE. Similarly, as a professional in the field of TEFL (Teaching English as a Foreign Language), I can testify that the vast majority of EFL (English as a Foreign Language) students tend to translate from their native language into English when they write. This can lead to using structures which are not common in English, and possibly, be one of the reasons why interpersonal strategies are used less frequently than should be. The conclusion here would be that if interpersonality strategies are not common in a student's native language, upon translating into L2, which in this case is English, there would be a noticeable absence of this strategy. Drawing again from my experience in the field of TEFL, I can also testify that interpersonality as such is not emphasized in

EFL classes, thus providing another possible explanation for its lack of use in NNSE writing.

- Can it be supposed that handbooks produced by native English speakers (NSE) who are professional academics will naturally include better use of interpersonal strategies/metadiscourse than writers who use English as their L2 (non-native speakers of English, or NNSE)?

Although the interpersonal strategies employed by NSE authors of international student handbooks were quite uniform over the 5 different English-speaking countries, some slight differences could still be appreciated among them, especially between the U.K. and Australia. Nevertheless, the interpersonality usage on the whole still surpassed that of NNSE authors'. This, in my view, seems to indicate that NNSE have more of a knack when it comes to interpersonal strategies and thus produce texts, in this case, international student handbooks, which persuade better by setting up a suitable writer-reader relationship. As an NSE myself, I did not learn these strategies in school, nor did anyone ever mention the term "interpersonal metadiscourse" to me. I do, however, belong to a particular discourse community sharing the same interests and goals with the other members. This belonging to a certain discourse culture has provided me with an insight into how to move around in this community and communicate with people who share the same interests and goals. As a NSE, I have learned to develop strategies which sell, persuade, convince and strengthen, or weaken, my arguments. These interpersonal strategies are not learned from a textbook, rather they are resources which are acquired through consistent communication with other members of the community. Of course, the fact of being an NSE does facilitate this acquisition of these resources, and the result is a communication which better promotes and persuades.

- Do NNSE really master interpersonal strategies?

In some cases, depending on the particular interpersonal strategy, my study showed that the difference in usage between NSE and NNSE authors was not always that great. These small differences could possibly suggest that that NNSE authors with an acceptable level of English (refer again to the NNSE Authors Background Information) could use the appropriate interpersonal strategies in their writing but perhaps have not fully mastered how much interpersonality is suitable to establish an

appropriate writer-reader relationship. It is worth highlighting that the apparent differences in interpersonal strategies among some NNSE countries could perhaps be due to cultural reasons which influence the use of these strategies or educational factors which could suggest that interpersonality is not being emphasized in EFL classes.

## **7.2 Theoretical implication**

The findings of my study suggest interpersonal strategies are, on the whole, indeed higher for NSE writers. This goes hand in hand with findings of other researchers mentioned in this study but with different genres. It is very interesting to observe that other genres share similar results as my study which could theoretically lead us to believe that the frequency of use of interpersonality does not necessarily depend on the genre itself. Owing to the fact that, to my knowledge to date, there have been no in-depth studies focused on international student handbooks, which has made it impossible for me to compare my findings with exactly the same genre. However, I do not consider this as an impediment, rather it could be an asset due to the fact that this never-before-researched genre has afforded practically the same results as other genres.

My study has supported other theories and research in the field of interpersonality. In spite of analyzing a different genre, my findings on the most part went hand in hand with the majority of other theories and research and could even influence understanding or application of knowledge on the subject. To the best of my knowledge, past research has been focused on Interpersonal Metadiscourse in English (NSE) contrasted with one other language or, at the most, two other languages (NNSE: i.e., Spanish, Finnish, Cantonese, among others). In the case of my study, I have analyzed more generally interpersonal strategies used by NSE from 5 different English-speaking countries and by NNSE from 5 different non-English speaking countries. My study analyzed a corpus of 44,937 interactional metadiscourse elements out of a total of 546,419 words extended over 6 languages (including the English language), more languages than previous research has included, and this could possibly serve to strengthen other researchers' arguments for their findings.

The findings in my study seem to corroborate the higher use of interpersonal markers among NSE authors which was reported in other studies. For instance, a higher

use of *self-mentions*, *engagement markers*, and *hedges* by NSE was frequently reported in other research, which matched my findings. On the other hand, certain findings from other studies did not always coincide with the results of my research on international student handbooks. For example, Dafouz Milne's study (2000) on newspaper articles written by English and Spanish authors showed higher usage of *hedges* in both corpora, while in my study, the most used marker by NSE was *engagement markers*. A possible reason for this difference could lie in the particular genre of each study. More specifically, in the case of international student handbooks, perhaps the NSE authors' primary goal is to first build a good writer-reader relationship by using *engagement markers* (words like 'consider', 'note that' and 'you can see that') and thus making better use of persuasion. As far as *hedges* (words like 'might', 'perhaps', 'possible', 'about', among others) are concerned with Dafouz Milne's study on newspaper articles, it could be that the writers do not want to make a full commitment to what they are writing about.

Another contradiction was detected in the research by Hyland and Milton (1997) when they compared academic writing by NSE and NNSE (Cantonese speakers) students. While both Hyland and Milton's and my study showed higher use of the main interpersonal category of *hedges* in both NSE and NNSE groups, the former study showed more *epistemic verbs* and the latter more *hedges*. Since both subcategories serve to withhold commitment by the author, these contradictory results, in my opinion, do not represent anything new.

Contradictory results also occurred in the study by Crismore, Markanen and Steffensen (1993), where they compared writings by American and Finnish students. The results were a higher use of *hedges* by the Finnish students, while in my study, the NSE used more *hedges* than the NNSE. I believe that the reason for this contradiction could possibly be due to the fact that the genres studied were different. In the first research, the NNSE students might have been trying to use writing techniques which they learned in their ESL classes. In other words, different ways of expressing possibility are frequently presented in ESL teaching and compositions are written to practice this grammar point. No particular thought is given by the students to whether they are withholding full commitment to a proposition or not, they are simply trying to use the English that they have been taught and "the more the better". As regards the NSE authors from the research, the use of techniques which express possibility in



writing are used for a specific purpose, i.e., to downplay what they are communicating to the reader so as to literally “cover their backs”. For the genre which my study focused on, international student handbooks, this was not the case possibly because the NNSE writers are not producing a text for correction or revision, rather they are communicating information and ideas to the readers, not necessarily concerned with withholding full commitment, which in turn could lead to a lower-than-usual amount of *hedges*.

The phenomenon of overlapping (Hyland, 1996; Pérez-Llantada, 2010b) is ever-present in the corpus that I analyzed for this study. The incredibly frequent use of different categories/subcategories of interactional metadiscourse in just one sentence supports the findings by Hyland and Pérez-LLantada and proves the richness in the use of interpersonality.

### **7.3 Recommendations for future research**

As a consequence of my findings, I believe there is an evident need to continue researching the differences in interpersonality approaches between NSE and NNSE writers. In particular, apart from my study there have been no in-depth studies on the genre of international student handbooks where a comparison between NSE and NNSE writers has been analyzed. I feel that further studies on this genre could offer more insight into interpersonality which, in turn, could be applied to other genres comparing and analyzing the writings of NSE and NNSE authors. My suggestions for future research into interpersonality used by NSE and NNSE in international student handbooks or other genres:

- An in-depth study of the possible cultural factors which influence the use of interpersonality by NNSE.
- Research ways in which interpersonality can be included in the curriculum of L2 courses, especially EFL.

- Investigate the benefits of and how to include interpersonality in translation and interpretation courses.
- An in-depth research of differences in interpersonality differences among NSE authors. This idea comes from the important differences in interpersonality usage among U.K. and Australian writers which resulted from my study.
- Research how interpersonality influences intercultural communication and/or intercultural management.
- Research how the use of interpersonality influences the success factors of a company (NNSE).

#### **7.4 Limitations of the study**

My study encountered a number of limitations which need to be considered:

- Sample size. Reflecting on the corpus used in my study, especially on the handbooks written by NNSE, I can now see that it might have been better to limit the number of NNSE countries to perhaps 2 or 3 and not 5. This reduction in the number of NNSE countries may have afforded a better opportunity to concentrate more on the cultural and educational factors of fewer NNSE countries which could have had an impact on interpersonality use by NNSE writers. I originally chose 5 NNSE countries in the belief that more countries would give a better overview of the use of interpersonality of NNSE. The main impact that this limitation had on the findings of my study was that the data on interpersonality usage was a bit disperse. Further studies on interpersonality differences between NSE and NNSE could perhaps concentrate on fewer NNSE.
- Lack of prior research studies on the topic. As already mentioned in my study, there is perhaps only one previous study conducted on international student

handbooks as a promotional genre. I feel it would have been better to have been able to rely on findings of other research on international student handbooks in order to be able to compare, perhaps contradict, and strengthen the results of my findings. This lack of research is more than likely due to the fact that research on metadiscourse in other genres is still evolving and has not yet arrived to the genre of my study, international student handbooks. I do not, however, feel that my study was negatively impacted by this limitation due to the fact that I was able to rely on previous studies of similar genres.

- The collection of information about the NNSE authors' level of the English language. The information which appears in NNSE Authors Background Information which can be found in RELIABILITY OF FINDINGS, section 4.2.4, NNSE Authors Background Information, consists of self-reported data which I gathered from the writers. This information cannot be independently verified, so, therefore, I had to rely on what I was told by the writers. The writers I interviewed provided the information based on their memory, and there was always the possibility that they exaggerated or left out certain details. The only possible way that I can think of to avoid this limitation would have been to increase the number of NNSE handbooks, thus perhaps compensating the possibility of including erroneous information. The impact of this limitation on my study was minimal because none of the NNSE authors were native English speakers, which, in my opinion, was of utmost importance for comparing their use of interpersonality with NSE authors.

## **7.5 Overall conclusion**

This study represents a small contribution towards the body of knowledge of interpersonality verifying the findings of other research about the use of interpersonality in other genres which, in most cases, shows that NSE authors employ more interpersonality than NNSE. In the case of international student handbooks, it is very important that the readers (international students) feel a relationship with the university, in this case, the author of the handbook, and are persuaded to choose a particular

university for their studies abroad. My findings support the fact that NSE authors do indeed set up a better writer-reader relationship than their NNSE counterparts in international student handbooks as a result of the interpersonality strategies used, and this, in turn, leads to more and better persuasion. In my study it was also speculated that the lower usage of interpersonality by NNSE could be due to translating from L1 (native language) to L2 (English), thus leaving out certain interpersonal markers. Judging from the results of my study, NNSE do use interpersonality when writing the international student handbooks, even though to a lesser degree than NSE, which could lead to believe that these authors do not know how much of this approach to use.

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## Appendix

### Selected examples of Interpersonality taken from the NSE and NNSE international student handbooks.

As previously mentioned in this research, overlapping is commonly found in interactional metadiscourse usage. Where overlapping occurs in the examples which follow, in other words, where more than one interactional metadiscourse marker from different categories/subcategories appears in a given sentence, an asterisk will follow the example, and, in many cases, the example will appear again under a different category/subcategory.

Main Category	Subcategory	University	Example
Hedges	Conditionals	Lock Haven University of Pennsylvania (USA)	<p>“You may ask the teacher how they <i>would</i> like to be addressed.”*</p> <p>“If you were ill you <i>would</i> go to the medical center on campus.”*</p> <p>“You probably <i>wouldn't</i> want to live off campus.”*</p> <p>“If a student is a hearty eater they <i>would</i> normally choose the complete meal plan.”*</p>
		University of New Brunswick (Canada)	<p>“If the host family does not eat all the meals at home, the student <i>would</i> be shown where the food is.”</p> <p>“If I were you I <i>would</i> choose this university!”*</p> <p>“In all cases students <i>would</i> want to open a bank account.”</p> <p>“In this case you <i>would</i> be offered backup classes.”*</p>

<p>University of the West of England (UK)</p>	<p>“You <i>wouldn't</i> be accepted to the program if you didn't have the proper qualifications.”*</p> <p>“If you chose to live in a house you <i>would</i> pay your own utilities.”*</p> <p>“There <i>would</i> have to be two signatures on the contract.”*</p> <p>“If you wanted a land-line you <i>would</i> have to pay more money.”*</p>
<p>Dublin Institute of Technology (Ireland)</p>	<p>“I <i>would</i> encourage you to share your experiences with others.”*</p> <p>“Visiting the student centre <i>would</i> solve your problems.”*</p> <p>“The students <i>would</i> have to make an appointment in advance.”*</p> <p>“You <i>would</i> need to have your belongings sent in advanced.”*</p>
<p>Bremer Institute of Tafe (Australia)</p>	<p>“Most students <i>would</i> attend more seminars if they had time.”</p> <p>“If students used campus maps they <i>would</i> not get lost.”</p> <p>“Your spouse <i>would</i> need to have a residence card.”*</p> <p>“You <i>would</i> open a current account.”*</p>
<p>Université Paris-sud II</p>	<p>“If you continue north on the motorway you <i>would</i> drive right to the university.”*</p>

(France)	<p>“It <i>would</i> better to order books in advance.”</p> <p>“It <i>would</i> be cheaper to buy second-hand books.”</p> <p>“You <i>would</i> never get your money back.”*</p>
LUMSA University of Rome (Italy)	<p>“We <i>would</i> recommend you work no more than 12 hours per week.”*</p> <p>“You <i>would</i> need to fly to Rome.”*</p> <p>“You <i>wouldn't</i> want to take more than 30 ECTS.”*</p> <p>“<i>Would</i> you please complete this survey?”*</p>
International School of Management (Germany)	<p>“You may be charged for any goods which <i>would</i> normally be subject to customs duty.”*</p> <p>“We <i>would</i> give you support when needed.”*</p> <p>“Finding your way around the city <i>would</i> be easy if you had a mentor.”*</p> <p>“You <i>would</i> enjoy your time at ISM more if you attended the induction session.”*</p>
Bilgi University (Turkey)	<p>“You <i>wouldn't</i> recognise the campus police.”*</p> <p>“You <i>would</i> have to be a first-year student to live on campus.”</p> <p>“It <i>would</i> be better to buy the complete meal plan.”</p> <p>“You <i>would</i> have to enrol in English-taught courses.”*</p>
Osaka Gakuin University	<p>“It <i>would</i> also be helpful to know your roommate preference when applying for a hall of</p>

	(Japan)	<p>residence.”*</p> <p>“Your mentor <i>would</i> help you out.”*</p> <p>“Our Japanese culture and language course <i>would</i> interest you.”*</p> <p>“You <i>would</i> want to learn a bit of the language.”*</p>
<b>Epistemic Verbs</b>	North Island College (USA)	<p>“Students are <i>suggested</i> to check their e-mail daily.”</p> <p>“We <i>assume</i> you have already applied for a visa.”*</p> <p>“It will <i>seem</i> strange at first.”</p> <p>“You <i>could</i> be experiencing culture shock.”*</p>
	Carleton University (Canada)	<p>“It is <i>recommended</i> to register early in order to ensure a space!”</p> <p>“We <i>advise</i> you to accept your housing contract as early as possible.”*</p> <p>“We <i>believe</i> you need a credit card.”*</p> <p>“You are <i>expected</i> to pay tuition fees in advance.”*</p>
	University of Aberdeen (UK)	<p>“We <i>believe</i> you should bring at least 500 pounds in traveller’s checks.”*</p> <p>“You <i>could</i> be suffering from culture shock.”*</p> <p>“A student <i>might</i> need legal advice.”</p> <p>“It <i>should</i> be an unforgettable experience.”</p>

Trinity College (Ireland)	<p>“We <i>think</i> students should <i>consider</i> using these apartments.”*</p> <p>“You <i>may</i> need to use the library over the weekend.”*</p> <p>“Making a monthly budget <i>can</i> help.”</p> <p>“It <i>seems</i> that most of the international student population has a fairly high grade point average.”*</p>
Dublin Institute of Technology (Ireland)	<p>“I would <i>encourage</i> you to share your experiences with others.”*</p>
University of Adelaide (Australia)	<p>“We <i>think</i> you should secure an apartment before you arrive.”*</p> <p>“This university <i>must</i> be doing something right.”</p> <p>“There <i>appears</i> to be more shopping offers downtown.”</p> <p>“Exam dates <i>could</i> be adjusted in extreme cases.”</p>
University of Grenoble (France)	<p>“Although we do not <i>think</i> it is a good idea, you can take a language course Pass/Fail.”*</p> <p>“It <i>may</i> be a problem if you do not apply for your visa in advance.”*</p> <p>“The library <i>could</i> be the heart of your academic experience.”*</p> <p>“All materials <i>should</i> be found in the electronic catalogue.”</p>
Friedrich- Schiller	<p>“We <i>assume</i> you will buy a cell phone as soon as</p>

<p>University (Germany)</p>	<p>you arrive.”*</p> <p>“You <i>may</i> miss the application deadline.”*</p> <p>“There <i>could</i> be a mistake in your learning agreement.”*</p> <p>“You can <i>expect</i> high academic standards.”*</p>
<p>International School of Management (Germany)</p>	<p>“You <i>may</i> be charged for any goods which would normally be subject to customs duty.”*</p>
<p>Sarpiensa University of Rome (Italy)</p>	<p>“Our university <i>encourages</i> diversity.”*</p> <p>“Wifi <i>must</i> not be working if you cannot log in.”*</p> <p>“I <i>guess</i> you will need to change courses.”*</p> <p>“It <i>seems</i> that most holidays fall on a Friday.”</p>
<p>University Degli Studi del Molise (Italy)</p>	<p>“Our grade system <i>could</i> be totally different from what you are used to.”*</p>
<p>Uludag University (Turkey)</p>	<p>“It is strongly <i>recommended</i> that contact be made with the school administration prior to arrival.”</p> <p>“You <i>should</i> gain valuable business knowledge.”*</p> <p>“It <i>could</i> be one of the biggest business schools in the region.”*</p> <p>“We <i>believe</i> you will greatly profit from your experience with us.”*</p>
<p>Akita</p>	<p>“You <i>may</i> want to join one of the various</p>



	University (Japan)	students' associations."*  "International students <i>think</i> we are the best choice."*  "It <i>must</i> be one of the most beautiful cities in Japan."*
<b>Adverbs of Frequency</b>	New York City College of Technology (USA)	"This information will <i>normally</i> be included in your course outline."*  "Your health should <i>always</i> come first."*  "You must <i>always</i> dress appropriately for the weather."*  "You should <i>never</i> drop a class without permission."*
	Lock Haven University of Pennsylvania (USA)	"If the student is a hearty eater they would <i>normally</i> choose the complete meal plan."*
	University of British Columbia (Canada)	"Earnings are <i>usually</i> subject to local income tax."  "We get feedback from our students <i>often</i> ."*  "Students can <i>always</i> meet people at the international centre."  "You will <i>generally</i> receive cancellations by email."*
	University of Frazier Valley	"There is <i>often</i> a service charge of approximately \$50.00."*

(Canada)	
New Castle University (UK)	<p>“Official university correspondence is <i>often</i> sent via e-mail.”</p> <p>“Residence halls <i>sometimes</i> close during the holidays.”</p> <p>“You will <i>seldom</i> need to use the medical centre.”*</p> <p>“<i>Occasionally</i> students need to speak to an academic advisor.”*</p>
National College of Ireland (Ireland)	<p>“Your major field of study is <i>usually</i> selected sometime in your second year.”*</p> <p>“You will <i>rarely</i> have to use our writing tutorial service.”*</p> <p>“Our faculty hardly ever has problems with international students.”*</p> <p>“You will <i>sometimes</i> need to make a bank transfer.”*</p>
Bond University (Australia)	<p>“ISO meets <i>regularly</i> for social and cultural activities.”</p> <p>“<i>Sometimes</i> finding a job on campus can be challenging.”</p> <p>“Students <i>rarely</i> find jobs off campus.”</p> <p>“The dining service <i>frequently</i> offers four choices.”</p>
University Paris X	<p>“Student sales for household items happen <i>frequently</i>.”</p>

(Francia)	<p>“People <i>normally</i> give kisses when they greet.”</p> <p>“We <i>never</i> stand up close when we talk.”*</p> <p>“Communication is <i>often</i> informal.”</p>
FH Kiel (Germany)	<p>“Labs and tutorials are <i>usually</i> mandatory.”</p> <p>“You will <i>normally</i> find people from diverse cultural backgrounds.”*</p> <p>“Students <i>generally</i> make long-lasting friendships.”</p> <p>“You should <i>always</i> address your teacher by their last name.”*</p>
Ca’ Foscari University of Venice (Italy)	<p>“You will <i>occasionally</i> have a shared bathroom.”*</p> <p>“Students <i>always</i> enjoy a good social life.”</p> <p>“You will <i>seldom</i> have to walk big distances to class.”*</p> <p>“There are festivals which you can participate in <i>frequently</i>.”*</p>
Sabanci University (Turkey)	<p>“Post Offices are <i>generally</i> open from 09:00 – 17:30, Monday to Friday.”</p> <p>“Turkey is <i>often</i> thought of as a land of diversity.”</p> <p>“You will <i>rarely</i> have problems with the local population.”*</p> <p>“We <i>always</i> help our students to adjust.”*</p>
Doshisha University	<p>“Contracts are <i>usually</i> for a standard 42 week</p>

	(Japan)	<p>period.”</p> <p>“Individual rights are <i>always</i> important in Japan.”*</p> <p>“Public rallies and protests are not <i>normally</i> common.”</p> <p>“Japan is <i>generally</i> not considered a multicultural country.”</p>
<b>Downtoners</b>	Appalachian State University (USA)	<p>“Each section is <i>roughly</i> 12 credits each.”</p> <p>“There is, <i>in general</i>, one mentor to each floor in the residence halls.”</p> <p>“There are <i>around</i> 20 churches in the area.”</p> <p>“Student employment is <i>slightly</i> higher than other places.”</p>
	University of Florida (USA)	<p>“In fact, <i>almost</i> all professors encourage students to participate in class discussions.”*</p>
	University of Frazier Valley (Canada)	<p>“There is often a service charge of <i>approximately</i> \$50.00.”*</p> <p>“It gets <i>rather</i> cold in the winter.”</p> <p>“The cost of living is <i>almost</i> the same as in the U.S.”</p> <p>“The dining room gets <i>kind of</i> crowded at noon.”</p>
	University of Bath (UK)	<p>“Nearby is a small community home to <i>about</i> 4,200 students.”</p> <p>“There are <i>at least</i> 100 bars and restaurants</p>

	<p>within walking distance.”</p> <p>“There are <i>nearly</i> 20 bakers in the area.”</p> <p>“It is <i>quite</i> impossible to smoke on campus.”*</p>
National University of Ireland (Ireland)	<p>“You can get to the city center for <i>around</i> 20 pounds”.*</p> <p>“A visit to the doctor is <i>nearly</i> free.”</p> <p>“Completing the enrolment application is <i>rather</i> simple.”</p> <p>“<i>In general</i>, cycling is the best way to get around.”*</p>
Trinity College (Ireland)	<p>“It seems that most of the international student population has a <i>fairly</i> high grade point average.”*</p>
University of South Australia (Australia)	<p>“The average annual rainfall is <i>slightly over</i> 840 mm.”</p> <p>“Bus service is <i>quite</i> cheap.”</p> <p>“It takes <i>a bit</i> longer to arrive by bus.”</p> <p>“It takes <i>about</i> 20 minutes on foot.”</p>
Paris Diderot University (France)	<p>“The journey takes <i>less</i> than 3.5-4 hours.”</p> <p>“Trains are <i>rather</i> cheap.”</p> <p>“Flying is <i>kind of</i> expensive.”</p> <p>“Renting a car is <i>quite</i> more expensive.”*</p>
University Tübingen (Germany)	<p>“The university has <i>almost</i> 2,000 rooms.”</p> <p>“The registrar’s office is <i>just</i> around the corner.”</p>

		<p>“Final grades take <i>rather</i> a long time to send out.”</p> <p>“You will see your academic advisor <i>almost</i> once a month.”*</p>
	University of Cagliari (Italy)	<p>“We are <i>pretty</i> sure that most of the 25 EU countries are represented.”*</p> <p>“The transition to academic life is <i>rather</i> easy.”</p> <p>“Access to email <i>fairly</i> simple.”</p> <p>“Clubs and asociations are <i>quite</i> popular.”</p>
	Ondokuz Mayıs University (Turkey)	<p>“<i>Nearly</i> a quarter of the population was born overseas.”</p> <p>“Professors’ schedules are <i>rather</i> flexible.”</p> <p>“The handbook is <i>pretty</i> clear and easy to use.”</p> <p>“The campus is <i>quite</i> small.”</p>
	Hokkaido University (Japan)	<p>“It is <i>relatively</i> easy to stay in status.”</p> <p>“Grocery stores and shopping malls are <i>quite</i> plentiful.”</p> <p>“Orientation lasts <i>around</i> 2 days.”</p> <p>“It is <i>fairly</i> easy to get to know your classmates.”*</p>
<b>Hedges</b>	Contra Costa Community College (USA)	<p>“Professors <i>appear to</i> use different criteria.”</p> <p>“You will <i>perhaps</i> need to consult the help desk.”*</p> <p>“You will <i>probably</i> want to access course</p>

		<p>materials online.”*</p> <p>“<i>It is likely</i> that you will want to take ESL courses.”*</p>
	<p>Vancouver Island University (Canada)</p>	<p>“Arriving in a new country will <i>kind of</i> be a challenging and different moment in your life.”*</p> <p>“You will <i>probably</i> need a writing workshop.”*</p> <p>“You should <i>perhaps</i> contact your instructor for tips.”*</p> <p>“<i>Maybe</i> you are interested in our free tutorials.”*</p>
	<p>University of Derby (UK)</p>	<p>“A drop in marks <i>maybe</i> will occur.”</p> <p>“Class participation is <i>perhaps</i> the best way to learn.”*</p> <p>“<i>It is likely</i> that attendance will have an important weight on your final grade.”*</p> <p>“<i>It is possible</i> that the rent does not include utilities.”</p>
	<p>Institute of Art, Design and Technology (Ireland)</p>	<p>“Privately-owned accommodation <i>apparently</i> fills quickly.”</p> <p>“<i>There is a good reason to believe</i> that it is more convenient to live in a residence hall.”*</p> <p>“<i>It would appear</i> that parking on campus is not easy.”</p> <p>“It is <i>probably</i> best to use a bicycle.”*</p>
	<p>University of Canberra College</p>	<p>“The closure dates are <i>mostly</i> from December 22 to January 2.”</p> <p>“<i>It may be possible</i> to extend your immigration</p>

(Australia)	<p>documents.”*</p> <p>“You will <i>probably</i> want to make a photocopy of all documents.”*</p> <p>“Asking people is <i>perhaps</i> the best way to find a job.”*</p>
Da Vinci University (France)	<p>“This will <i>partially</i> jeopardize entitlement to benefits.”</p> <p>“A tourist bank account is <i>likely</i> to charge less service fees.”</p> <p>“You will <i>probably</i> be given a card for the ATM.”*</p> <p>“<i>It may be possible</i> to open a savings account.”</p>
University of Flemsburg (Germany)	<p>“You will <i>perhaps</i> also be required to show your completed medical form.”*</p> <p>“You will <i>probably</i> not want to borrow money during your stay.”*</p> <p>“Tipping is <i>probably</i> one of the most important things to remember.”*</p> <p>“<i>It is likely</i> that you will want to shop larger stores.”*</p>
University Degla Studi Di Urbino Carlo Bo (Italy)	<p>“You will <i>typically</i> want to keep in mind the following expenses.”*</p> <p>“<i>There is reason to believe</i> that you will undergo culture shock.”*</p> <p>“You will <i>maybe</i> have trouble communicating at first.”*</p>



			<p>“Adaptation will <i>probably</i> take longer than you expected.”*</p>
		Sinop University (Turkey)	<p>“You will <i>perhaps</i> experience academic difficulties.”*</p> <p>“In order to become more involved, <i>it is likely</i> that you will want to join a student association.”*</p> <p>“You will <i>probably</i> want to see other places in Turkey.”*</p> <p>“Travel agencies are <i>perhaps</i> your best bet.”*</p>
		Kagoshima University (Japan)	<p>“Electrical outlets are <i>a tad</i> dangerous”.</p> <p>“Youth hostels are <i>probably</i> the best option.”*</p> <p>“Discrimination is <i>perhaps</i> what we least tolerate.”*</p> <p>“<i>It may be possible</i> that you do not know your rights.”*</p>
<b>Boosters</b>	<b>Emphatics</b>	University of Florida (USA)	<p>“<i>In fact</i>, almost all professors encourage students to participate in class discussions.”*</p> <p>“<i>It is clear that</i> you will need a visa to study in the U.S.”*</p> <p>“<i>Obviously</i> you will have to prove financial solvency.”*</p> <p>“<i>I am sure that</i> you have questions.”*</p>
		Western University (Canada)	<p>“You will, <i>definitely</i> be required to pay a deposit.”*</p> <p>“<i>We firmly believe</i> that our university is one of</p>

	<p>the top universities in the country.”*</p> <p>“It is <i>absolutely</i> necessary for students to attend the orientation session.”</p> <p>“You <i>definitely</i> should look for part-time work.”*</p>
Coventry University (UK)	<p>“You will <i>certainly</i> need to register before September 1<sup>st</sup>.”*</p> <p>“Most students are <i>clearly</i> interested in practical training.”*</p> <p>“<i>In fact</i>, our cutting edge facilities ensure you will receive the best education.”*</p> <p>“<i>We are positive</i> that you will not regret your choice.”*</p>
Griffith College (Ireland)	<p>“It will be <i>really</i> hard to change your timetable later.”*</p> <p>“You will <i>obviously</i> need academic advising before the term begins.”*</p> <p>“<i>It is clear</i> that Irish hospitality is famous.”</p> <p>“You will <i>definitely</i> want to see the coastal villages.”*</p>
University of Notre Dame (Australia)	<p>“We recommend you to call shops before <i>actually</i> going there.”*</p> <p>“<i>We absolutely believe</i> that you will fully enjoy your stay with us.”*</p> <p>“Our students <i>certainly</i> benefit from our up-to-date resources.”*</p> <p>“You will <i>definitely</i> want to take the shuttle bus.”</p>

<p>Supélec University (France)</p>	<p>“It is <i>indeed</i> a good idea to read your contract carefully.”*</p> <p>“<i>You can be sure</i> that your money will go far.”*</p> <p>“You will <i>obviously</i> need to take our French language and culture course.”*</p> <p>“Students <i>definitely</i> need to open an Australian bank account.”*</p>
<p>Hochschule Ashafferbug (Germany)</p>	<p>“You can <i>clearly</i> find good restaurants downtown.”</p> <p>“We advise you to <i>absolutely</i> be prepared for cold weather.”</p> <p>“<i>In fact</i>, 100% of our students have a cell phone.”</p> <p>“You should <i>definitely</i> purchase a bicycle.”</p>
<p>University of Padova (Italy)</p>	<p>“You will <i>in fact</i> have to see an advisor when you arrive.”*</p> <p>“Train schedules are <i>absolutely</i> reliable”</p> <p>“You <i>definitely</i> must bring your international health card.”*</p> <p>“It is <i>absolutely</i> necessary to add or drop classes during the established period of time.”</p>
<p>Yeditepe University (Turkey)</p>	<p>“At night Aberdeen <i>certainly</i> lights up with a fantastic night life”.</p> <p>“Food and water are <i>certainly</i> safe to consume here.”</p> <p>“<i>In fact</i>, our university is multicultural.”*</p>

		<p>“You must <i>absolutely</i> obey the laws in this country.”*</p>
	<p>Kanazawa University (Japan)</p>	<p>“<i>Clearly</i> it will take a few weeks to get accustomed.”</p> <p>“<i>I am positively sure</i> that our educational system will suit your academic needs.”*</p> <p>“We <i>totally</i> agree that international students are very important for a good learning experience.”*</p> <p>“You <i>really</i> need to understand our culture to understand how we live.”*</p>
<b>Amplifying Adverbs</b>	<p>Vanderbilt University (USA)</p>	<p>“Americans <i>greatly</i> value individuality.”</p> <p>“We are <i>extremely</i> happy to have you on campus.”*</p> <p>“Nashville is <i>just</i> wonderful.”</p> <p>“Students are <i>deeply</i> grateful to their professors.”</p>
	<p>Bishop’s University (Canada)</p>	<p>“On campus employment <i>primarily</i> means employment on the school premises.”</p> <p>“You are <i>strongly</i> suggested to choose alternative subjects.”*</p> <p>“Nightlife is <i>really</i> enjoyable.”</p> <p>“Sharing a room is <i>highly</i> recommendable.”</p>
	<p>Manchester University (UK)</p>	<p>“We <i>highly</i> recommend that each student complete the roommate profile form as soon as possible.”</p> <p>“Our <i>highly</i> qualified staff will make the</p>

	<p>transition easy.”*</p> <p>“The international management training program is <i>always</i> in great demand.”</p> <p>“Many of our <i>wonderfully</i> unique programmes are popular all over the world.”*</p>
Dublin City University (Ireland)	<p>“Course selection is <i>very</i> important.”</p> <p>“We are <i>highly</i> specialised in custom-designed courses.”*</p> <p>“Our graphic design programs are <i>extremely</i> popular.”*</p> <p>“The university’s accelerated programmes are <i>simply</i> the best.”</p>
CQ University (Australia)	<p>“The internet is an <i>extremely</i> useful tool.”</p> <p>“They choose us because we are one of the most <i>highly</i> dynamic universities in the country.”*</p> <p>“Textbooks are <i>extremely</i> expensive!”</p> <p>“Textbooks are <i>really</i> cheaper online.”*</p>
ESCEM University (France)	<p>“Our installations have been <i>thoroughly</i> refurbished.”*</p> <p>“The book store <i>always</i> has what you need.”</p> <p>“We hope your stay here will be a <i>totally</i> wonderful experience.”*</p> <p>“This handbook will be an <i>extremely</i> useful reference throughout your stay.”*</p>
Université	<p>“You would <i>never</i> get your money back.”*</p>

Paris-sud II	
Georg-August University (Germany)	<p>“<i>Always</i> keep your receipt.”*</p> <p>“<i>Never</i> give out your PIN.”*</p> <p>“We are <i>deeply</i> concerned about your safety.”*</p> <p>“It is <i>very</i> important to study a full course load.”*</p>
University Degli Studi del Molise (Italy)	<p>“It is <i>increasingly</i> more difficult to get a work permit.”*</p> <p>“Our grade system could be <i>totally</i> different from what you are used to.”*</p> <p>“Some items are <i>ridiculously</i> cheap in the local markets.”</p> <p>“Some myths about Italian culture are <i>totally</i> incorrect.”</p>
ODTU University (Turkey)	<p>“Our offer <i>significantly</i> increases your transportation choices.”*</p> <p>“Students are <i>strongly</i> advised not to go to certain parts of the city at night.”</p> <p>“Local dishes are <i>simply</i> great.”</p> <p>“Local people are <i>wonderfully</i> open.”</p>
Uludag University (Turkey)	<p>“We believe you will <i>greatly</i> profit from your experience with us.”*</p>
Tokyo International University (Japan)	<p>“International trade has <i>always</i> been part of Japan’s history.”</p> <p>“Interest in our culture is <i>highly</i> valued.”*</p>

		<p>“You should <i>never</i> show disrespect for older people.”*</p> <p>“It is <i>very</i> likely that you will find your religion in Tokyo.”*</p>
<b>Superlatives</b>	University of Michigan (USA)	<p>“One of the <i>most noteworthy</i> activities is the annual International Ball.”</p> <p>“The <i>most important</i> function of the Registrar’s Office is to provide adequate programming.”</p> <p>“Your <i>biggest</i> problem will be adjusting.”</p> <p>“It is the <i>most economical</i> way of furnishing your apartment.”*</p>
	Mount Allison University (Canada)	<p>“The <i>closest and most economical</i> option for airports is our local airport.”*</p> <p>“You’ll meet the <i>friendliest</i> people ever.”*</p> <p>“The <i>tastiest</i> food is served in the dining hall.”</p> <p>“We serve the <i>heartiest</i> meals you have ever tasted.”*</p>
	Hertfordshire University (UK)	<p>“Hats and gloves are <i>warmest</i> when made of wool.”</p> <p>“We keep the <i>most professional</i> standards possible.”*</p> <p>“Even the <i>most studious</i> people have problems at times.”</p> <p>“The <i>quietest</i> place in the library is at the back.”</p>

<p>Waterford Institute of Technology (Ireland)</p>	<p>“We extend our <i>warmest</i> welcome.”*  “We are <i>most pleased</i> to be able to inform you.”*  “The students are our <i>biggest</i> asset.”  “The <i>worst</i> time of the year is January.”</p>
<p>Monash College (Australia)</p>	<p>“The <i>most accurate and up-to-date</i> information is contained in the booklet.”  “You can experience the <i>most relaxing</i> atmosphere ever.”*  “You will experience the <i>most organised</i> campus in Australia.”*  “Christmas is the <i>happiest</i> time of year in the university.”</p>
<p>Reims University (France)</p>	<p>“The <i>most important</i> rule of academic honesty is to do your own work.”*  “The <i>longest</i> exams are the finals.”  “The <i>smallest</i> dorm rooms are the <i>cheapest</i>.”  “Your <i>best</i> time will be spent downtown.”*</p>
<p>Goethe University (Germany)</p>	<p>“We provide the <i>highest</i> possible quality of instruction.”  “You can find the <i>warmest</i> people on earth!”*  “Our university uses the <i>most up-to-date</i> educational resources on the market.”*  “German is one of the <i>most widespread</i> languages.”</p>



<p>University Degla Studi di Milano (Italy)</p>	<p>“As one of Italy’s <i>oldest</i> cities, it has a rich history.”</p> <p>“We keep the <i>highest</i> possible standards of teaching.”</p> <p>“Our teaching staff is the <i>fairest</i> as far as marking is concerned.”*</p> <p>“You will find restaurants with the <i>most modern</i> cuisine.”*</p>
<p>Marmara University (Turkey)</p>	<p>“This institute is the <i>largest</i> educational institution in Turkey.”</p> <p>“The <i>most efficient</i> way to reach the city is by bus.”</p> <p>“The <i>most peaceful</i> part of the city is near the campus.”</p> <p>“You will find the <i>least expensive</i> places to eat in the old quarter.”*</p>
<p>Sinop University (Turkey)</p>	<p>“Travel agencies are perhaps your <i>best bet</i>.”*</p>
<p>Uludag University (Turkey)</p>	<p>“It could be one of the <i>biggest</i> business schools in the region.”*</p>
<p>Yokohama National University (Japan)</p>	<p>“The <i>easiest</i> way to travel around Japan is by train.”</p> <p>“The <i>most sought after</i> apartments are in the city centre.”</p>

			<p>“Professors are the <i>most respected</i> by the students.”</p> <p>“The <i>most crowded</i> classes are first-year classes.”</p>
		Akita University (Japan)	<p>“International students think we are the <i>best</i> choice.”*</p> <p>“It must be one of the <i>most beautiful</i> cities in Japan.”*</p>
		Kagoshima University (Japan)	<p>“Youth hostels are probably the <i>best</i> option.”*</p> <p>“Discrimination is perhaps what we <i>least</i> tolerate.”*</p>
<b>Self-mentions</b>	<b>Self-mentions</b>	Montana State University (USA)	<p>“<i>We</i> want you to feel at home.”*</p> <p>“<i>Our</i> campus opens its doors to you.”*</p> <p>“On behalf of <i>my</i> staff and <i>I</i>, <i>we</i> extend a warm welcome.”</p> <p>“<i>I</i> suggest you take a campus tour.”*</p>
		North Island College (USA)	<p>“<i>We</i> assume you have already applied for a visa.”*</p>
		University of Florida (USA)	<p>“<i>I</i> am sure that you have questions.”*</p>
		Mohawk College (Canada)	<p>“<i>We</i> wish you a pleasant stay.”*</p> <p>“<i>We</i> provide you with bedding and towels.”*</p> <p>“<i>Our</i> safety policy is on the internet.”</p> <p>“<i>My</i> advice is to avoid missing classes.”</p>

Carleton University (Canada)	“ <i>We</i> believe you need a credit card.”*
University of New Brunswick (Canada)	“If <i>I</i> were you <i>I</i> would choose this university!”*
Sussex University (UK)	<p>“The teacher gave <i>me</i> a surprise test, and <i>I</i> failed”.</p> <p>“<i>We</i> cannot tolerate discrimination.”</p> <p>“<i>My</i> door is always open.”*</p> <p>“<i>My</i> idea is to offer fair treatment to each student.”</p>
University of Aberdeen (UK)	“ <i>We</i> believe you should bring at least 500 pounds in traveller’s checks.”*
Dublin Business School (Ireland)	<p>“<i>We</i> all want to learn from you too.”</p> <p>“<i>We</i> greatly admire the serious student.”</p> <p>“<i>I</i> want to improve your skills.”*</p> <p>“<i>We</i> are the largest independent third level college.”*</p>
Trinity College (Ireland)	“ <i>We</i> think students should consider using these apartments.”*
Flinders University (Australia)	<p>“It is <i>our</i> hope that you will profit from your experience.”</p> <p>“<i>We</i> specialize in career-focused business.”</p>

	<p><i>"We continue to grow and build our facilities."</i></p> <p><i>"I look forward to meeting you."*</i></p>
University of Adelaide (Australia)	<p><i>"We think you should secure an apartment before you arrive."*</i></p>
ESCIP Business School (France)	<p><i>"We are happy to have you."*</i></p> <p><i>"Our goal is to provide you with the best possible options."*</i></p> <p><i>"Our trademark is our postgraduate programmes."</i></p> <p><i>"My belief is to give equal opportunities to each and every student."</i></p>
University of Grenoble (France)	<p><i>"Although we do not think it is a good idea, you can take a language course Pass/Fail."*</i></p>
Bauhaus University (Germany)	<p><i>"We are proud to offer this educational experience."</i></p> <p><i>"I invite you to take part in our orientation session at the beginning of the term."*</i></p> <p><i>"Our strength lies in our teaching methodology."</i></p> <p><i>"My focus is on training leaders for the future."</i></p>
Friedrich-Schiller University (Germany)	<p><i>"We assume you will buy a cell phone as soon as you arrive."*</i></p>
International	<p><i>We would give you support when needed."*</i></p>

School of Management (Germany)	
Georg-August University (Germany)	<i>"We are deeply concerned about your safety."</i> *
IED University (Italy)	<i>"We pride ourselves in the help we give to our international students."</i>  <i>"Our philosophy is based on many years of experience."</i>  <i>"I hope we meet your expectations."</i> *  <i>"We know you will like it here."</i> *
Sarpiensa University of Rome (Italy)	<i>"Our university encourages diversity."</i> *
University of Cagliari (Italy)	<i>"We are pretty sure that most of the 25 EU countries are represented."</i> *
LUMSA University of Rome (Italy)	<i>We would recommend you work no more than 12 hours per week."</i> *
University Degli Studi del Molise (Italy)	<i>"Our grade system could be totally different from what you are used to."</i> *
Koç University (Turkey)	<i>"We wish you a safe and pleasant stay."</i>  <i>"I would not study anywhere else."</i>  <i>"I am very interested in Turkish culture which is why I chose this university."</i>

			“ <i>Our</i> hope is that you will return someday.” *
		Sabancı University (Turkey)	“ <i>We</i> always help <i>our</i> students to adjust.”*
		Uludag University (Turkey)	“ <i>We</i> believe you will greatly profit from your experience with <i>us</i> .”*
		Kyoto University (Japan)	“ <i>Our</i> roots can be traced back over many, many years.” “ <i>My</i> expectations have been met.” “ <i>My</i> first impression was a very good one.”* “ <i>We</i> are very grateful that you have chosen us over other institutions.”*
		Osaka Gakuin University	“ <i>Our</i> Japanese culture and language course would interest you.”*
<b>Attitude Markers</b>	<b>Comparatives</b>	Central Michigan University (USA)	“Some job classifications will pay a <i>higher</i> hourly salary.” “It may be <i>better</i> to choose your subjects from your home institution.”* “You’ll have to work <i>harder</i> at certain subjects.”* “Using your mentor is much <i>easier</i> than finding out yourself.”*
		Saint Mary’s	“There may be additional tests given with <i>greater</i>

<p>University (Canada)</p>	<p>frequency.”*</p> <p>“Your grades will be <i>higher</i> if you study little by little over the term.”*</p> <p>“It’s <i>quicker</i> to do it yourself.”*</p> <p>“You’ll quickly learn to be <i>more independent</i>.”</p>
<p>York University (UK)</p>	<p>“It is <i>more expensive</i> but very good.”</p> <p>“Students need to check the university intranet <i>more often</i>.”*</p> <p>“All residence halls have floors which are <i>quieter</i> than the rest.”</p> <p>“En-suite bathrooms are <i>more comfortable</i>.”</p>
<p>University of Limerick (Ireland)</p>	<p>“It gives you <i>greater</i> freedom.”*</p> <p>“Academic fees are <i>lower</i> if you pay in advance.”*</p> <p>“Your class timetable will be <i>better</i> distributed if you choose subjects in the same degree programme.”*</p> <p>“Afternoon classes are <i>more crowded</i>.”</p>
<p>USC University (Australia)</p>	<p>“Fees are generally <i>lower</i> than at a private agency.”*</p> <p>“Our language lab is <i>more modern</i> than most.”*</p> <p>“It’s always <i>more economical</i> to buy the complete meal plan.”*</p> <p>“On campus housing is <i>nicer</i> than the off campus offering.”</p>

<p>Catholic University of Lille (France)</p>	<p>“The <i>more cooperative</i> you are the more cooperation you are likely to receive.”*</p> <p>“French people can be <i>more reserved</i>.”*</p> <p>“French cuisine is perhaps <i>more appetising</i> than what you are used to.”*</p> <p>“Lille is <i>livelier</i> than many French cities.”</p>
<p>FH Düsseldorf (Germany)</p>	<p>“Credit cards are <i>more easily</i> accepted at hotels.”</p> <p>“Postgraduate classes finish <i>later</i> than undergraduate ones.”</p> <p>“Bus service is <i>more dependable</i> here.”</p> <p>“You can dress <i>more informal</i> for class.”*</p>
<p>University of Bologna (Italy)</p>	<p>“It is <i>more convenient</i> to use an ATM than standing in line.”</p> <p>“You will soon find that Italian students are <i>more talkative</i> than what you are used to.”*</p> <p>“Italians can be <i>funnier</i> than other people.”*</p> <p>“Lines are <i>longer</i> on registration day.”</p>
<p>University Degla Studi Di Urbino Carlo Bo (Italy)</p>	<p>“Adaptation will probably take <i>longer</i> than you expected.”*</p>
<p>University Degli Studi del Molise (Italy)</p>	<p>“It is increasingly <i>more difficult</i> to get a work permit.”*</p>
<p>Izmir Institute of Technology</p>	<p>“It is <i>farther</i> from the university and is <i>more</i></p>



	(Turkey)	<p><i>expensive.</i>"</p> <p>"Food is <i>fresher</i> in the dining halls."</p> <p>"Our academic advisors are <i>more professional</i> than you would expect."*</p> <p>"Our faculty are trained to teach <i>more dynamically.</i>"*</p>
	Meiji University (Japan)	<p>"The dining hall is <i>more popular</i> than the cafeteria."</p> <p>"For <i>more specific</i> information do not hesitate to contact us."*</p> <p>"Our campus is <i>greener</i> than most."*</p> <p>"Students seem to be <i>more silent</i> in class."</p>
<b>Attitude Verbs</b>	Lock Haven University of Pennsylvania (USA)	<p>"The LHU community <i>wishes</i> you a wonderful experience."*</p> <p>"I <i>hope</i> your stay will be an enjoyable one."*</p> <p>"We <i>hope</i> you will take back wonderful memories."*</p> <p>"On behalf of my staff, we <i>wish</i> you a fantastic academic year with us."*</p>
	University of Florida (USA)	<p>"In fact, almost all professors <i>encourage</i> students to participate in class discussions."*</p>
	University of New Brunswick (Canada)	<p>"You are <i>expected</i> to have health insurance."*</p> <p>"I <i>expect</i> you to take your studies seriously and have a good time as well."*</p>

	<p>“As Rector of this university I <i>hope</i> you will take advantage of this unique experience.”*</p> <p>“Let’s <i>hope</i> your time here will be well spent.”*</p>
University of the West of England (UK)	<p>“We <i>hope</i> you will take advantage of your stay with us.”*</p> <p>“I <i>agree</i> that a good amount of patience is required.”*</p> <p>“We <i>disagree</i> international students should have a different marking system.”*</p> <p>“The international relations office <i>wishes</i> you happy beginning.”*</p>
Dublin Institute of Technology (Ireland)	<p>“We <i>hope</i> that you will take the time to become acquainted with our staff.”*</p> <p>“You have to <i>agree</i> that the student-teacher ratio is low.”*</p> <p>“We sometimes <i>disagree</i> with your complaints.”*</p> <p>“Your academic advisor <i>expects</i> you to make an effort.”*</p>
Bremer Institute of Tafe (Australia)	<p>“Students are <i>expected</i> to complete the 1<sup>st</sup> year writing requirement in their first year.”</p> <p>“Your resident advisor <i>hopes</i> you will develop good relationships with the rest of the residents.”*</p> <p>“As acting Rector, I <i>agree</i> that some sacrifices will have to be made.”*</p>

	<p>"Everyone <i>agrees</i> that you get what you put in."*</p>
<p>Université Paris-sud II</p>	<p>"The staff of International Programs <i>wish</i> you a good year."*</p>
<p>International School of Management (Germany)</p>	<p>"Don't <i>expect</i> the landlord to sublease for you".*</p> <p>"You will <i>agree</i> that our German language and culture course is very useful, especially in the beginning."*</p> <p>"On behalf of the international office staff, I <i>wish</i> you a warm welcome."*</p>
<p>LUMSA University of Rome (Italy)</p>	<p>"We <i>prefer</i> that you live on campus your first year."*</p> <p>"The departmental secretaries <i>hope</i> you have filled in correctly all forms."*</p> <p>"We <i>wish</i> you luck with your new surroundings."*</p> <p>"The mentors <i>agree</i> that you will have loads of doubts in in the beginning."*</p> <p>"We would <i>recommend</i> you work no more than 12 hours per week."*</p>
<p>Bilgi University (Turkey)</p>	<p>"We <i>agree</i> that you should not be liable to pay extra fees."*</p> <p>"We <i>expect</i> that you respect our local customs."*</p> <p>"Department chairs <i>disagree</i> many times with student complaints, but they do listen."</p> <p>"The university <i>hopes</i> you will return some day."*</p>

Osaka Gakuin University (Japan)	<p>“We are <i>pleased</i> that you have decided to study here.”*</p> <p>“We sincerely <i>expect</i> that this experience will open doors for you.”*</p> <p>“As Rector, I <i>agree</i> that you are making a sacrifice.”*</p> <p>“Our staff <i>wishes</i> you a pleasant stay.”*</p>
<b>Sentence Adverbs</b>	<p>North Island College (USA)</p> <p>“This guide has been designed <i>specifically</i> to help you upon your arrival.”*</p> <p>“You should pay attention <i>in particular</i> to what your advisor says.”*</p> <p>“<i>Mainly</i> you should check on your credits before the term starts.”</p> <p>“<i>Even if</i> you do not understand everything, you should not give in.”*</p>
Carleton University (Canada)	<p>“We will meet you at the airport but <i>only</i> on the date specified.”*</p> <p>“<i>Remarkably</i> homesickness can be overcome quite quickly.”</p> <p>“<i>Unfortunately</i> there are no single rooms to offer.”</p> <p>“<i>Although</i> you have a full credit load you should go out frequently.”</p>
University of Aberdeen (UK)	<p>“<i>Unfortunately</i>, there is only one bank on campus.”</p>

	<p>“<i>Even if</i> you feel homesick you should always go out with friends.”*</p> <p>“It is <i>especially</i> important to have medical coverage.”*</p> <p>“You <i>only</i> have to be punctual.”</p>
Trinity College (Ireland)	<p>“You may <i>unexpectedly</i> have a test.”</p> <p>“The results tend to be <i>remarkably</i> good.”</p> <p>“<i>Although</i> your language skills are weak in the beginning, they will get better.”*</p> <p>“Irish people are <i>mainly</i> friendly.”</p>
University of Adelaide (Australia)	<p>“You <i>simply</i> apply for a visa once you have been admitted.”*</p> <p>“Your English will be <i>surprisingly</i> good.”*</p> <p>“Attendance is not the <i>only</i> thing that counts.”</p> <p>“You will be charged <i>even if</i> you do not consume any electricity.”*</p>
University of Grenoble (France)	<p>“You will find that college work requires <i>considerably</i> more effort than high school courses.”*</p> <p>“Sometimes services are <i>pathetically</i> bad.”*</p> <p>“<i>Unfortunately</i> we cannot issue grades if you have an outstanding debt with the university.”*</p> <p>“It is <i>especially</i> important not to forget your password.”*</p>
Friedrich- Schiller	<p>“<i>Interestingly</i> you will find many restaurants</p>

<p>University (Germany)</p>	<p>which serve ethnic dishes.”*</p> <p>“Of all the study areas there is one <i>in particular</i> which you may like the most.”*</p> <p>“<i>Although</i> it costs money, you ought to rent a bike.”*</p> <p>“<i>Fortunately</i> you will be able to count on teaching assistants.”*</p>
<p>Sapienza University of Rome (Italy)</p>	<p>“<i>Fortunately</i>, there is a 24-hour police patrol on campus”.</p> <p>“The campus is located in an <i>especially</i> quiet area.”</p> <p>“<i>Even though</i> you have booked a ticket you will have to confirm it.”*</p> <p>“It <i>only</i> takes 5 minutes to fill out the questionnaire.”</p>
<p>Uludag University (Turkey)</p>	<p>“<i>Curiously</i> enough, students never complain about the public transportation system”.*</p> <p>“<i>Surprisingly</i> you will develop a taste for Turkish food.”*</p> <p>“<i>Fortunately</i> you will never have more than one exam on one day.”*</p> <p>“International students are <i>mainly</i> European.”</p>
<p>Akita University (Japan)</p>	<p>“You may <i>unexpectedly</i> be asked to participate in class”.*</p> <p>“Our methodology is <i>in particular</i> easy to get used to.”*</p>

		<p>“We <i>only</i> ask you to return library books on time.”*</p> <p>“Professors are <i>especially</i> sensitive to respect.”</p>
<b>Adjectives</b>	New York City College of Technology (USA)	<p>“<i>It is important</i> that you safeguard your passport.”*</p> <p>“<i>It is fortunate</i> that you have decided to study with us.”*</p> <p>“<i>It is surprising</i> the number of international students who immediately adapt.”*</p> <p>“<i>It is worth it</i> to buy a transportation card.”</p>
	University of British Columbia (Canada)	<p>“<i>It is important</i> for you to know that this is not an ordinary residence hall.”*</p> <p>“<i>It is great</i> to have you as a member of our student body.”*</p> <p>“<i>It is overwhelming</i> to see such happy students.”</p> <p>“<i>It is amazing</i> how much you will learn.”*</p>
	Newcastle University (UK)	<p>“<i>It is important</i> to arrive one week early.”</p> <p>“<i>It is vital</i> you ask for a student card your first week.”*</p> <p>“We feel <i>it is worth it</i> to live on campus.”</p> <p>“<i>It is absurd</i> to think that you will not need to use our library.”*</p>
	National College of Ireland	<p>“There is a <i>remarkable</i> difference in price.”</p> <p>“We feel <i>it is worth it</i> to confirm your</p>

(Ireland)	<p>timetable.”*</p> <p>“<i>It is fortunate</i> that you have chosen our university flats.”*</p> <p>“<i>It will be great</i> to meet you.”*</p>
Bond University (Australia)	<p>“<i>It is essential</i> that you pass your first year courses.”</p> <p>“<i>It is important</i> that you register with the police.”</p> <p>“<i>It is always surprising</i> to find so many nice people in one place.”</p> <p>“<i>It is remarkable</i> to meet people from so many nationalities.”</p>
University of Paris X (France)	<p>“Hundreds of people attend the <i>delightful</i> intercultural events.”</p> <p>“You will find it <i>worth it</i> to take a language course.”*</p> <p>“<i>It is not surprising</i> that we receive more and more international students every year.”*</p> <p>“<i>It is great</i> that you are coming to France.”*</p>
FH Kiel (Germany)	<p>“The final exam counts as a <i>significant</i> portion of your grade.”*</p> <p>“<i>It is incredible</i> the number of students that participate in our international festival.”*</p> <p>“The academic success of our international students <i>is surprising</i>.”*</p> <p>“It is simply <i>fantastic!</i>”</p>



Georg-August University (Germany)	“It is very <i>important</i> to study a full course load.”*
Ca’ Foscari University of Venice (Italy)	<p>“The need to adjust can be an <i>overwhelming</i> experience.”*</p> <p>“<i>It’s fortunate</i> that our academic departments have a lot of experience with exchange students.”*</p> <p>“<i>It’s worth it</i> to stay longer.”*</p> <p>“The reception is absolutely <i>incredible</i>.”*</p>
Sabanci University (Turkey)	<p>“Turkey is a country characterized by <i>spectacular</i> scenery.”</p> <p>“You are <i>fortunate</i> to have chosen this campus.”*</p> <p>“<i>It is unfortunate</i> that you cannot extend your stay.”*</p> <p>“<i>It is important</i> to use our virtual campus.”*</p>
Doshisha University (Japan)	<p>“<i>It is surprising</i> that many students arrive long before the induction sessions.”</p> <p>“<i>It is ridiculous</i> to think that you can pass without studying.”*</p> <p>“<i>It is wonderful</i> that you will be experiencing our culture firsthand.”*</p> <p>“<i>It is great</i> to travel on the weekends.”</p> <p>“Individual rights are always <i>important</i> in Japan.”*</p>

<b>Exclamations</b>	Appalachian State University (USA)	<p>“Cheating is forbidden!”</p> <p>“Come with warm clothing!”*</p> <p>“Return your library books on time!”*</p> <p>“Don’t be late!”*</p>
	University of Frazier Valley (Canada)	<p>“So keep it safe!”*</p> <p>“Don’t forget the add/drop dates!”*</p> <p>“Lock your dorm room when you leave!”*</p> <p>“Be prepared to wait in line!”*</p>
	University of New Brunswick (Canada)	<p>“If I were you I would choose this university!”*</p>
	University of Bath (UK)	<p>“It’s first come first serve, so come early!”*</p> <p>“Don’t make a lot of noise!”*</p> <p>“Remember to register early!”*</p> <p>“It’s almost time!”</p>
	National University of Ireland (Ireland)	<p>“Shop around!”*</p> <p>“Let us know!”*</p> <p>“Be smart!”*</p> <p>“You can count on us!”*</p>
	University of South Australia (Australia)	<p>“You’ll enjoy the spectacular beach and scenery!”*</p>

	<p>“You can dress casually!”*</p> <p>“You should never be late for class!”*</p> <p>“You should never owe money!”*</p>
Paris Diderot University (France)	<p>“Add it to your internet browser’s bookmark!”*</p> <p>“You can come in whenever you want!”*</p> <p>“Please remember to register on time!”*</p> <p>“You should open a bank account near the university!”*</p>
University of Flemsburg (Germany)	<p>“Here’s what to expect!”</p> <p>“You can practice your German!”*</p> <p>“You can’t change classes after the deadline!”*</p> <p>“You have to register for the resit exams!”*</p>
University of Cagliari (Italy)	<p>“Don’t despair!”*</p> <p>“It will take a while!”</p> <p>“That is what we are here for!”*</p> <p>“You have made the correct choice!”*</p>
Ondokuz Mayıs University (Turkey)	<p>“Welcome to our university!”</p> <p>“You can pick up your free copy!”*</p> <p>“Enjoy our hospitality!”*</p> <p>“We will be waiting for you at the beginning of the term”*</p>
Hokkaido University	<p>“The best thing to do is to study!”</p> <p>“Respect is the norm!”</p>

		(Japan)	<p>“Our years of experience back us up!”*</p> <p>“We won’t let you down!”*</p>
<b>Engagement Markers</b>	<b>Second Person Pronouns</b>	Contra Costa Community College (USA)	<p>“<i>You</i> must appear in person.”*</p> <p>“<i>You</i> will perhaps need to consult the help desk.”*</p> <p>“<i>You</i> can pick up your student card before classes start.”</p> <p>“<i>You</i> will be given the key to <i>your</i> room.”</p>
		Lock Haven University of Pennsylvania (USA)	<p>“<i>You</i> may ask the teacher how they would like to be addressed.”*</p> <p>“If <i>you</i> were ill <i>you</i> would go to the medical center on campus.”*</p> <p>“<i>You</i> probably wouldn’t want to live off campus.”*</p>
		North Island College (USA)	<p>“We assume <i>you</i> have already applied for a visa.”*</p> <p>“<i>You</i> could be experiencing culture shock.”*</p>
		University of Florida (USA)	<p>“It is clear that <i>you</i> will need a visa to study in the U.S.”*</p> <p>“Obviously <i>you</i> will have to prove financial solvency.”*</p> <p>“I am sure that <i>you</i> have questions.”*</p>
		New York City	<p>“This information will normally be included in</p>

<p>College of Technology (USA)</p>	<p><i>your</i> course outline.”*</p> <p>“<i>Your</i> health should always come first.”*</p> <p>“<i>You</i> must always dress appropriately for the weather.”*</p> <p>“<i>You</i> should never drop a class without permission.”*</p>
<p>Carleton University (Canada)</p>	<p>“We advise <i>you</i> to accept <i>your</i> housing contract as early as possible.”*</p> <p>“We believe <i>you</i> need a credit card.”*</p> <p>“<i>You</i> are expected to pay tuition fees in advance.”*</p>
<p>Vancouver Island University (Canada)</p>	<p>“Congratulations on <i>your</i> admission to Vancouver Island University.”</p> <p>“<i>You</i> will have to re-register if we did not receive <i>your</i> forms.”*</p> <p>“<i>Your</i> classes may overlap.”*</p> <p>“We welcome <i>you</i> to our campus.”*</p>
<p>University of New Brunswick (Canada)</p>	<p>“If I were <i>you</i> I would choose this university!”*</p> <p>“In this case <i>you</i> would be offered backup classes.”*</p>
<p>University of Derby (UK)</p>	<p>“<i>You</i> do not have to tip in the cafeteria.”*</p> <p>“<i>You</i> now form part of our university.”*</p> <p>“<i>You</i> should consider buying essentials locally.”*</p> <p>“<i>You</i> can contact <i>your</i> roommate before</p>

	arriving.”
University of the West of England (UK)	<p>“<i>You</i> wouldn’t be accepted to the program if <i>you</i> didn’t have the proper qualifications.”*</p> <p>“If <i>you</i> chose to live in a house <i>you</i> would pay your own utilities.”*</p> <p>“If <i>you</i> wanted a land-line <i>you</i> would have to pay more money.”*</p>
University of Aberdeen (UK)	<p>“We believe <i>you</i> should bring at least 500 pounds in traveller’s checks.”*</p> <p>“<i>You</i> could be suffering from culture shock.”*</p>
Institute of Art, Design and Technology (Ireland)	<p>“<i>Your</i> instructors will expect <i>you</i> to develop as an independent thinker.”</p> <p>“<i>You</i> may not appear on the official class lists at first.”*</p> <p>“<i>Your</i> student mentor will send <i>you</i> an email before arrival.”</p> <p>“We thank <i>you</i> for <i>your</i> patience.”*</p>
Dublin Institute of Technology (Ireland)	<p>“I would encourage <i>you</i> to share <i>your</i> experiences with others.”*</p> <p>“Visiting the student centre would solve <i>your</i> problems.”*</p> <p>“<i>You</i> would need to have <i>your</i> belongings sent in advanced.”*</p>
Trinity College (Ireland)	<p>“<i>You</i> may need to use the library over the weekend.”*</p>

<p>University of Canberra College (Australia)</p>	<p>“<i>You</i> should not bargain when <i>you</i> buy.”*  “Take care of <i>your</i> personal belongings.”*  “If <i>you</i> have problems making ends meet, contact us.”*  “<i>You</i> will receive all the information electronically.”</p>
<p>University of Adelaide (Australia)</p>	<p>“We think <i>you</i> should secure an apartment before <i>you</i> arrive.”*</p>
<p>Bremer Institute of Tafe (Australia)</p>	<p>“<i>Your</i> spouse would need to have a residence card.”*  “<i>You</i> would open a current account.”*</p>
<p>Da Vinci University (France)</p>	<p>“<i>You</i> will discover the one thing that unite all French: the weather.  “<i>You</i> cannot afford not to have insurance.”  “<i>You</i> must take a French language level test before being admitted.”*  “<i>You</i> can spend <i>your</i> free time exploring the country.”</p>
<p>University of Grenoble (France)</p>	<p>“Although we do not think it is a good idea, <i>you</i> can take a language course Pass/Fail.”*  “<i>It</i> may be a problem if <i>you</i> do not apply for <i>your</i> visa in advance.”*  “<i>The</i> library could be the heart of <i>your</i> academic</p>

	experience.”*
Université Paris-sud 11 (France)	“If <i>you</i> continue north on the motorway <i>you</i> would drive right to the university.”*
Hochschule Ashafferbug (Germany)	“If <i>you</i> enter into level 3 <i>you</i> will have to work harder.”* “We need to know <i>your</i> previous coursework.”* “If <i>you</i> do not have the prerequisites for the course <i>you</i> cannot have it.” “ <i>Your</i> transcript will be mailed to <i>your</i> home address.”
Friedrick- Schiller University (Germany)	“We assume <i>you</i> will buy a cell phone as soon as <i>you</i> arrive.”* “ <i>You</i> may miss the application deadline.”* “There could be a mistake in <i>your</i> learning agreement.”* “ <i>You</i> can expect high academic standards.”*
University Tübingen (Germany)	“ <i>You</i> will see <i>your</i> academic advisor almost once a month.”*
Georg-August University (Germany)	“Always keep <i>your</i> receipt.”* “Never give out <i>your</i> PIN.”* “We are deeply concerned about <i>your</i> safety.”*
International School of Management	“ <i>You</i> may be charged for any goods which would normally be subject to customs duty.”*



(Germany)	<p>“We would give <i>you</i> support when needed.”*</p> <p>“Finding <i>your</i> way around the city would be easy if <i>you</i> had a mentor.”*</p> <p>“<i>You</i> would enjoy <i>your</i> time at ISM more if <i>you</i> attended the induction session.”*</p>
<p>University Degla Studi Di Urbino Carlo Bo (Italy)</p>	<p>“If <i>you</i> have any questions, please contact the university.”*</p> <p>“<i>You</i> know better than we do.”*</p> <p>“If <i>you</i> have not set up <i>your</i> university email account, please do so immediately.”*</p> <p>“<i>You</i> can use the university’s sports facilities for free.”</p> <p>“There is reason to believe that <i>you</i> will undergo culture shock.”*</p> <p>“<i>You</i> will maybe have trouble communicating at first.”*</p> <p>“Adaptation will probably take longer than <i>you</i> expected.”*</p>
<p>Sarpiensa University of Rome (Italy)</p>	<p>“Wifi must not be working if <i>you</i> cannot log in.”*</p> <p>“I guess <i>you</i> will need to change courses.”*</p>
<p>LUMSA University of Rome (Italy)</p>	<p>We would recommend <i>you</i> work no more than 12 hours per week.”*</p> <p>“<i>You</i> would need to fly to Rome.”*</p> <p>“<i>You</i> wouldn’t want to take more than 30</p>

	<p>ECTS.”*</p> <p>“Would <i>you</i> please complete this survey?”*</p>
<p>University Degli Studi del Molise (Italy)</p>	<p>“Our grade system could be totally different from what <i>you</i> are used to.”*</p>
<p>Sinop University (Turkey)</p>	<p>“<i>You</i> can meet the cost of course fees.”</p> <p>“Not everyone will speak to <i>you</i> in English.”</p> <p>“<i>Your</i> advisor can help <i>you</i> manage <i>your</i> time.”</p> <p>“Only <i>you</i> can integrate into the local culture.”*</p> <p>“<i>You</i> will perhaps experience academic difficulties.”*</p> <p>“In order to become more involved, it is likely that <i>you</i> will want to join a student association.”*</p> <p>“<i>You</i> will probably want to see other places in Turkey.”*</p> <p>“Travel agencies are perhaps <i>your</i> best bet.”*</p>
<p>Subanci University (Turkey)</p>	<p>“<i>You</i> will rarely have problems with the local population.”*</p>
<p>Uludag University (Turkey)</p>	<p>“<i>You</i> should gain valuable business knowledge.”*</p> <p>“We believe <i>you</i> will greatly profit from <i>your</i> experience with us.”*</p>
<p>Bilgi University</p>	<p>“<i>You</i> wouldn’t recognise the campus police.”*</p> <p>“<i>You</i> would have to be a first-year student to live</p>

	(Turkey)	on campus.”*  “ <i>You</i> would have to enrol in English-taught courses.”*
	Kagoshima University (Japan)	“ <i>You</i> can find where the nearest tourist office is.”*  “We know <i>you</i> will make an effort to adapt.”*  “ <i>You</i> should never give out <i>your</i> username and password.”*  “ <i>You</i> will be charged a damage deposit.”
	Hokkaido University (Japan)	“It is fairly easy to get to know <i>your</i> classmates.”*
	Osaka Gakuin University (Japan)	“It would also be helpful to know <i>your</i> roommate preference when applying for a hall of residence,”*  “ <i>Your</i> mentor would help <i>you</i> out.”*  “Our Japanese culture and language course would interest <i>you</i> .”*  “ <i>You</i> would want to learn a bit of the language.”*
<b>Rhetorical Questions</b>	University of Florida (USA)	“How do you apply for the language course?”*
	Western University (Canada)	“How do I apply for the off campus work permit?”*  “What more can you ask for?”*

	<p>“What do you need?”*</p> <p>“How much do you want to spend?”*</p>
Coventry University (UK)	<p>“Do you miss your family?”*</p> <p>“How close do you want to live to the main campus?”*</p> <p>“How did you hear about us?”*</p>
Griffith College (Ireland)	<p>“Why care about ambience when your stomach is happy?”*</p> <p>“What sort of accommodation do you require?”*</p> <p>“What sort of diet do you follow?”*</p> <p>“Do you have any allergies?”*</p>
University of Notre Dame (Australia)	<p>“Does the apartment feel big enough for you?”*</p> <p>“When do you plan on arriving?”*</p> <p>“Would you like a student mentor?”*</p> <p>“Do you prefer on campus or off campus housing?”*</p>
Supélec University (France)	<p>“How is Supélec different from universities in your country?”*</p> <p>“What is your level of French?”*</p> <p>“How can we make you feel more at home?”*</p> <p>“Are you a hearty eater?”*</p>
Georg-August University (Germany)	<p>“Do you need a work permit?”*</p> <p>“Do you speak any German?”*</p> <p>“Would you like your main language of</p>

		instruction to be English?""* "Do you need help looking for accommodation?""*
	University of Padova (Italy)	"How do I become a registered student?""* "Is this your first time in Italy?""* "How long are you going to study here?""* "Are you planning on working at the same time?""*
	LUMSA University of Rome (Italy)	"Would you please complete this survey?""*
	Yeditepe University (Turkey)	"Are you an EU national?""* "Are you looking for an exciting experience?""* "Are you ready to try Turkish hospitality?""* "Will you need academic advising once you arrive?""*
	Kanazawa University (Japan)	"What are your main interests?""* "Do you prefer a quiet residence for living?""* "Are you independent?""* "Are you looking for a homestay?""*
<b>Necessity Modals</b>	Vanderbilt University (USA)	"You <i>need to</i> get the early edition.""* "You <i>have to</i> enjoy teamwork.""* "You <i>must</i> not forget what you are here for.""*

		“You <i>ought to</i> try out your classes before confirming them.”*
New York City College of Technology (USA)		“Your health <i>should</i> always come first.”* “You <i>must</i> always dress appropriately for the weather.”* “You <i>should</i> never drop a class without permission.”*
University of Florida (USA)		“Obviously you will <i>have to</i> prove financial solvency.”*
Bishop’s University (Canada)		“When booking you’ll <i>have to</i> pay for 3 nights’ accommodation”.* “Students <i>need not</i> bring their own bedding.” “You do not <i>have to</i> live on campus.”* “Do you <i>have to</i> have a single room?”*
Manchester University (UK)		“You will <i>need to</i> complete an entry demand application”.* “If you fail you <i>should</i> take the resit exam.”* “You <i>have to</i> bring warm clothing.”* “You <i>should not</i> try to take more than 5 subjects.”*
University of the West of England (UK)		“There would <i>have to</i> be two signatures on the contract.”* “If you wanted a land-line you would <i>have to</i> pay more money.”*
University of		“We believe you <i>should</i> bring at least 500

Aberdeen (UK)	pounds in traveller's checks."*
Dublin City University (Ireland)	<p>"You <i>ought to</i> be studying full time".*</p> <p>"You <i>should not</i> live more than 5 km. from campus."*</p> <p>"Students <i>have to</i> be very careful when choosing their subjects."*</p> <p>"We <i>ought to</i> warn you that the Irish accent can be a bit difficult to understand at times."*</p>
Dublin Institute of Technology (Ireland)	<p>"You would <i>need to</i> have your belongings sent in advance."*</p> <p>"The students would <i>have to</i> make an appointment in advance."*</p>
Trinity College (Ireland)	<p>"We think students <i>should</i> consider using these apartments."*</p> <p>"You may <i>need to</i> use the library over the weekend."*</p>
CQU Brisbane (Australia)	<p>"You <i>should</i> contact your nearest consulate or embassy".*</p> <p>"You <i>have to</i> bring your original documents."*</p> <p>"You do not <i>have to</i> worry about the first week."*</p> <p>"You <i>must</i> understand that our department is very small."*</p>
University of Adelaide (Australia)	"We think you <i>should</i> secure an apartment before you arrive."*

Bremer Institute of Tafe (Australia)	“Your spouse would <i>need to</i> have a residence card.”*
ESCEM University (France)	“You will <i>need to</i> bring your ESCEM student number”.* “You will also <i>need to</i> bring a laptop.”* “Your mentor will <i>have to</i> clear up academic problems.”* “You <i>should</i> take culture shock seriously.”*
Goethe University (Germany)	“You <i>must</i> be registered as a full-time student”.* “You do not <i>have to</i> live in our residence.”* “Our former international students did not <i>have to</i> show their passport often.”* “You <i>must</i> bring the international health card with you.”*
University Degli Studi del Molise (Italy)	“You <i>should</i> fill out the Immigration application form once you arrive to campus”.* “You <i>should not</i> go to private doctors.”* “You <i>have got to</i> visit our office.”* “We <i>must</i> make sure that there are enough seats in the classes.”*
Sarpiensa University of Rome (Italy)	“I guess you will <i>need to</i> change courses.”*
LUMSA University of	“You would <i>need to</i> fly to Rome.”* “You wouldn’t want to take more than 30



Rome (Italy)	ECTS.”* “Would you please complete this survey?”*
ODTU (Turkey)	“All students <i>ought to</i> be treated equally.” “You <i>ought to</i> revise your status every term.”* “You do not <i>have to</i> pay in cash.”* “The registrar’s office <i>must</i> have your current information.”*
Bilgi University (Turkey)	“You would <i>have to</i> be a first-year student to live on campus.”* “You would <i>have to</i> enrol in English-taught courses.”*
Tokyo International University (Japan)	“You <i>must</i> put your own groceries into bags.”* “You <i>should</i> inform us of any address change.”* “You <i>have to</i> attend all lectures.”* “You <i>must</i> meet the prerequisite policy before you can confirm your subjects.”*

<b>Presupposition Markers*</b>  *Fewer examples of these markers are sometimes provided due to	Central Michigan University (USA)	“ <i>Of course</i> you should always make an effort to attend class”.* “ <i>Obviously</i> you will have already contacted your mentor.”* “Teachers will <i>obviously</i> want to know why you have not attended.”*
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their low usage in general.		
	Saint Mary's University (Canada)	<p>“<i>Obviously</i> you will have problems in the beginning”.*</p> <p>“We will <i>of course</i> arrange for transportation on the first day.”*</p>
	York University (UK)	<p>“<i>Obviously</i> there will be a waiting list for some courses”.</p> <p>“<i>Of course</i> you are welcome to contact us at any time.”*</p> <p>“You will <i>of course</i> want to visit other areas of the UK.”*</p> <p>“This <i>obviously</i> means that your timetable will contain overlaps.”*</p>
	National University of Ireland (Ireland)	<p>“You will <i>of course</i> receive the same treatment as the Irish students.”*</p> <p>“If you are an exchange student you will <i>obviously</i> not be charged for tuition fees.”*</p> <p>“If you live off campus you will <i>of course</i> pay for your own transportation to and from classes.”*</p> <p>“You will <i>obviously</i> need help with your timetable.”*</p>
	Flinders University (Australia)	<p>“You must <i>of course</i> go to an Australian embassy before making travel plans.”*</p> <p>“The university <i>obviously</i> wants to make the beginning of your stay as smooth as possible.”*</p>

		<p>“Do not forget <i>of course</i> to register with the police.”*</p> <p>“<i>Of course</i> you will want to purchase a meal plan.”*</p>
	University of Grenoble (France)	<p>“<i>Obviously</i> you must stop by the international office upon your arrival.”*</p> <p>“Should you need any assistance you can <i>of course</i> contact the international office.”*</p> <p>“There is <i>of course</i> a shortage of flats in the city.”</p> <p>“You will <i>obviously</i> have to pay a damage deposit.”*</p>
	FH Düsseldorf (Germany)	“ <i>Admittedly</i> , we are very warm people”.*
	University of Bologna (Italy)	<p>“<i>Of course</i>, you can always use a credit card”.*</p> <p>“<i>Obviously</i> you can take a bit more than 30 ECTS.”*</p>
	Izmir Institute of Technology (Turkey)	“ <i>Obviously</i> you can’t always enrol for what you need”.*
	Doshisha University	“ <i>Of course</i> our sports facilities are limited, but they are open for your use.”
<b>Imperatives</b>	University of Michigan (USA)	<p>“Please keep in mind that there are limited seats for each course.”</p> <p>“Don’t wait!”*</p>

		<p>“Keep in touch!”*</p> <p>“Hook up with a local provider.”</p>
Mount Allison University (Canada)	<p>“Go to the website.”</p> <p>“Keep warm.”</p> <p>“Buy it downtown.”</p> <p>“Don’t forget.”</p>	
Hertfordshire University (UK)	<p>“Feel free to contact me”.*</p>	
University of Limerick (Ireland)	<p>“Please send complete details of your travel plans to us.”*</p> <p>“Look forward to our international festival.”*</p> <p>“Cheer up!”*</p> <p>“Rest assured that we will help you.”*</p>	
Monash College (Australia)	<p>“Do not give out your phone number to strangers”.*</p> <p>“Buy a cell phone.”</p> <p>“Shop locally.”</p> <p>“Use our student centre for study.”*</p>	
Catholic University of Lille (France)	<p>“Check with the health insurance office”.</p> <p>“Don’t get nervous.”</p> <p>“Be on time.”</p> <p>“Get with it.”</p>	

	Bauhaus University (Germany)	<p>“Do drop in at the International Student Office”.</p> <p>“Bring us all originals.”*</p> <p>“Get your learning agreement signed.”*</p> <p>“Have your certificate of stay stamped.”*</p>
	Georg-August University (Germany)	<p>“Always keep your receipt.”*</p> <p>“Never give out your PIN.”*</p>
	University Degla Studi Di Milano (Italy)	<p>“Please visit the accommodation website.”</p> <p>“Get permission to change courses.”</p> <p>“Ask first.”</p> <p>“Don’t worry.”</p>
	Marmara University (Turkey)	<p>“Check the processing time”.</p> <p>“Relax.”</p> <p>“Try everything.”</p> <p>“Make an effort.”</p>
	Kyoto University (Japan)	<p>“Please note that all flats have electric heating”.</p> <p>“Don’t abuse the water.”</p> <p>“Show respect towards your professors.”*</p> <p>“Fill out the questionnaire.”</p>
<b>Interjections*</b>  *Fewer examples	Appalachian State University (USA)	<p>“<i>Oh</i>, you can rent a bike on campus”.*</p> <p>“<i>Hey!</i> It will be great to meet you in person!”*</p> <p>“<i>Well</i>, everyone has gone through this before.”</p>

<p>of these markers are provided due to their low usage in general.</p> <p>There were no <i>interjections</i> used by any of the NNSE authors.</p>		<p>“<i>Ah!</i> Send me your cell phone number.”*</p>
	<p>University of Frazier Valley (Canada)</p>	<p>“<i>Oh well,</i> it won’t take that long.”</p> <p>“<i>Good!</i> I look forward to meeting you.”*</p> <p>“<i>Um,</i> what else can I say?”*</p> <p>“<i>Ah!</i> It looks like you picked the right place.”*</p>
	<p>University of Bath (UK)</p>	<p>“<i>Alas,</i> you can usually be put on a waiting list”.</p> <p>“<i>Well,</i> in the end it will be good for you.”</p>
	<p>Dublin City University (Ireland)</p>	<p>“<i>Oh,</i> by the way, we will need a digitalised photo.”*</p>
	<p>CQU Brisbane (Australia)</p>	<p>“<i>Wow!</i> I had a great year!”*</p> <p>“<i>Oh,</i> you will want to program your classes yourself.”*</p> <p>“<i>Oh,</i> it won’t cost that much.”</p> <p>“<i>Hey!</i> My name is Christie.”*</p>