

A Pragmatic Analysis of Hedging Devices of Iraqi Authors' English Literary Research Articles

Baydaa Salih Lateef *, Juma'a Qadir Hussein

Department of English, College of Education for Humanities, University of Anbar, Ramadi, Iraq

* bai20h1003@uoanbar.edu.iq

KEYWORDS: Hedging Devices, Academic Writing, Literary Articles, Analysis, Pragmatic.



Crossref doi

<https://doi.org/10.51345/v34i1.584.g344>

ABSTRACT:

Hedging is a term of uncertainty and vagueness used by writers to mitigate and weaken the strength of their assertion and claim. Hedging is used as a method to convey ideas and arguments appropriately to develop good academic writing. However, misuse of hedging devices would cause unsuccessful communication between writer and reader, hence ill-formed academic writing. This study aims to find out the type and frequency of hedging devices in Iraqi Authors' English Literary Research Articles. To this end, a qualitative method of analysis is used based on Hyland's (1998) classification of hedging devices. Fifteen research articles were selected from Iraqi interdisciplinary journals in the literary field. The findings showed that hedging devices were used widely in literary articles. It was found that literary articles used hedges 1000 times distributed in three main parts of articles: introduction (163 / 16.3%), discussion (679 / 67.9%) and conclusion (158 / 15.8). Hedging devices were most frequently used in the discussion section than in the introduction and conclusion sections in literary articles. Finally, the study implicates further application of hedging devices in both EFL and ESL contexts.

REFERENCES:

- Al-Quraishy, S. W. (2011). The Use of Hedging Devices in Scientific Research Papers by Iraqi EFL Learners. for humanities sciences al qadisiya, 14(1-2).
- Ebadi, S., & Khaksar, Z. (2015). The use of hedging devices in conclusion section of the research articles of English teaching by native and non-native authors. International Journal of English and Education, 4(2), 295-308.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design and evaluate research in education (Vol. 7, p. 429). New York: McGraw-Hill.
- Gomaa, Y. (2019). "A Corpus-Based Pragmatic Analysis of Hedging in Linguistics Master Theses Abstracts Written by Saudi Students. hermes.journals.ekb.eg.9-81 ,(1)8
- Hani'ah, I. (2019). The use of hedging in students' research proposal at English Teacher Education Department UIN Sunan Ampel Surabaya (Doctoral dissertation, UIN Sunan Ampel Surabaya).
- Hassani, M. T., & Dastjani Farahani, M. (2014). A discourse analysis of gender differences in the use of hedging devices in applied linguistics research articles. Journal of Modern Research in English Language Studies, 1(1), 59-73.
- Hinkel, E. (2005). Hedging, inflating, and persuading in L2 academic writing. Applied Language Learning, 15(1/2), 29.
- House, J. (1996). Developing pragmatic fluency in English as a foreign language: Routines and metapragmatic awareness. Studies in second language acquisition, 18(2), 225-252.
- Hu, G., & Cao, F. (2011). Hedging and boosting in abstracts of applied linguistics articles: A comparative study of English-and Chinese-medium journals. Journal of pragmatics, 43(11), 2795-2809.
- Hyland, K. (1994). Hedging in academic writing and EAF textbooks. English for specific purposes, 13(3), 239-256.
- Hyland, K. (1998). Hedging in scientific research articles (Vol. 54). John Benjamins Publishing

- Hyland, K. (2005). *Metadiscourse: Exploring interaction in writing*. Bloomsbury Publishing.
- Iida, E. (2007). Hedges in Japanese English and American English medical research articles. *escholarship.mcgill.ca*.
- Lakoff, G. (1973). Hedges: A study in meaning criteria and the logic of fuzzy concepts. In *Contemporary research in philosophical logic and linguistic semantics* (pp. 221-271). Springer, Dordrecht.
- Mukheef, R. N. (2012). Investigating knowledge and use of Iraqi EFL university learners of hedging devices. *Journal of Babylon University*, 20(3), 745-779.
- Musa, A. (2014). Hedging strategies in English and chemistry masters' theses in the University of Cape Coast, Ghana. *Journal of elt and Applied Linguistics (jeltal)*, 2(3), 53-71. Publishing.
- Sarsarabi, S. S., & Zolfaghari, S. (2021). Comparative Study of Hedges Utilization by Iranian and Native American Researchers in Applied Linguistics. *Research in English Language Pedagogy*, 9(Special Issue of NTL Conference), 75-87.
- Takimoto, M. (2015). A corpus-based analysis of hedges and boosters in English academic articles. *Indonesian Journal of Applied Linguistics*, 5(1), 95-105
- Ventola, E. (1997). Modalization: Probability—an exploration into its. Culture and styles of academic discourse, 104, 157.
- Winardi, W. (2009). The use of hedging devices by American and Chinese written in the field of applied linguistics: Universities Kristen Duta Wacana Jl. Dr. Wahidin 5-25 Yogyakarta 55224
- Yang, Y. (2013). Exploring linguistic and cultural variations in the use of hedges in English and Chinese scientific discourse. *Journal of Pragmatics*, 50(1), 23-36.

1. Introduction:

Hedging is a linguistic strategy that increases people's ability to communicate and participate more effectively in all areas of life. Scientists are looking for effective ways to communicate ambiguity, doubt, distrust, and other emotions. Hedging is found in all languages, but the extent to which it is utilized differs from one language to the next. Hedging is a linguistic method for indicating possibilities rather than certainty when making categorical commitments (Sarsarabi & Zolfaghari, 2021).

Hedging is a rhetorical method for persuading readers to accept statements by conveying the writer's attitude toward the reality of their claims and anticipating probable objections. It is fundamental to successful argument in scientific writing. Academics benefit from hedges because they allow writers to explain claims with precision, caution, and modesty. Little is known, however, about how hedging is commonly articulated in different domains or the duties it serves in diverse genres. Hedges have been used to reduce assertiveness in various types of discourse, including daily discussion, medical discourse, and legal language. In recent decades, academics have become interested in hedges for their role in reducing commitment and negotiating meanings between the reader and the writer in academic discourse. Hedges have been identified as one of the most often employed strategies for reducing knowledge claims by allowing the writer to demonstrate uncertainty and possibilities.

They are particularly important in academic debates about premises, assumptions, and deductions since they let authors to be a little committed to their claims and present arguments as perspectives and opinions rather than facts (Yang, 2013). A communicative interaction between writers and readers should be present in all academic research articles. Academic research authors use rhetorical approach markers like hedging strategies to try to define and justify their close relationship with the research community. Hedging devices are crucial in academic papers because they serve a double purpose: they confirm a person's professional identity while also assisting in the rhetorical process of claim acceptance (Ebadi & Khaksar, 2015).

Hedging devices are among those manners used by speakers or writers to present their propositions as an opinion rather than a fact. They, also, express vague general truths and common opinions as well as hesitation and uncertainty. One of the most challenging components of learning a second language is learning how to write in it. This may be not surprising in the sight of the fact that even for people who know English as a first language. Successful writing requires substantial and specialized training. Different studies have been conducted on hedging from different perspectives (EliHinkle 2005; Lida Eri2007; Winardi 2009; Al-Quraishy 2010, and Gumma 2019). Hinkle's study examined the Ns and NNs frequency of several types of hedging devices and intensifiers in writing academic writing. She concluded that L2 writers use a very limited set of hedging techniques, mostly connected with the informal ways. Lida's study aimed to examine the use of hedging in English medical research articles produced by Japanese and American academics. The findings of this study revealed that hedges were used in various ways i.e Japanese used epistemic adjective and adverbs less frequently, in addition to cultural variation and grammatical proficiency effect the use of hedging devices. Winardi's study focused on how Chinese and American linguists used hedging techniques in applied linguistics field, it concluded that both Chinese and American writers utilize modal auxiliary verbs the most and if clauses the least in their writing. Al-Quraishy's study focused on how Iraqi English language learners used hedging mechanisms in academic scientific papers. The samples were divided into two groups; control and experimental, she concluded that the experimental group uses hedging devices in higher rate after giving instructions.

Despite the rising amount of research on hedging, less attention has been paid to the genre of English literary articles published by Arab speakers of the language, particularly Iraqi writers. A less concentrated study effort was done to look into hedging tactics utilized by Iraqi authors. Thus, it is necessary to find out whether Iraqi non-native or writers of English use these particular discourse items, namely hedging devices effectively and adequately in their written discourse and what the level of frequencies of hedging devices is in their academic writing, or whether they benefit from these markers to make their writing beneficial, understandable or assertive. Therefore, this research aims to answer the following question:

What are the functions of hedging devices used in English literary articles written by Iraqi authors?

2. Theoretical Framework

2.1. What is Hedging?

Lakoff (1972) created the concept of hedging to characterize words that serve to make things more or less ambiguous. It is now being expanded to linguistic ways for qualifying a speaker's confidence in the truthfulness of a notion, such as *I believe, probably, possibly, and maybe*, which we regularly use in our utterances to avoid categorical assertions. As a result, hedges in communication express both uncertainty and potential, and their usage in scientific discourse is crucial; *'hedging'* refers to any language device used to communicate either (a) a lack of total, commitment to an accompanying statement's accuracy or (b) a wish to avoid clearly expressing such commitment.

Hedges are widely stated in ordinary discourse using 'Adverbs', 'lexical verbs', 'auxiliary verbs', and 'epistemic adjectives'. Words like *Perhaps*, *assume*, *may be*, *very*, and *sort of* are common conversational forms, while '*prosody*', '*verbal fillers*', '*hesitation indicators*' and '*tag questions*' can also be employed as hedges to soften the impact of a statement. Academic scientific writing also contains a variety of hedging terms that draw on a wide range of epistemic lexical items. Hedging is thus not restricted to lexical expression, and the evidence points to 'IF-clauses' questions and 'contrastive markers' that may qualify confidence and reflect a degree of the writer's uncertainty by placing the truthfulness of a claim within the context of the current state of (limited) knowledge as in the following example:

"If correct this prediction might explain why previous exhaustive screens"

The passive voice and tense can also be used to hedge remarks by separating the writer from his or her assumptions and his claims. To summarize, hedges are the way by which authors might offer a statement as a claim that is not based on fact. Items are used to hedge only in the epistemic sense, and when they indicate doubt (Hyland 1998). Hedging words, on the other hand, like *possibly*, *May*, and *perhaps* imply a weakening of a claim by explicitly qualifying the commitment of the writers. This might be used to express uncertainty and imply that information is offered as a viewpoint instead of concrete facts. Martin (2001) referred to 'Hedges' as 'epistemic modalities'. Writers employ epistemic modalities, according to Martin (2001), to communicate their academic background in a way that allows them to acquire community approval of their intellectual contribution without running the risk of being threatened. Martin's (2001) concept does not appear to distinguish between hedges and boosters. Instead, both devices are referred to as 'modal expressions.', while Martin (2001) used the phrase 'epistemic modalities' to describe hedges. Takimoto (2015) believes that, while there is a strong link between hedges and boosters, the terms '*modality*', '*hedges*' and '*boosters*' are not interchangeable.

Takimoto (2015) agreed with Hyland's (2000) definitions of hedges and boosters, but adds that 'modality' refers to "a speaker's/writer's attitude toward the truth-value or actual status of a claim" (p. 95). Hedges, according to writers like Markkanen and Schroder as noted in (Takimoto, 2015), can be used to manipulate a text by leaving the reader in the dark about the reality of the writer's assertion. Hyland consider hedging as a part of interactional metadiscourse devices. He stated that metadiscourse provides a paradigm for thinking about communication as social involvement. It clarifies some features of how we project ourselves into our discourses by indicating our attitude toward the text's content as well as its audience (Hyland, 2005). Hedging tactics, when used correctly, are a powerful communicative tool for student writers of all levels.

The issue is that pragmatic proficiency in a foreign language appears to be notably difficult to obtain (Mukheef, 2012). One of the features of academic communication style is listed as hedging (Hyland1994). It indicates that hedging can happen in both speech and writing. Hedging occurs in speech or discussion when speakers choose to avoid making a forceful declaration, and many people want to keep their statements unclear since they may be unsuitable to say. Hedging, on the other hand, is more frequently used in writing, particularly academic writing. Hedging, according to Hinkel (2005), is a syntactic way of reducing the writer's amounts of responsibility in claims on the reader in written text.

2.2. The Significance of Hedging Devices in Research Papers

Hedging plays a significant role in academic writing. Hedging, according to Hyland, is a set of linguistic tactics used to define categorical claims by communicating possibility and potentiality rather than certainty. In academic writing, hedging is crucial to a strong argument and a rhetorical strategy for getting readers to accept ideas, as it allows writers to express their feelings about the reality of their statements and anticipate potential objections (Hyland 96). Hedges are essential in written academic writings because they communicate doubt and hesitation, two qualities that are important to the dynamic nature of academic discourse. The employment of these strategies in academic writing is seen to be one of the scientific approaches used by academics to produce knowledge. Academics produce knowledge as participants of certain linguistic groups, and their fields have an impact on their conclusions (Hyland, 1998). Hedges also signify the authors' attempts to convince readers that their statements are true, assisting in their desire to be accepted for their writing. Thus, hedges mitigate a claim's overstatement. That's to say, Hyland (1998) stated that they imply "a statement is based on plausible reasoning rather than certain knowledge and they have a conciliatory role" (p.352).

To summarize, hedges, according to Ventola(1997) "balance objective facts and subjective assessment" (p.152). They can be an effective persuasion tool in getting claim acceptance. Even when addressing other scholars, academics should use the words '*assume*' or '*suggest*' instead of '*I know*'. Because writers must socially regulate their arguments, moulding their facts, observations, data, and information valued by their community, hedges constitute a significant contribution to the negotiation of social knowledge (House, 1996). Hedging in language, according to Crompton (1997), appears to be a "subset of commutative language which serves the function of modulating propositions." (p.67). In a scientific document, hedges are used to indicate a writer's anticipation of assertions being negotiable.

3. Methodology

The current study conducted a qualitative research approach, examining and analyzing written documents using primary data. Content analysis is a research method that uses data collection to collect information (Ary et al, 2010 p.443). This method is used to analyze and identify the types and the most frequently used hedges in the articles of Iraqi writers. "content analysis is a technique that enables researchers to study human behavior in an indirect way, through analysis of their communications. It is just what its name implies: the analysis of the usually, but not necessarily, written contents of a communication" (Fraenkel & Wallen, 2009:472).

The use of content analysis as a way of analyzing written texts is very essential. Content analysis is a qualitative research tool that allows the researcher to identify distinct meaning patterns from texts (Musa 2014). The main goal of this study is to find out the frequency of hedging devices in Iraqi literary articles. 15 literary articles were selected from Iraqi interdisciplinary journals. These articles were selected purposively in that only articles structured as introduction, discussion and conclusion were involved in the analysis, the process of selection was randomly selected. -The literary articles were taken from the following Iraqi journals:

- 1- Journal of Al-Farahedi Arts. <http://www.jaa.tu.edu.iq>

- 2- "Al-Ustath Journal for Human and Social Sciences" Vol. (58) No. (3) (September - 2019AD, 1441AH) <https://www.google.com/url?sa>
- 3- journal of Kufa <https://iasj.net/iasj/pdf/6c4f6d5af6031f0d>
- 4- Tikrit University | College of Arts Journal of Al-Frahedis Arts ISSN: 2663 tp://www.jaa.tu.edu.iq:
- 5- Journal of University of Duhok.,Vol. 24, No.1 (Humanities and Social Sciences),Pp1-8, 2021 1 <https://www.google.com/url?sa>
- 6- Babylon University Journal/Humanities/Volume 22/Issue 2:2014 <https://www.iasj.net/iasj/download/e59c762b3cd33e14>
- 7- Babylon University Journal/ Humanities/ Volume 23/ Issue 1:2015 <https://search.emarefa.net/en/search?append=>
- 8- Journal of Almaarif University College. <https://doi.org/10.51345/.v32i1.318.g202> Volume (32) Issue (1) 2021

3.1. Procedures for data analysis

The data analysis was based on the following procedures:

1. Surfing the internet for the websites of the journals.
2. Searching and finding out the articles with the three parts: introduction, discussion and conclusion as mentioned above in the criteria for data selection.
3. Coding the literary essays.
4. Analyzing the data based on Hylands' (1998) classification.
5. Finding manually the frequency of occurrence for hedging devices in the literary articles.
6. Tabulating the findings of the frequencies and percentages of hedging devices in literary articles.

3.2. The Adopted Model

The present study adopted Hylands' (1998) taxonomy of hedging devices. According to this taxonomy, hedging devices are divided into two parts, content-oriented hedges and reader-oriented hedges. Content hedges consist, in turn, consist of attribute and writer-oriented hedges. Each of these divisions has its role and pragmatic functions in a discourse. In academic discourse, hedges can be realized by a variety of lexico-grammatical forms, such as epistemic modal verbs (e.g., *could*, *may*), lexical verbs (e.g., *appear*, *claim*), adjectives and adverbs (e.g., *plausible*, *probably*), nouns (e.g., *likelihood*, *possibility*), and other linguistic expressions for marking qualification (e.g., *in general*, *to some extent*) (Hu.g &Cao 2015). The following figure illustrates the classification

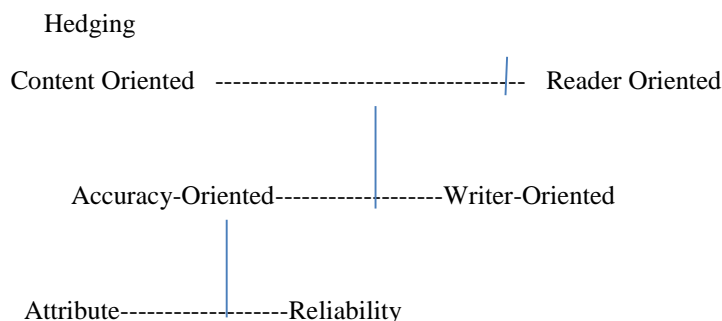


Figure 1: classification of hedging devices based on Hyland (1998)

4. FINDINGS, ANALYSIS AND DISCUSSION

The aim of this study is to present the findings, analysis and discussion of the data collected, Iraqi English literary articles. The articles will be analyzed in terms of dividing them into its main parts: Introduction, Discussion, and Conclusion.

4.1. Findings of the introduction section

Table 4.1 below presents the most frequently used hedging devices in Lit.ARs. in the Introduction section

Lit.Ar.name	A R 1	A R 2	A R 3	A R 4	A R 5	A R 6	A R 7	A R 8	A R 9	A R 10	A R 11	A R 12	A R 13	A R 14	A R 15	TOTA L	Perc .
Type of hedges																	
ATTRIBUTE	20	7	7	6	1	11	8	6	1	1	2	6	2	4	2	84	51.5 3
RELIABILITY	4	1	11	2	2	4	3	8	1	-	4	10	-	6	2	58	35.5 9
WRITER OR.	6	-	2	-	-	-	1	-	1	2	1	-	1	1	1	16	9.81
READER OR.	-	-	3	-	-	-	-	-	-	-	-	-	-	-	2	5	3.07
	30	8	23	8	3	15	12	14	3	3	7	16	3	11	7	163	100

Table (4.1) Frequency and Percentage of Hedges in Lit.ARs. in the Introduction Section

-Attribute Hedges

According to the findings of this study, authors of literary articles utilize Type 1 (Attribute) of Hyland's (1998) taxonomy of hedges. The attribute appeared (84) times in all the 15 Literary articles. According to Hyland (1998) downgrade markers of intentional vagueness and intensifiers are categorized under attribute hedges. This type of hedges was most frequently used among other types of hedges. Despite attribute was the most frequent in the introduction sections of Literary articles, it is important to note that it is used more in AR1 than the other articles with (20 times). The ARs. 5, 9, 10, used this type the least with one appearance. It seems that the difference in the appearance of the same form of hedges within the same section might have been caused by the authors' different skills and abilities to fully comprehend the meaning of the subcategories of the main divisions of hedges.

-Reliability Hedges

Reliability is the second type of hedging devices according to Hyland's (1998) taxonomy. This type appeared 58 times in the introductory section of all literary articles; it is the second highest ratio among other types. It is used 11 times in Lit.AR 3 which is used more than other articles. This type was not used in AR10 in the introduction section, while in (AR 9), it appeared one with frequency.

-Writer oriented hedges

The third type of hedging devices is the writer oriented hedges. This type was used 16 times in the introductory section. It was used more in AR.1 than other articles, 6 appearances, while in ARs 2 4 5 6 8 12, it appeared with no preference to use, but it was used with one frequency in the remaining articles.

-Reader oriented hedges

The last type of hedging devices is the Reader oriented hedges. The findings of the analysis indicated that this type seemed to be un popular to use among the Iraqi writers. The result showed only AR.3 and AR. 15 to appear in use it among all15 articles, it is the least used, 5 times.

4.2. Findings of the discussion section

This section has scored the highest percentage among the other parts introduction and conclusion in all literary articles. Table (4.2) below presents the most frequent hedging devices used in articles under investigation in the Discussion section.

Lit.Ar.name	A R 1	A R 2	A R 3	A R 4	A R 5	A R 6	A R 7	A R 8	A R 9	A R 10	A R 11	A R 12	A R 13	A R 14	A R 15	TOTA L	Perc .
Type of hedges																	
ATTRIBUTE	16	37	24	1	16	21	11	10	22	26	10	22	9	18	29	272	40.0 5
RELIABILIT Y	6	32	38	8	15	18	14	15	21	26	11	33	13	14	18	282	41.5 3
WRITER OR.	15	15	3	2	12	2	-	8	6	3	4	5	4	4	5	88	12.9 7
READER OR.	2	-	3	2	-	-	1	-	5	11	1	6	-	-	6	37	5.45
Total	39	84	68	13	43	41	26	33	54	66	26	66	26	36	58	679	100

Table (4.2) Frequency and Percentage of Hedges in Lit.ARs. in the Discussion section

-Attribute hedges

As shown in the table above the findings of this study showed that the attribute hedges were the second highest frequented type of hedging devices in the discussion part. It was used 272 times. AR2 used it more than other articles with 37 times, while AR4 was the least with one appearance.

- Reliability

According to the findings of the analysis reliability hedges were the most frequent used in this section, it scored 282 times of occurrences. It was used 38 times in AR.3, while in AR.1, it was used 6 times, the least one compared to other articles.

- Writer oriented hedges

The findings indicated that this type was less frequented than the attribute hedges. It appeared 88 times in total. The highest marks were scored by AR1, and AR2, 15 times for each, while the AR 7 never scored this type at the time that AR 6 used it 2 times.

-Reader oriented hedges

According to the findings of this study this type was the less frequently used of hedging devices among other types as indicated in the table above. It was used 37 times. AR.10 scored the highest frequency than other articles, 11 times. In addition, there were six articles appeared with no preferences to use this type.

4.3. Findings of the conclusion section.

Table 4.3 below presents the Frequency and Percentage of Hedging Devices used in Lit.ARs in the conclusion Section.

Lit.Ar.name	A R 1	A R 2	A R 3	A R 4	A R 5	A R 6	A R 7	A R 8	A R 9	A R 10	A R 11	A R 12	A R 13	A R 14	A R 15	TOTAL	Perc .
Type of hedges																	
ATTRIBUTE	5	12	6	4	3	8	7	5	1	2	4	8	4	4	6	79	50
RELIABILITY	2	8	5	4	1	3	5	2	2	5	5	6	2	-	4	54	34,1
Y																	7
WRITER OR.	-	-	1	1	-	-	-	-	1	1	5	2	-	1	2	14	8.86
READER OR.	-	-	1	-	-	-	2	-	-	2	1	3	-	-	2	11	6.97
	7	20	13	9	4	11	14	7	4	10	15	19	6	5	14	158	100

Table (4.3) Frequency and Percentage of Hedges in Lit.ARs. in the Conclusion section

-Attribute hedges

Table 4.4 above showed the results of the analysis of the data related to conclusion part of Lit.ARs. The findings indicated that the most frequented type was the attribute hedges, 79 times. Among 15 articles, AR.2 scored the highest frequency, 12 times, whereas AR9 scored the least, 1 frequency.

-Reliability hedges

In this section, reliability hedges appeared 54 times. It followed attribute hedges in terms of frequency and percentage. AR.2 scored the use of this type more than other articles, 8 times, while AR.14 appeared with zero use.

-Writer oriented hedges

The findings of the analysis indicated that this type was less frequented than the attribute and reliability hedges; it appeared 14 times in conclusion section. The

highest number of these items scored was by AR.11, 5 appearances. Seven articles out of 15 scored with zero use. It's clearly appeared that authors didn't prefer to use this type of hedges in their writing.

- Reader oriented hedges

According to the analysis, the findings showed that the lowest frequency and percentage were scored in this type. It appeared 11 times in all literary articles. AR.12 used it 3 times, and this is the highest number scored compared to other nine articles which appeared with zero use, and three of them appeared 2 times. Finally, there were just two ARs with one appearance to these items.

Finally, the following table shows the total frequencies and percentages in the three parts: introduction, discussion and conclusion.

Types of hedging		Introduction		Discussion		Conclusion		Total	
Lit. ARs	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.	
1	30	39.48	39	51.31	7	9.21	76	100	
2	8	7.14	84	75	20	17.86	112	100	
3	23	22.11	68	65.39	13	12.5	104	100	
4	8	26.67	13	43.33	9	30	30	100	
5	3	6	43	86	4	8	50	100	
6	15	22.39	41	61.20	11	16.41	67	100	
7	12	23.07	26	50	14	26.93	52	100	
8	14	25.92	33	61.11	7	12.97	54	100	
9	3	4.91	54	88.52	4	6.57	61	100	
10	3	3.79	66	83.54	10	12.67	79	100	
11	7	14.58	26	54.16	15	31.26	48	100	
12	16	15.84	66	65.34	19	18.82	101	100	
13	3	8.57	26	74.28	6	17.15	35	100	
14	11	21.16	36	69.23	5	9.61	52	100	
15	7	8.87	58	73.41	14	17.72	79	100	
Total	163	16.3	679	67.9	158	15.8	1000	100	

Table 4.4 Total Frequency and Percentage of Lit.ARs

As shown in the above table the total frequency was 1000 times. The frequency and percentage were distributed into the parts of articles in the following way: Introduction 163/16.3%, Discussion 679/ 67.9%, and Conclusion 158/15.8%. The discussion section showed the most frequently used hedging devices in comparison with other sections.

4.4. Discussion of Findings

Based on the findings above, it has been shown that the Iraqi literary articles utilized four types of hedging devices: attribute hedge, reliability hedge, writer-oriented hedge, and reader-oriented hedge. This finding corresponds with Hani'ah's (2019) study. Haniah mentioned that the students used all types of hedges when they wrote their research proposals.

As for the three parts (introduction, discussion, and conclusion), it has been found that the articles' discussion sections were more cautious and hedged compared with other parts of the article's introduction and conclusion in all articles. This finding might be attributed to the importance of this section because the discussion part of the articles should contain claims made by the authors, justifications for the results, and interpretations and recommendations supported by prior research. The authors are conscious that, in order to prevent potential rejection or criticism specifically from reviewers when authors send their manuscripts for publication; authors, therefore, are very keen on providing well-written manuscripts before

publication. This finding corresponds with Varttala (2001) and Falahati (2004) studies. According to these studies, the discussion sections of research articles—regardless of the discipline—contain more hedging devices. These findings are in line with the findings of Hassani & Farahani's (2014) study in which the findings of the analysis showed that the study's discussion section contained more hedges than their introduction sections. This may be due to the length of the discussion section of literary articles within the article format which requires more elaboration to cover all details of the question under analysis. The distinctions between the introduction, discussion, and conclusion sections of the articles included in this study can be attributed to the distinct functions that each section serves.

Finally, it has been revealed that hedging devices were used widely in this type of text the high occurrence of hedges in the literary research articles might be due to the type of writing used or required in the literary writing. Critical, argumentative, and descriptive writing might be mostly required in literary writing than in linguistic writing. Such types of writing require elaboration on the part of authors to cover different debates under analysis. This finding comes in contrast with Gumaa's (2019) study which revealed that Saudi students rarely use hedging in the abstracts of their master's theses in linguistics.

5. Conclusions

The answer to the research question: *What are the functions of hedging devices used in English literary articles written by Iraqi authors?* Based on Hyland's (1998) classification reveals, as conclusions, many important things. Firstly, all hedging devices are essential while producing literary research articles in all three sections of the article: introduction, discussion, and conclusion, but they are distributed at different rates. Secondly, the findings showed that the Iraqi authors of literary articles utilized four types of hedging in their research articles: attribute hedge, reliability writer-oriented hedge, and reader-oriented hedge without exception to any type. Thirdly, the articles' discussion sections were more cautious and hedged compared with other parts of the article, introduction, and conclusion.

تحليل تداولي لأدوات التحوط في مقالات بحثية أدبية إنجليزية لمؤلفين عراقيين

بيداء صالح لطيف*، جمعة قادر حسين

قسم اللغة الإنجليزية، كلية التربية للعلوم الإنسانية، جامعة الأنبار، الرمادي، العراق

* bai20h1003@uoanbar.edu.iq

الكلمات المفتاحية | أدوات التحوط، الكتابة الأكاديمية، المقالات الأدبية، تحليل، تداولي.

<https://doi.org/10.51345/v34i1.584.g344>

ملخص البحث:

يشير مصطلح التحوط الى عدم اليقين والغموض والذي يستخدمه الكتاب لتخفيف وإضعاف قوة تأكيدهم وادعائهم ويستخدم التحوط كوسيلة لنقل الأفكار والحجج بشكل مناسب للإسهام في تطوير الكتابة الأكاديمية الجيدة، غير ان إساءة استخدام أدوات التحوط من شأنه أن يؤدي إلى تواصل غير ناجح بين الكاتب والقارئ ما يؤدي الى انتاج كتابة أكاديمية ضعيفة. تهدف هذه الدراسة إلى معرفة استخدام وسائل التحوط ووظائفها البلاغية في المقالات البحثية الأدبية الإنجليزية لمؤلفين عراقيين. ولتحقيق هذا الهدف استخدمت الدراسة طريقة التحليل النوعي اعتمادا على تصنيف هايلاند (1998) لأدوات التحوط. وتم اختيار خمس عشر مقالة بحثية أدبية من مجلات عراقية متعددة التخصصات. أظهرت النتائج أن أدوات التحوط استخدمت 1000 مرة في المقالات الأدبية موزعة على الأجزاء الثلاثة الرئيسية للمقالة: جزء المقدمة (16.3/163٪)، وجزء المناقشة (67.9/679٪) وجزء الخاتمة (15.8/158٪)، وتم استخدام أدوات التحوط أكثر تكرارا في جزء المناقشة منه في أقسام المقدمة والخاتمة في كل من المقالات الأدبية. أخيرا، تتضمن الدراسة مزيد من التطبيقات في سياقات اللغة الإنجليزية كلغة أجنبية (EFL) والانجليزية كلغة ثانية (ESL).