Intentionality and acceptability

Lessons 5-6
Text external criteria: intentionality and acceptability

• The **cohesion** of surface texts and the underlying **coherence** of textual worlds are the most obvious standards of textuality. They indicate how the component elements of the text fit together and make sense.

• Even so, they cannot provide absolute borderlines between texts and non-texts in real communication. People can and do use texts which, for various motives, do not seem fully cohesive and coherent.

• We should therefore include the **attitudes** of text users among the standards of textuality. A language configuration must be **intended** to be a text and **accepted** as such in order to be utilized in communicative interaction. These attitudes involve some tolerance toward disturbances of cohesion or coherence, as long as the purposeful nature of the communication is upheld (De Beaugrande-Dressler)
Intentionality

- concerns the text producer’s attitude that the set of occurrences should constitute a cohesive and coherent text instrumental in fulfilling the producer’s intentions, e.g. to distribute knowledge or to attain a goal specified in a plan. ...

- In a wider sense of the term, intentionality designates all the ways in which text producers utilize texts to pursue and fulfil their intentions
Communication failure. Why?
• text producers utilize texts to pursue and fulfil their intentions
• Problem: how are intentions correlated with the format and sense of utterances?
• Speech acts
• Grice's maxims
Speech acts

• In his famous work, *How to do Things with Words (1953)*, J. L. Austin outlined his Theory of Speech Acts and the concept of performative language, in which to say something is to do something.
  • E.g. requests, ask questions, give orders, make promises, give thanks, offer apologies, and so on.

• To make the statement “I promise that $p$” (in which $p$ is the propositional content of the utterance) is to perform the *act of promising*. 
An action performed by producing an utterance consists of three related acts:

- **locutionary act**: basic act of utterance, producing a meaningful linguistic expression
  - *I've just made some coffee*
- **illocutionary act**: function/communicative force of the utterance (also called illocutionary force).
  - It can be a statement, offer, explanation etc.
- **perlocutionary act**: intended effect of the action (also called perlocutionary effect)
A misunderstanding of illocutionary force:

Wally’s reply is addressing the locutionary meaning (who wants to reply?), not the illocutionary one (tell me why mouse training is important)
• If the form of an utterance can be split from its illocutionary force, and if illocutionary force changes depending on the context, how can communication be achieved?
  • E.g. How can the hearer interpret “can you pass the salt?” as a request for action as opposed to a question on his/her abilities?

• Paul Grice tried to answer this question with the Cooperative Principle and the maxims of conversation (1975, 1978):
The cooperative principle

• The principle of CO-OPERATION is stated as “make your conversational contribution such as is required, at the state at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged”.

• Though phrased as a prescriptive command, the principle is intended as a description of how people normally behave in conversation.

• Often people do not comply with the cooperative principle
Co-operation would be clearly demanded in situations where someone is in need of advice or assistance. The following dialogue shows violations of the cooperative principle (Carrol 1960: 80f.):

[99] “How am I to get in?” she repeated aloud. “I shall sit here, the Footman remarked, “till tomorrow or the next day, maybe.” “How am I to get in?” asked Alice again in a louder tone. “Are you to get in at all?” said the Footman. “That’s the first question, you know ... I shall sit here, “ he said, “on and off, for days and days.” “But what am I to do?” said Alice. “Anything you like, “ said the Footman, and began whistling.
• The cooperative principle can be divided into four maxims, called the Gricean maxims, describing specific rational principles observed by people who obey the cooperative principle; these principles enable effective communication.
Grice’s maxims of conversation

• **Maxim of Quality:** Truth
  • Do not say what you believe to be false.
  • Do not say that for which you lack adequate evidence.

• **Maxim of Quantity:** Information
  • Make your contribution as informative as is required for the current purposes of the exchange.
  • Do not make your contribution more informative than is required.

• **Maxim of Relation:** Relevance
  • Be relevant.

• **Maxim of Manner:** Clarity
  • supermaxim: Be perspicuous, i.e. be such that the intentions you have for what you say are plainly served
  • avoid obscurity of expression.
  • Avoid ambiguity.
  • Be brief ("avoid unnecessary prolixity").
  • Be orderly.
Violation and exploitation

• Complying with the maxims is the norm in conversation.
• However, at times they are not met:
  • Violation
  • exploitation
Violation of the maxim of QUANTITY

• “Make your contribution as informative as (but not more informative than) is required.”

• In the following excerpt from a play (Shaffer 1976: 2if.), Alan refuses to be informative, first relying on silence and then singing a commercial to Dysart, a psychiatrist:

  • **DYSART**: So: did you have a good journey? I hope they gave you lunch at least. Not that there’s much to choose between a British Rail meal and one here. [ALAN stands staring at him.] Won’t you sit down? [Pause. He does not. And you’re seventeen. Is that right? Seventeen? ... Well?

  • **ALAN** [singing low]: Double your pleasure, double your fun with Doublemint, Doublemint, Doublemint Gum.

• Such discourse is naturally effective as a representation of communicating with a mentally disturbed participant.
Violation of QUALITY

• “What were you doing in there?” “Nothing.” “Nothing! Look at your hands. And look at your mouth! What is that truck?” “I don’t know, aunt.” “Well, I know. It’s jam that’s what it is. Forty times I’ve said if you didn’t let that jam alone I’d skin you.” (Twain 1922: 2)
Violation of the maxim of MANNER

“avoid ambiguity”.

- CUSTOMER: When is the Windsor train?
- OFFICIAL: To Windsor?
- CUSTOMER: Yes.
- OFFICIAL: 3:15.

- the customer’s opening question is irresolvably ambiguous, since in this situation, intentions to find out about trains either going to or coming from Windsor would be equally reasonable.

“Kicking Baby Considered to be Healthy”

If you kick a baby it is a healthy thing to do (!)
When a baby kicks in the womb it is a sign of good health.

- One interpretation is more likely than the other, but the expression is nonetheless awkward
The maxims and implicature

- Grice’s concern regarding these maxims is particularly devoted to an account of CONVERSATIONAL IMPLICATURES, i.e. the knowledge conveyed when people “imply, suggest, mean, etc.” something distinct from what they “say” (Grice 1975: 43).

- As long as participants are complying with the principle of co-operation and with the maxims of quantity, quality, relation, and manner, one can decide fairly easily what they intend to convey via a given contribution to conversation.

  - A: I am out of petrol
  - B: there is a garage round the corner
    (implicit information: it is open and sells gasoline)

- This is a case of implicature where no maxim has been violated
Flouting/exploitation

• In other cases speakers flout a maxim to give rise to a conversational implicature (exploitation of a maxim)

• (Grice 1975: 52).

• In these cases the speaker assumes that the hearer is aware of speaker’s intention
Implicature

S’s saying that \( p \) conversationally implicates \( q \) iff:

i. S is presumed to be observing the maxims, or at least (in the case of floutings), the cooperative principle

ii. In order to maintain this assumption it must be supposed that S thinks that \( q \)

iii. S thinks that both S and the addressee H mutually know that H can work out S’s intended meaning

(Levinson 1983: 113)
Intentionality and ... Acceptability

• concerns the text receiver’s attitude that the set of occurrences should constitute a cohesive and coherent text having some use or relevance for the receiver, e.g. to acquire knowledge or provide cooperation in a plan. ...
Acceptability

It entails a degree of tolerance for disturbances

• Acceptability often relies on situationality and/or on Grice's maxims to make sense of texts trying to "construct" their acceptability (mainly in terms of cohesion and coherence).
An example of coherence being intended but not accepted

• Cf. Handout, point 20.

• Robert Benchley (an American humorist best known for his work as a newspaper columnist and film actor) prevents Mr Thwomly from recounting boring adventures abroad. Since the participants are in a moving railway carriage, Benchley cannot merely leave. His tactic is to fail to accept the main Topic concepts (‘railway carriage’, ‘France’, ‘Frenchman’)

• Benchley’s questions would have been cooperative if they dealt with unknown aspects of the textual world; but instead, they concern material which was plainly established just before.

• Thwomly has not violated the maxim of manner by being obscure or ambiguous; yet the feedback seems to indicate that he has. He is forced to restate basic notions as if they were new, gradually becoming ‘discouraged’ at the slight chances of ever getting to the ‘point’.
Intentionality and acceptability in academic writing: metadiscourse

Lesson 5-6
Metadiscourse

• Metadiscourse is important concept for analysing the ways writers engage with their subject matter and readers, allowing us to compare the strategies used by members of different social groups.

• Both propositional and metadiscoursal elements occur together in texts, often in the same sentences, and both elements are crucial to coherence and meaning. Such integration is common, with each element expressing its own content: one concerned with the world and the other with the text and its reception.

• We have to see metadiscourse as integral to the process of communication and not mere commentary on propositions. It is not simply the 'glue' that holds the more important parts of the text together, but is itself a crucial element of its meaning - that which helps relate a text to its context, taking readers' needs, understandings, existing knowledge, intertextual experiences and relative status into account.

Acceptability/ intentionality

• Teaching students to use metadiscourse effectively essentially means helping them to develop a sense of audience and equipping them with the means to engage with that audience appropriately. Readers expect that texts will be organized in certain ways, that sufficient signals of the writer's intentions will be available in the writing, and that their own views will be acknowledged. P. 181
Metadiscourse is comprised of two dimensions

The interactive dimension.
The use of resources in this category addresses ways of organizing discourse, and reveals the extent to which the text is constructed with the readers' needs in mind.
It concerns how the writer seeks to accommodate audience probable knowledge, interests, rhetorical expectations and processing abilities.

The interactional dimension.
This concerns the ways writers conduct interaction by intruding and commenting on their message, i.e. how author’s views are made explicit, and readers are involved.
This includes the ways he or she conveys judgements and overtly aligns him- or herself with readers.
Metadiscourse here is essentially evaluative and engaging, expressing solidarity, anticipating objections and responding to an imagined dialogue with others. It reveals the extent to which the writer works to jointly construct the text with readers. Hyland 2005: pp. 48-49.
Metadiscourse is comprised of two dimensions

The interactive dimension.

This concerns the writer's awareness of a participating audience and the ways he or she seeks to accommodate its probable knowledge, interests, rhetorical expectations and processing abilities.

The writer's purpose here is to shape and constrain a text to meet the needs of particular readers. The use of resources in this category therefore addresses ways of organizing discourse, rather than experience, and reveals the extent to which the text is constructed with the readers' needs in mind.

The interactional dimension.

This concerns 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 includes the ways he or she conveys judgements and overtly aligns him- or herself with readers. Metadiscourse here is essentially evaluative and engaging, expressing solidarity, anticipating objections and responding to an imagined dialogue with others. It reveals the extent to which the writer works to jointly construct the text with readers Hyland 2005: pp. 48-49
Metadiscourse and Evaluation

Two related and partly overlapping notions:

“evaluation is the broad cover term for the expression of the speaker or writer’s attitude or stance towards, a viewpoint on, or feelings about the entities or propositions that he or she is talking about. (Susan Hunston and Geoff Thompson 2001: 5)
Functions of EVALUATION

1) It expresses the speaker’s or writer’s opinion, reflecting individual and community value system

   • every act of evaluation expresses a communal value-system, and contributes to building that value system. In turn that value system is a component of the ideology that lies behind every text.

2) it constructs and maintains relations between the speaker or writer and hearer or reader;

   • three main areas have been studied: manipulation, hedging, and politeness

   • When a writer is using manipulation, it takes a conscious effort of detachment on the part of the reader not to identify with the writer’s point of view or the ideology that underlies it. The less obtrusively an evaluation is placed in a clause, the more likely it is to successfully manipulate the reader.

   • Hedging may be used to moderate claims or to effect politeness in maintaining writer-reader relations
# Hyland’s model of metadiscourse

<table>
<thead>
<tr>
<th>Category</th>
<th>Function</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interactive</strong></td>
<td>Help to guide the reader through the text</td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td>express relations between main clauses</td>
<td>in addition; but; thus; and</td>
</tr>
<tr>
<td>Frame markers</td>
<td>refer to discourse acts, sequences or stages</td>
<td>finally; to conclude, my purpose is</td>
</tr>
<tr>
<td>Endophoric markers</td>
<td>refer to information in other parts of the text</td>
<td>noted above; see Fig; in section 2</td>
</tr>
<tr>
<td>Evidentials</td>
<td>refer to information from other texts</td>
<td>according to X; Z states</td>
</tr>
<tr>
<td>Code glosses</td>
<td>elaborate propositional meanings</td>
<td>namely; e.g.; such as; in other words</td>
</tr>
<tr>
<td><strong>Interactional</strong></td>
<td>Involve the reader in the text</td>
<td></td>
</tr>
<tr>
<td>Hedges</td>
<td>withhold commitment and open dialogue</td>
<td>might; perhaps; possible; about</td>
</tr>
<tr>
<td>Boosters</td>
<td>emphasize certainty or close dialogue</td>
<td>in fact; definitely; it is clear that</td>
</tr>
<tr>
<td>Attitude markers</td>
<td>express writer’s attitude to proposition</td>
<td>unfortunately; I agree; surprisingly</td>
</tr>
<tr>
<td>Self mentions</td>
<td>explicit reference to author(s)</td>
<td>I; we; my; me; our</td>
</tr>
<tr>
<td>Engagement markers</td>
<td>explicitly build relationship with reader</td>
<td>consider; note; you can see that</td>
</tr>
</tbody>
</table>
• E.g. It may not be the case that girls are naturally better than males at foreign languages

• girls are / are not naturally better than males at foreign languages - *Propositional content*

• It may not be the case - *metadiscourse: hedging*
Different names for the same functions

**ACADEMIC LANGUAGE**

**Signposting (1) Guiding the audience**

Lecturers use a wide range of expressions to help the audience focus attention on a particular point, and noticing these should enable you to follow the lecture more effectively.

The following examples from the lecture are used to:

- refer to what will happen later in the lecture:
  
  * **So our talk addresses** three main questions today ...  
  * **So I’ll highlight some key ideas** from the field of ...  

- interact with the audience:
  
  * **To get the most from the lecture, I’d like you to** ...  
  * **I’m assuming that** most of you are ...  

The lecturer may also review or refer back to what has already been said:

  * **So those are the two main ways of** looking at this.  
  * **So if we go back to** my example from ...
More frame markes (oral)

ACADEMIC LANGUAGE

Signposting (2) Focusing on the main theme
In a discursive lecture, a lecturer will often repeat the focus on the main theme of the lecture. Noticing this will help you see how each point is connected to the theme:

Particularly I’m looking at ...
But really what we’re concerned with today is ...
So today we are going to focus this lecture on ...
For the purposes of this lecture, I’m going to be concentrating on ...
I’m not going to look at … as a whole …, I’m going to focus narrowly on …
Transferring conversational metadiscourse to academic writing can produce awkward and unsuitable effects. Find examples in the text and propose more suitable solutions.

- If we walk around the news stands, we can easily see different kinds of comics with attractive covers everywhere. You can look around yourself in the streets and you will see many young people are reading comic books. There is no doubt that comic books are probably the most popular form of reading material for youngsters in Hong Kong. Many of my friends read them and I myself buy several every week such as 'Dragon Ball' and 'Tiger Fish'. Is this trend unhealthy for students? Does it lead to bad influences on them? We cannot prove the increase of crime rate and suicide can be linked to increasing reading of violent and pornography comics.

  - (Excerpt from a Hong Kong student's high school exam, Hyland)
If we walk around the news stands, we can easily see different kinds of comics with attractive covers everywhere. You can look around yourself in the streets and you will see many young people are reading comic books. There is no doubt that comic books are probably the most popular form of reading material for youngsters in Hong Kong. Many of my friends read them and I myself buy several every week such as 'Dragon Ball' and 'Tiger Fish'. Is this trend unhealthy for students? Does it lead to bad influences on them? We cannot prove the increase of crime rate and suicide can be linked to increasing reading of violent and pornography comics.

The heavy use of self mention, boosters (no doubt, many, easily see, will see, everywhere), and engagement markers (particularly rhetorical questions, inclusive we, and reader pronouns) all suggest the personal, direct and involved communication of face-to-face conversation.
• WALKING around the news stands, different kinds of comics CAN BE SEEN, with attractive covers everywhere. In the streets many young people are reading comic books. There is no doubt that comic books are the most popular form of reading material for youngsters in Hong Kong, WITH 'Dragon Ball' and 'Tiger Fish' BEING AMONGST THE MOST POPULAR. THE ISSUE IS OFTEN RAISED OF WHETHER this trend is unhealthy for students, or leads to bad influences on them. THERE IS NO EVIDENCE OF A CORRELATION BETWEEN the increase of crime rate and suicide AND increasing reading of violent and pornography comics.
Let’s focus on...

- hedges and boosters
- Evidentials
Expressing certainty: Hedges and boosters

• These are communicative strategies for recognizing contingency and indicating the room the writer is willing to offer for negotiation.

• carrying the writer's degree of confidence in the truth of a proposition and an attitude to the audience.

• Writers weigh up their commitment by deciding how certain their interpretations of data are and the effect this commitment might have on readers' responses.

(Hyland 2005: 144)
hedges

• hedges cast a proposition as contingent by highlighting its subjectivity. This expresses the writer's willingness to negotiate a claim thereby reducing commitment and conveying respect for alternative views:

• Our results suggest that rapid freeze and thaw rates during artificial experiments in the laboratory may cause artifactual formation of embolism. Such experiments may not quantitatively represent the amount of embolism that is formed during winter freezing in nature. (Biology)
boosters

• boosters seek to suppress alternatives, presenting the proposition with conviction. Here the writer anticipates possible responses from readers but chooses to shut them out:

• This brings us into conflict with Currie's account, for static images surely cannot trigger our capacity to recognize movement. If that were so, we would see the image as itself moving. With a few interesting exceptions we obviously do not see a static image as moving. Suppose, then, that we say that static images only depict instants. This too creates problems, for it suggests that we have a recognitional capacity for instants, and this seems highly dubious. (Philosophy)
Hedging

• Modal verbs
  • Such insights could be applied to improving education for this group
  • Future research may uncover clearer associations.

• Tentative verbs
  • It seems clear from the studies examined here that...
  • It remains to be seen how this role may change over time

• Adverbs
  • The introduction of this technology could potentially reduce costs at each stage
3 Edit sentences 1–6 to add a variety of minimizing language.

Example: The storage of health information online has significant implications in terms of security and privacy. 

The storage of health information online may have potentially significant implications in terms of security and privacy.

1 The application of stricter visa controls will have knock-on effects in both the business and education sectors.

2 With general acceptance that recorded cases are only the ‘tip of the iceberg,’ more thorough risk assessment is needed.

3 The recent research on dyslexic students shows that they are more creative than the rest of the population.

4 Less developed countries place the blame for their slow growth rates on outside factors such as colonial legacies and free trade.

5 Children from wealthier, well-connected backgrounds are at an advantage in the careers market.

6 Economic, social, and technological developments have resulted in greater inequalities between different income groups in the world.
Evaluation (1) Adverbials

Adjectives are commonly used to express evaluation, e.g. obvious differences, the fit is not perfect (see 4B on page 063). Adverbials can also be used to make a subtle evaluative comment, especially one that shows the writer's stance.

Notice the effect of adverbs and adverbials in the following pairs of sentences from Text 2. The writer uses them to emphasize what they feel is important, support their argument, and/or interpret the data:

1. What it [= the BCS] aims to produce is a measure of household and personal crimes against adults.
2. What it has always aimed to produce first and foremost is a measure of household and personal crimes against adults.

1. The survey gathers information on large numbers of personal and household thefts which do not map onto police definitions of crime and so are not useful for making direct comparisons.
2. The survey gathers information on large numbers of (overwhelmingly minor) personal and household thefts which do not map sufficiently onto police definitions of crime for any direct comparisons to be made.

1. Looked at as a whole, it does not present a fuller picture than provided by the recorded crime statistics, but a different one.
2. Indeed, looked at as a whole, it does not necessarily present a fuller ... picture than that provided by the recorded crime statistics, simply a different one.
Connection (1) Confident and tentative interpretations

When academic writers express connections, it is important that they make it clear how strong those connections are and how confident they are about their interpretation of the data.

**Strong cause and effect**  For a strong cause and effect connection, supported by evidence, such as the statistical analysis of research data, the connection can be expressed confidently:

*We find that birth order and the number of children both have strong negative effects on height but not on BMI.*

**Clear association**  Sometimes evidence points to factors that are clearly associated, but do not constitute a direct cause and effect relationship. These connections can also be expressed confidently, using expressions such as associated with, influenced by, an important factor in, etc.:

*Reduced height is associated with increased risk of heart disease and stroke.*

**Tentative interpretation of connections**  Where the evidence is less conclusive, writers show their degree of confidence in their interpretation using hedging language:

*Better quality housing seems to reduce the effect of crowding on height, presumably through its effects on hygiene.*

*Although our evidence here is less precise, it appears that poverty, family size and housing conditions influenced the height and the health of those who were prime-age adults in the early postwar period.*
Task 4: Recognizing confident and tentative interpretation

1. For each sentence, decide the type of connection and whether the interpretation is confident or tentative. Identify the connection language.

1. Thus family income and demographics affect the overall size of children as reflected in height.

2. These results support the idea that health is influenced not only by food intake but also by the disease environment.

3. Repeated infection may have a cumulative effect on height, particularly when food supply is limited.

4. These trends are often associated with rising income and nutrition, improving public sanitation and better housing conditions, and possibly better medical conditions and school environments.

5. Previous studies of the Boyd Orr cohort indicate that there is a strong correlation between measures such as height and leg length observed during childhood and the same measures observed in adulthood.
Who is speaking?
Averral vs attribution

• Common expectation in academic texts that at any point the reader will be able to identify whose voice is speaking: the writer’s or a previous text author’s?

• Averral: writer’s voice (default condition)

• Attribution: the propositional content is attributed to someone else, thus transferring the responsibility for the statement itself (Evidentials)
• There are two kinds of economic growth

• Todaro (2003) points out that there are two kinds of economic growth
• With attribution, responsibility can be transferred to different extents
• i.e. does the writer agree or disagree with the antecedent author’s views?
• Failing to signal the writer’s position will create the impression that previous texts have been stitched together, without any overarching purpose (why is the writer mentioning the previous author’s views)
Some attributive verbs are neutral with regard to the writer’s position:
  • Claim, argue

Others show whether the writer endorses or disendorses the attributed statement
  • Point out, show, demonstrate, make clear
Economic Development

Economic development theory is an extension of the traditional economics and political economics. Its concepts are recent although it has links with 18th century theories of progress. Todaro sees economic development as being dominated by 4 competing strands of thought:

1. **The linear stages of growth model.** This was seen as steps which less developed countries have had to go through in order to reach the economic growth achieved by the developing countries. However this approach was replaced in the 70s by the theories and patterns of structural change.

2. **The theories and patterns of structural changes.** Statistical analysis are used to formulate criteria less developed must undergo, if they are to succeed in generating and sustaining a process of rapid economic growth.

3. **The international dependence revolution.** This concept sees the less developed countries as constrained by several factors but hence are caught up in a dependence-dominance relationship to rich countries.

4. **Neo-classical theory.** This is the idea that emphatises the beneficial role of free market. And that the poor countries are underdeveloped because of mismanagement of resources and too much intervention from the governments.

There are two kinds of economic growth; one based on the western model, i.e. industrialization and modernisation are prerequisites for economic growth to occur. The Western model can only be used in Western countries based on the capitalist free enterprise system or countries that have reached a level of economic advancement. The other is non-industrial where the economy depends on agriculture, mining or other primary industries...
Evaluation and stance in C1 sentence transformations

• Perhaps John heard the story from Pippa.
  have
  Pippa might ______________________ story.

• It's not possible that you saw Mary last night, she was with us!
  have
  You ______________________ last night, she was with us!
2. We need to run or the train will leave before we get there.

```
time
```
Unless we run, the train ___________________________ we get there.

3. "You really must stay for dessert," Kate's brother said to him.

```
staying
```
Kate's brother ___________________________ for dessert.


```
from
```
"You ___________________________ a massage," Jake told Amy.

5. Even if it's very far, they want to go to Paris for a weekend break.

```
may
```
Far , ___________________________ they want to go to Paris for a weekend break.

6. This building stands a very good chance of being closed as unsafe by the council.

```
highly
```
It’s ___________________________ will be closed by council due to being unsafe.
• They'll blame the failure of the festival on the weather.
• down
  • The failure of the festival ___________________________ the weather.

• I know it's dangerous, but I love hang gliding.
• may
  • Dangerous ________________________________, I love hang gliding.

• I'd prefer you not to stay out so late.
• rather
  • I'd ________________________________ stay out so late.

• I don't think it's important how fast we drive, we're going to be late.
• matter
• You should have spoken to Meg sooner.
• spoken
• If ________________________________-to Meg sooner.

• 8. "You played your music too loud last night," Jan said to Ben angrily.
• accused
• Jan ________________________________his music too loud the previous night
Examples of metadiscourse in a research article

• The issue of how to teach or learn a new language has generated an immense literature in English, based upon varying mixtures of assertion, theory, observation and experiment, and written from a variety of perspectives: psycholinguistic, sociolinguistic, pedagogic, educational and political. Since the late nineteenth century, the usual assumption in this literature has been that a new language is best taught and learned monolingually, without use of the students’ own language for explanation, translation, testing, classroom management or general communication between teacher and student. The belief – sometimes explicit, but more often implicit – has been that everything that happens during a language class should be in the language being taught, and that students should be discouraged or even banned from making any use of the language(s) they already know. Since this notion became accepted wisdom in the late nineteenth century, it has been largely taken for granted in the language teaching literature throughout the twentieth century, with only isolated voices of dissent. More recently, however, this monolingual assumption has been increasingly challenged alongside a reassessment of the merits of relating the language being taught to students’ own languages. This article surveys and assesses this new and growing literature.