

Language support for academic writing: exploring the use of hedges and boosters in student research and designing language interventions

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Abstract: Research has been embraced in the Philippines for many years now. In education, due to its importance among college students, the researcher aimed at knowing how far students know about devices that they use in research writing. The researcher had used descriptive interpretation by employing frequency count and independent sample t-test to compare the significant difference in the use of hedges and boosters between the two programs. Hedges and boosters were sourced out from a total enumeration of 41 research papers from both programs, 31 from BSED and 10 from BEED. The most frequently used hedging devices in the research papers both introduction and conclusion sections of BSED Program are Type III. “This study” ranked as first, “It” ranked as second, “The study” ranked as third, and “may”, a Type I hedging device, ranked as fourth whereas in BEED program, “It” ranked as no. 1, “This study” ranked as no. 2, and “The study” ranked as no. 3. The most used boosting device in both BSED and BEED programs is “should”. The most used hedging device across all programs is “This study”. The boosting device, “should”, gained the highest number of use and ranked as the most frequently used booster. This study rejects the claim that there is significant difference in the frequency of the use of hedges and boosters when grouped according to program. The language intervention activities constructed by the researcher were directly compared against the result of the study. These activities are as follows: lecture about metadiscoursal devices, scouting hedges and boosters in authentic materials, debate, essay writing, and feature article writing. In conclusion, the study of hedges and boosters helps to portrait an important component of academic argument since claims and argumentation are tried to be included by writers in their academic writing (Bruce, 2005, as cited in Tran, 2013). The language intervention activities might be of big help to these students after all both programs will mandate their 4th year students to write research paper, an academic write-up, as a requirement for graduation.

Keywords: Boosters, Education undergraduate students, Hedges, Language intervention activities, Research papers.

1. Introduction

One of the requirements of undergraduate students in the Teacher Education Department is a research paper. This is in fact, a major requirement for all graduating students of different fields and programs. In the present era, Philippines has tightly embraced the importance and existence of research in certain fields such as medicine, agriculture, education, architecture, environment, etc. In the education sector, basic and tertiary education have given much emphasis on teachers undertaking research. Department of Education (DepEd) and the Commission on Higher Education (CHED) have encouraged teachers to conduct action research to identify and address teaching and learning problems both in classroom and in school. To meaningfully realize the substance of such endeavor, teachers have implemented students having the first-hand experience doing research. This has been validated as the research paper has become a part of the curriculum.

College students are believed to be knowledgeable of the construction of research for they were taught and had experienced doing such in their senior high school years. Thus, they are expected to come up with research and as emphasis to this matter, it serves as a major requirement for them to

graduate. The research paper and the oral examination of the student researchers tally their final grade in a certain course. At the University of Saint Louis Tuguegarao, students undergo such rigid but fulfilling tasks to meet the standard set by the teachers and the higher-ups. The Education Department at the University of Saint Louis accentuate the importance of research completion to undergrad students for surely, the knowledge and skill developed in the research construction will and can be applied in their future professional growth and continuing education.

In the research papers of these students, the researcher attempts the quest for metadiscoursal devices specifically the *Hedges* and *Boosters*. Metadiscourse refers to the devices or resources which writers use to organize the discourse, engage the audience, and signal the writer's attitude. According to the Rhetoric Nature of Writing, to hedge means to waffle on an issue and to avoid committing oneself. It literally means hiding in a bush or hedge. On the other hand, boosters demonstrate confidence by way of convincing the readers that the writer is fully knowledgeable and an expert in the field of what he is writing. Although they are complete contrast to each other, both devices are important in academic writing such as research papers. Hedges and boosters influence not only the writer's degree of confidence in the proposition but also the appeal and attitude to the audience. They show the competence of the writer and the solidity of a proposition. Although both are essential in academic writing, they also have edges and drawbacks.

Scholars have explored the frequency and functions of hedging according to the genre and different rhetorical sections of scientific papers (Myers, 1989; Hyland, 1995, 1996; Meyer, 1997; Salager-Meyer, 1997). In the Philippines, Mojica (2005) extended the study of hedging by examining the frequency of using hedges and boosters in Filipino research articles. In the result of the study, Mojica concluded the significant difference in the authors' commitment and detachment to their proposition; Engineers boost more whereas Linguists hedge more. Hence, this study extends the study of Mojica in the context of the University of Saint Louis Tuguegarao. After gathering the data, the current study will also formulate language intervention activities to enhance academic writing in terms of using hedging and boosting devices which are only be applicable to college students undergoing research writing as their course. These language intervention activities specifically emphasize the devices and their functions in academic papers.

2. Methodology

2.1. Research Design

The study used descriptive interpretation by employing frequency count and independent sample t-test to compare the significant difference in the use of hedges and boosters between the two programs. This study employed descriptive comparative research design. By nature, the study is quantitative determining the frequency of use of hedging and boosting devices in two rhetorical sections of the research papers accomplished by the students of two programs. It employed Mojica's hedging devices and Hyland's taxonomy of boosters.

2.2. Research Locale

This study was conducted at the University of Saint Louis Tuguegarao from September 2021 to October 2021. It involves Teacher Education Department specifically its BSED and BEED programs and concerned instructors to assist in the gathering of sources of data, the research papers.

2.3. Source of Data and Sampling Procedure

The source of the study is the total enumeration of 2015-2019 research papers of students from the College of Teacher Education, BSED and BEED programs, at the University of Saint Louis Tuguegarao. There are total number of 41 research papers from both programs, 31 from BSED and 10 from BEED. Both Programs subject 4th year students to completing a research paper as a requirement for graduation. Their completed research papers specifically the introduction and conclusion parts are the only sections to be manually scrutinized in the gathering of data.

2.4. *Research Instrument*

The study used descriptive comparative and interpretation by employing frequency count and independent sample t-test to assess if there is a significance difference between the two groups.

The materials used samples of academic papers containing metadiscourse devices specifically hedges and boosters are the introduction and conclusion parts in the research papers of the Teacher Education students at the University of Saint Louis Tuguegarao. Final research papers are completed by 4th year college students as their requirement for graduation. The researcher got the total enumeration of the 2015–2019 final research papers from two programs: Bachelor of Secondary Education and bachelor of Elementary Education. The basis in naming the type of hedges and boosters used in the introduction and conclusion sections of the research papers is Mojica's hedging devices and Hyland's taxonomy of boosters

2.5. *Data Gathering Procedure*

After the approval of the study by the members of the panel, the researcher sought permission from the University President, University Vice President for Academic Affairs, and University Research Center. When permission was granted, the researcher the communicated to the dean of the School of Arts and Sciences Department and coordinator/head of the department's research center to accomplish the purpose aforementioned.

After gathering the final research papers of students under the Teacher Education Department, the researcher then manually scrutinized the introduction and conclusion sections to count the frequency of the use of hedges and boosters and to identify what type of hedges and boosters do both departments mostly/less use. Mojica's hedging devices and Hyland's taxonomy of boosters is the basis of identifying/naming the type of hedging and boosting devices used in the introduction and conclusion parts of the students' academic paper. After the frequency count and identification of the types of hedges and boosters used by students in each program, the result was compared against each other using independent sample t-test. Lastly, from the gathered data, the researcher formulated language intervention activities intended to enhance the writing skill of college students undergoing research writing. These interventions specifically emphasize the devices and their functions in academic paper

2.6. *Ethical Considerations*

Before the actual data collection, a request letter was submitted to the Research Senior Director, Dean of the School of Education, Arts and Sciences, Vice President for Academics, and President of the University of Saint Louis Tuguegarao. confidentiality of data gathered from the research paper of BSED and BEED students was strictly observed. Moreover, the university was assured of the best benefits it could get from participating in the study and was informed they could access any information regarding the study's findings and the designed language intervention activities.

2.7. *Data Analysis*

This study used an independent sample T-test as statistical tool in comparing the mean score of the BSED and BEED group. The result of the frequency count of hedges and boosters in both programs was gathered and subjected to interpretations to determine if there is a significant difference between the two groups.

Table 1. Frequency Distribution of Hedging Devices Used by the Student Researchers in the Bachelor in Secondary Education

	Hedge	Frequency			Hedge rank	Total	Type rank
		Introduction	Conclusion	Total			
Type I	may	14	1	15	4	30	2
	could	4	1	5	6.5		
	might	2	-	2	9		
	suggest	5	-	5	6.5		
	seem	1	-	1	12		
	might be	1	-	1	12		
	seem to	-	1	1	12		
Type II	probably	1	-	1	12	5	3
	likely	3	1	4	8		
Type III	This study	26	10	36	1	97	1
	It	23	7	30	2		
	The study	7	17	24	3		
	The researchers	5	1	6	5		
	They	-	1	1	12		
Type IV	-	-	-	-	-	-	-
Type V	-	-	-	-	-	-	-

3. Results and Discussion

Table 1 shows that among the research papers of students in the BSED program, the most used hedges are Type III hedges. The most frequently used hedges are “This study” (ranked 1), “It” (ranked 2), “The study” (ranked 3), and “may” (ranked 4). The most used hedging device in the introduction section is “This study” and the most used hedging device in conclusion is “This study”. Both Types IV and V were not used as hedges. As one of much evidence of the top 1 hedging device used, the researcher has directly lifted the quoted text from the introduction section of student-researchers’ research paper entitled *Communal Perception on Catholic Identity*. They have mentioned that “devoted to produced and promote the formation of persons of character, conscience, compassion, with national pride, sense of mission, and passion nurtured by the Louisian culture of excellence this study endeavours to distinguish the different characteristics that take shape to the Catholic Identity marked on every Louisian student”. Another research paper entitled *Malaueg Folk Literature: An Expression of Their Identity and Culture* has mentioned that “further drastic changes of modernity influence the preservation of cultural heritage and identity through shifting the preoccupation of the current life which may lead for the culture of various societies to disappear”. Same study has used another hedging device as they stated, “so this study endeavors to collect, classify, translate, interpret, and document the folk literature of the Malauegs to deduce their identities, values and cultures for cultural heritage enrichment, promotion of their own cultural identity and preservation of their folk literature to raise awareness on the folk literatures gathered.” The findings about frequent use of hedges among language learners in BSED program is the same with the findings of Mojica (2005) having concluded the significant difference in the authors’ commitment and detachment to their proposition; Engineers boost more whereas Linguists hedge more. When compared to the result in the use of boosting devices, BSED tends to hedge more rather than boost which implies that they are more hesitant/cautious in presenting/discussing their ideas in line with ideas of other authorities instead of being confidently expressing their confirmation and agreement.

Table 2. Frequency Distribution of Hedging Devices Used by the Student Researchers in the Bachelor in Elementary Education

Type	Hedge	Frequency			Hedge rank	Total	Type rank
		Introduction	Conclusion	Total			
Type I	could	3	-	3	5.5	11	2
	may	5	1	6	4		
	might	1	-	1	9.5		
	seem to	1	-	1	9.5		
Type II	possibly	1	-	1	9.5	2	3
	likely	1	-	1	9.5		
Type III	It	8	6	14	1	39	1
	He/she	1	-	1	9.5		
	This study	4	7	11	2		
	They	1	2	3	5.5		
	The study	3	6	9	3		
	The researchers	1	-	1	9.5		
Type IV	-	-	-	-	-	-	-
Type V	-	-	-	-	-	-	-

Table 2 shows that among the research papers of students in the BEED program, the most used hedges are Type III hedges. The most frequently used hedges are “It” (ranked 1), “This study” (ranked 2), “The study” (ranked 3), and “may” (ranked 4). The most used hedging device in the introduction section is “It” and the most used hedging device in the conclusion section is “This study”. One of the uses of the topmost hedging device used is found on the student-researchers’ research paper entitled *Indigenous Disaster Risk Reduction And Mitigation Practices And Beliefs Of The Asibanglan Tribe Of Kalinga*. They have mentioned that “It was concluded that the tribe is well-heeled in terms of the uniqueness of their beliefs and practices regarding disaster risk reduction and mitigation.” Both Types IV and V were not used as hedges in the research papers. If there is a comparison to BEED’s use of hedging devices and its use of boosting devices, BEED tends to hedge more. In so far as use of hedging device is concern, the aforementioned implication is an ideal because according to Myers (1989), hedging is used as a politeness strategy in scientific articles. He suggests that academic writers employ hedges to minimize the potential threat new claims make on other researchers by soliciting acceptance and challenging their own work. It means that BEED student-researchers are cautious about the threats they might receive from their clear-cut attachment to authorities and ideas of multiple authorities they are citing.

Table 3. Frequency Distribution of Boosting Devices Used by the Student Researchers in the Bachelor in Secondary Education

Type	Booster	Frequency			Booster rank	Total	Type rank
		Introduction	Conclusion	Total			
Type I	should	12	2	14	1	14	1
Type II	-	-	-	-	-	-	-
Type III	-	-	-	-	-	-	-
Type IV	It is fact	1		1	2.5	2	2
	The fact that	-	1	1	2.5		
Type V	-	-	-	-	-	-	-

Table 3 unveils the use of boosting devices in the research papers of students in the BSED program. The most used boosting device is Type I. The most frequently used booster is “should” (ranked 1). The most used booster in the introduction section is “should”. One of its uses was from student-researchers’ research paper entitled *Batanes Teachers: 21st Century Educators or not*. They have mentioned in the introduction section that “a teacher should be flexible in making things organized for the students and should be aware and knowledgeable with different teaching styles.” The most used booster in the conclusion is “should”. Types II, III, and V were not used as boosting devices in the research papers. The result in the use of boosting devices is evidently low in terms of frequency use. It implies that students are not that strategic in establishing information perceived as factual. This deviates from Hyland’s (1998) assertion about the use of boosting devices which states that “booster allows writers to negotiate the status of their information, helping to establish its perceived truth by strategically presenting it as consensually given”. If this result is compared to the result of their use of hedging devices, it implies that BSED writers do not indulge much in absolute and confident attachment to authorities and ideas of multiple authorities they are citing.

Table 4. Frequency Distribution of Boosting Devices Used by the Student Researchers in the Bachelor in Elementary Education

Type	Booster	Frequency			Booster rank	Total	Type rank
		Introduction	Conclusion	Total			
Type I	should	10	-	10	1	10	1
Type II	certainly	1	-	1	3	1	3
Type III	-	-	-	-	-	-	-
Type IV	the fact that	1	-	1	3	2	2
	the fact	1	-	1	3		
Type V	-	-	-	-	-	-	-

Table 4 contains the boosting devices used among research papers of students in the BEED program. The most used booster is Type I. The most frequently used boosting device is “should” (ranked 1). The most used boosting device in introduction is “should”. One of its uses was lifted from the research paper of BEED student-researchers entitled *Parental Involvement and Academic Achievement of Elementary Pupils*. They have mentioned in the introduction section, “so every parent should be involved in their children’s education. In order for children to succeed in academics, there needs to be a good foundation in place in the home.” There is no booster found in the conclusion section of the research papers. Both Types III and V were not used as boosters. The result shows how minimal the program

uses the boosting devices. It is comparable with a study conducted by Kobayashi (2009) which aimed to detect whether Japanese EFL learners or native writers of English included boosters in their texts revealed that Japanese EFL learners were at the lack of lexical variations of boosting devices. EFL and ESL speakers are both nonnative English speakers. The result shows limited acknowledgement and use of the boosting devices. This means that writers lack the competency in strategizing only in the aspect of balance show of detachment and confidence.

Table 5. Frequency Distribution of Hedging Devices Across the Two Programs

Hedges	Frequency	Rank
This study	47	1
It	44	2
The study	33	3
may	21	4
could	8	5
The researchers	7	6
suggest	5	7.5
likely	5	7.5
They	4	9
might	3	10
seem to	2	11
seem	1	14
might be	1	14
probably	1	14
possibly	1	14
He/she	1	14

Table 5 displays the most and least frequently used hedging devices across two covered Programs: BSED and BEED. The most used hedging device is Type III, the “This study” (ranked 1). It is sequentially followed by “It”, “The study”, “may”, “could”, “the researchers”, “suggest and likely”, “They”, “might”, and “seem to”. In the fourteenth rank, marked as last rank and least used hedging devices are as follows: “seem”, “might be”, “probably”, “possibly”, and “He/she”. Apart from this, other hedging devices enumerated in Hyland’s (2004) Taxonomy of Hedges and Boosters which were not found on the research papers of both programs are as follows: the “appear”, “seem to appear”, “I”, and “We”. As evidence of the usage of hedging devices, one of the research papers entitled *Epistemological Beliefs of Pre-service Teachers* has stated that “the study extrapolated that the pre-service teachers of both institutions in the Northern Philippines have most likely gained naïve epistemic beliefs in the three dimensions particularly on the stability of knowledge, source of knowledge, and speed of learning”. Although use of hedging devices is greater in number when compared to use in boosting devices, it is still evident that some of the hedging devices from Hyland’s (2004) taxonomy of hedging and boosting devices were not used in by the student-researchers. There is a big implication when students are not familiar with these devices as according to Farrokhi (2008), lack of familiarity with these features of academic discourse may be detrimental to foreign language learners' academic and professional opportunities.

Table 6. Frequency Distribution of Boosting Devices Across the Two Programs

Hedges	Frequency	Rank
should	24	1
The fact that	2	2
It is a fact	1	4
The fact	1	4
Certainly	1	4

Table 6 shows the most and least frequently used boosting devices across two covered Programs: BSED and BEED. Type I boosting device, the “should”, gained the highest number of use (ranked 1) followed by “The fact that”, a Type IV boosting device (ranked 2) subsequent to it are “It is a fact”, “The fact”, and “Certainly” (ranked 4), they are marked as the least used boosting devices in the research papers in both BSED and BEED programs. Aside from the booster “should”, “the fact that” was also used specifically on the research paper entitled *Technological Pedagogical Content Knowledge of Teacher Education Students* which has stated that “despite the fact that this generation of teacher education students is more proficient in using technology and actively engaged with digital media, their capabilities and expertise alone are not adequate conditions for curricular use of technology in support of rigorous standards.” Moreover, there are Boosting devices cited in Hyland’s (2004) Taxonomy of Hedges and Boosters which were not used/found in the research papers of both programs. These are as follows: “definitely”, “it is known”, “due to the fact that”, “Writer”, and “Researcher”. Boosters used among both BSED and BEED students is obviously not balanced with their use of hedging devices. This implication is viewed as lack of competency as according to Hyland (1998), their balanced use together with hedges is essential in academic writing.

Table 7. Comparison in the Number of Hedges Used in Introduction, Conclusion, and as a Whole When Grouped According to Program

	Program	N	Mean	SD	t-value	p-value	Decision
Number of hedges in introduction	Bachelor of Secondary Education	31	2.94	1.504	-.111	.912	Do not reject Ho
	Bachelor of Elementary Education	10	3.00	1.886			
Number of hedges in conclusion	Bachelor of Secondary Education	31	1.29	1.160	-2.088	.043*	Reject Ho
	Bachelor of Elementary Education	10	2.20	1.317			
Total number of hedges	Bachelor of Secondary Education	31	4.23	2.061	-1.186	.243	Do not reject Ho
	Bachelor of Elementary Education	10	5.20	2.821			

*Significant at the 0.05 level

Table 7 exhibits the comparison result of number of hedges used in both introduction and conclusion sections grouped according to program. There is a significant difference on the respondents’ usage of hedges in the conclusion when grouped according to program enrolled. As revealed by the mean, BEED students have the tendency to use hedges more frequently in the conclusion compared to BSED students. There is no significant difference on the respondents’ usage of hedges in the introduction when grouped according to program enrolled. There is no significant difference on the respondents’ usage of hedges as a whole when grouped according to program enrolled. The small number of use of hedges in both programs corroborates Hinkel’s (2005) study about the types and frequencies of hedges and intensifiers used in native and non-native academic essays. Here, results indicate that L2 writers employ a very limited variety of hedges, most of which signal conversational and casual spoken communication. As a whole, there is no significant difference between BSED and BEED program in terms of use of hedging devices, this means that whether the writer is BSED or BEED, it indicates nothing about his/her use and frequency use of hedging devices and that there is wide variety of choices pertaining to hedging devices reflecting no significant meaning as to what

program the student-researcher has finished. In conclusion, there is no significant difference in the programs' use of hedging devices ultimately because neither did not receive specific and extended intervention about the lesson and application of hedges and boosters.

Table 8. Comparison in the Number of Boosters Used in Introduction, Conclusion, and as a Whole When Grouped According to Program

	Program	N	Mean	SD	t-value	p-value	Decision
Number of boosters in introduction	Bachelor of Secondary Education	31	.42	1.232	-2.027	.050*	Reject Ho
	Bachelor of Elementary Education	10	1.30	1.059			
Number of boosters in conclusion	Bachelor of Secondary Education	31	.10	.301	1.793	.083	Do not reject Ho
	Bachelor of Elementary Education	10	.00	.000			
Total number of boosters	Bachelor of Secondary Education	31	.52	1.262	-1.770	.085	Do not reject Ho
	Bachelor of Elementary Education	10	1.30	1.059			

*Significant at the 0.05 level

Table 8 provides the comparison result of number of hedges used in both introduction and conclusion sections grouped according to program. There is a significant difference on the respondents' usage of boosters in the introduction when grouped according to program enrolled. As revealed by the mean, BEED students have the tendency to use boosters more frequently in the introduction compared to BSED students. There is no significant difference on the respondents' usage of boosters in the conclusion when grouped according to program enrolled. There is no significant difference on the respondents' usage of boosters as a whole when grouped according to program enrolled. This means that whether the writer is BSED or BEED, it indicates nothing about his/her use and frequency use of boosting devices and that even if there is limited variety of choices pertaining to boosting devices, this reflects no significant meaning as to what program the student-researcher has finished. In conclusion, there is no significant difference in the programs' use of boosting devices ultimately because neither did not receive specific and extended intervention about the lesson and application of hedges and boosters.

3.1. Language Intervention Activities for BSED and BEED 4th Year Students

The proposed language intervention activities by the researcher enable the students to know, acknowledge, and practice the use of hedging and boosting devices that they will surely use in their research paper writing. These activities were lifted from the result of the current paper. The suggested activities are mainly for 4th year BSED and BEED students who will be enrolled in a research course and will be tasked to write a research paper as the last requirement for their degree. The sequence of activities is based on level of difficulty, from knowledge-based to performance-based tasks.

Table 9.

Research result	Suggested intervention/ Activity	Description	Objectives	Procedure
<p>Table 5: Other hedging devices enumerated in Hyland's (2004) Taxonomy of Hedges and Boosters were not found on the research papers of both programs.</p> <p>Table 6: Type I boosting device, the "should", was used 24 times, "The fact that", was used 2 times, "It is a fact" was used 1 time, "The fact " was used 1 time, and "Certainly" was used 1 time across two programs. There are Boosting devices cited in Hyland's (2004) Taxonomy of Hedges and Boosters which were not used/found in the research papers of both programs.</p>	Lecture about metadiscoursal devices	This traditional lecture-based activity is designed to just make BSED and BEED 4th year students acknowledge the existence of metadiscoursal devices specifically the hedging and boosting devices and models/theories attached to them.	This lecture-based activity will enable the students to: <ul style="list-style-type: none"> A. know the etymology of metadiscourse B. identify each metadiscoursal device; C. differentiate hedges and boosters; D. grasp Hyland's taxonomy of hedges and boosters; E. evaluate and strategy of using hedges and boosters basing from Hyme's Communicative Competence. 	The process inside the classroom employing the suggested intervention is as follows: <ol style="list-style-type: none"> 1. Teacher will present the etymology of metadiscourse. 2. Teacher will then enumerate the different metadiscoursal devices. 3. The teacher will emphasize hedges and boosters giving their definitions, uses, roles in writer's competence and in the paper, and examples as he/she introduces Hyland's taxonomy of hedging and boosting devices. 4. After objectively discussing hedges and boosters, teacher will then introduce and explain Communicative Competence of Dell Hymes and will align the competence of using hedges and boosters to one of the competencies in communicative competence model. 5. After a thorough discussion, the teacher may now proceed to abstraction

				highlighting their significance to the student-writer's skills.
<p>Table 5: Other hedging devices enumerated in Hyland's (2004) Taxonomy of Hedges and Boosters were not found on the research papers of both programs.</p> <p>Table 6: Type I boosting device, the "should", was used 24 times, "The fact that", was used 2 times, "It is a fact" was used 1 time, "The fact " was used 1 time, and "Certainly" was used 1 time across two programs. There are Boosting devices cited in Hyland's (2004) Taxonomy of Hedges and Boosters which were not used/found in the research papers of both programs.</p>	Scouting hedges and boosters in authentic materials	This is an activity will enable the students to become more aware that hedges and boosters are actually used by multiple authorities especially in academic writing through authentic materials.	This activity will enable the students to: A. cite hedges and boosters from authentic materials; B. categorize cited hedges and boosters according to their type; C. analyze how these devices were used in the papers; and D. evaluate the writers' strategic competence over their paper.	<p>The process in employing the suggested activity observes the following steps:</p> <ol style="list-style-type: none"> 1. Teacher brings authentic materials in the classroom to be introduced to class. 2. Teacher will eventually give instructions about what to look for in the papers presented. Some would have newspaper articles and others with research papers on hand. 3. Students will proceed to scrutinizing the materials then as they cite them, they will also have to categorize them according to their type. 4. Last step will be spent to evaluating how strategic/competent the authors were in using these devices. Judgement will be accompanied by reasons and then supplemented by the teacher's conclusion.
The result shows no balance between the use of hedges and boosters in the research paper of	Debate	This activity will make students weigh which is more important between Hedges and Boosters.	This activity will enable the students to: A. research on references to support their	<p>The process in employing the suggested activity observes the following steps:</p> <ol style="list-style-type: none"> 1. After dividing the

both programs.		There will be clarification of having balanced use for each of the device to be explained by the teacher citing findings and supporting authorities mentioned in the present study.	claim; B. Enhance communication skills through speaking; C. activate critical thinking skills through logical reasoning and analysis of references read; D. cite points to justify chosen/given side; and E. realize significance of balanced used of hedges and boosters through teacher's intervention.	class into four, the teacher will then proceed to giving the topic to be used in the argumentation. 1st pair may argue on the motion that "Use of hedging devices shows more among writers than the use of boosting devices". One group from the first pair will have the hedge side and the other group will have booster side. 2. The other pair will have the motion, "Culture affects how L1 and L2 speakers write". The first group on the 2nd pair will have the side that culture does affect the L1 and L2 writers and their writeups. On the other hand, 2nd group will neglect the proposition. 3. The activity for each group will happen one at a time to secure digestion of all the reasons/learnings. The format of the debate depends on the teacher. 4. After all activities, teacher should stress that there should be balance in the use of hedges and boosters and may cite studies from the present research as proofs.
The result shows	Essay Writing	This activity will	This activity will	The process in

<p>no balance between the use of hedges and boosters in the research paper of both programs.</p> <p>Table 5: Other hedging devices enumerated in Hyland's (2004) Taxonomy of Hedges and Boosters were not found on the research papers of both programs.</p>		<p>make students apply what they have learned about hedges and boosters from theoretical basis.</p>	<p>enable the students to:</p> <p>A. consciously use hedges and boosters in essay writing;</p> <p>B. apply the underlying functions for each of the hedging and boosting device;</p> <p>C. decipher functions of hedging and boosting devices as they use them.</p> <p>D. balance the use of hedges and boosters.</p> <p>E. build connection with the paper and with the readers; and</p> <p>F. strategically and competently write feature article.</p>	<p>employing the suggested activity observes the following steps:</p> <ol style="list-style-type: none"> 1. Teacher will ask students to write an argumentative essay. 2. The teacher will remind students that they have to use hedges and boosters basing on Hyland's model of taxonomy of hedges and boosters. 3. This should happen after the lecture so students would become aware of their use of hedges and boosters because one of the findings from the different studies cited in the present research claims that it is very detrimental for L2 speakers/writers to be not familiar of the hedging and boosting devices while they use these devices with English as the medium of communication. 4. Provide rubric for students where number of hedging and boosting devices that should be present is indicated.
<p>The result shows no balance between the use of hedges and boosters in the research paper of both programs.</p>	<p>Feature Article Writing</p>	<p>This activity will make students apply what they have learned about hedges and boosters from theoretical basis.</p>	<p>This activity will enable the students to:</p> <p>A. consciously use hedges and boosters in feature article</p>	<p>The process in employing the suggested activity observes the following steps:</p> <ol style="list-style-type: none"> 1. Teacher will ask students to write a

<p>Table 5: Other hedging devices enumerated in Hyland's (2004) Taxonomy of Hedges and Boosters were not found on the research papers of both programs.</p> <p>Table 6: Type I boosting device, the "should", was used 24 times, "The fact that", was used 2 times, "It is a fact" was used 1 time, "The fact " was used 1 time, and "Certainly" was used 1 time across two programs. There are Boosting devices cited in Hyland's (2004) Taxonomy of Hedges and Boosters which were not used/found in the research papers of both programs.</p>			<p>writing;</p> <p>B. apply the underlying functions for each of the hedging and boosting device;</p> <p>C. decipher functions of hedging and boosting devices as they use them;</p> <p>D. balance the use of hedges and boosters.</p> <p>E. build connection with the paper and with the readers; and</p> <p>F. strategically and competently write feature article.</p>	<p>feature article.</p> <p>2. The teacher will remind students that they have to use hedges and boosters basing on Hyland's model of taxonomy of hedges and boosters.</p> <p>3. This should happen after the lecture so students would become aware of their use of hedges and boosters because one of the findings from the different studies cited in the present research claims that it is very detrimental for L2 speakers/writers to be not familiar of the hedging and boosting devices while they use these devices with English as the medium of communication.</p> <p>4. Provide rubric for students where number of hedging and boosting devices that should be present is indicated.</p>
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These activities may or may not be modified by the language teachers in the mentioned areas. Teachers may include and deduct parts of the activities however not compromising the main objectives of the intervention activities which are: to make students acknowledge the existence of these devices, to enable them to cite the devices not only in academic writeups but also in authentic materials, and lastly, to make them use the devices considering their functions, roles, and purposes in the paper, researcher, and readers. The totality of the interventions with teacher's modifications should be included in the syllabi of the courses, Language Research and Research in Education to prepare first the student-researchers before their final research writing.

4. Conclusion

Based on the findings of the study about use of the hedging devices, it shows how student-researchers of both programs try to detach themselves from their utterances. It corroborates to the study of Mojica (2005) about the use of hedges and boosters in Filipino research articles. Although

hedging devices are perceived to be used more than frequency counts of boosting devices based on the result of the present study, it still evident that hedges were not used that much by the students. It might be because they are not familiar with this type of devices used in academic writing and lack of familiarity with these features of academic discourse may be detrimental to foreign and second language learners. Furthermore, unfamiliarity can affect the impact of the argument, and how the academic competence of the writer is evaluated by the readers. Therefore, special attention should be devoted to the teaching of these devices to the foreign language learners of English in the research or ESP (English for Specific Purposes) courses. In addition to this, English for Academic Purposes (EAP) should also be emphasized in the universities. These have to be realized by the students so they can strategically and comfortably use the hedging devices in their papers minding not only their relationship with the content but also their relationship with the readers of their papers. On the flip side regarding how minimal the students have used boosting devices; it shows how barely students signal certainty and emphasize the force of their proposition. This is viewed as a lack of competency as there should be balanced use with hedging devices. Competency specifically refers to the balanced confidence and hesitation that writers show as they encounter claims/statements of multiple authorities. The types IV and V hedging devices were never used by the student-researchers because the former contains no sample devices in the table of Hyland's taxonomy of hedging and boosting devices and the latter which contains the devices "I" and "We" were not used because of the principle in research writing that students need to use the 3rd person pronoun.

In view of the significant difference between two programs in terms of using hedging devices, there is a significant difference on the respondents' usage of hedges in the conclusion when grouped according to program enrolled consequently, BEED students have the tendency to use hedges more frequently in the conclusion compared to BSED students. In the introduction, there is no significant difference on the respondents' usage of hedges when grouped according to program enrolled. As a whole, there is no significant difference on the respondents' usage of hedges when grouped according to program enrolled.

Additionally, there is a significant difference on the respondents' usage of boosters in the introduction when grouped according to program enrolled. As revealed by the mean, BEED students have the tendency to use boosters more frequently in the introduction compared to BSED students. In the conclusion section, there is no significant difference on the respondents' usage of boosters when grouped according to program enrolled. As a whole, there is no significant difference on the respondents' usage of boosters when grouped according to program enrolled. This means that both BSED and BEED need a balanced use of hedging and boosting devices. Their importance performs a vital role in report of academic research. In conclusion, the study of hedges and boosters helps to portrait an important component of academic argument since claims and argumentation are not only present in personal writeups but also in academic papers such as research papers. The language intervention activities might be of big help to these students after all both programs will mandate their 4th year students to write research papers, an academic write-up, as a requirement for graduation.

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The tables as basis of the study, *Language Support for Academic Writing: Exploring The Use of Hedges and Boosters in Student Research and Designing Language Interventions*.

TITLE OF THE RESEARCH PAPER	YEAR	PROGRAM/MAJOR	INTRODUCTION-HEDGES												FREQUENCY									
			HEDGE	TYPE	HEDGE	TYPE	HEDGE	TYPE	HEDGE	TYPE	HEDGE	TYPE	HEDGE	TYPE	HEDGE	TYPE	TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V			
	2018	BSED-ENGLISH	this study	III	may	I	could	I												2	0	1	0	0
Preservation and Promotion of Pagpapanday and Pagsasaka in Tuguegarao City	2018	BSED-ENGLISH	this study	III																0	0	1	0	0
Ethnomedicinal Plants Used by the Folks in Nueva Sta. Marcela, Apayao	2018	BSED-FILIPINO	this study	III	this study	III	this study	III	this study	III										0	0	4	0	0
Metaphorical Images of Language Teachers Beliefs and Practices of Ybanag Tribe	2017	BSED-General Science	probably	II	this study	III	this study	III												0	1	2	0	0
Innovative Procedure of Organic-based Insecticide	2018	BSED-General Science	this study	III	this study	III	this study	III												0	0	3	0	0
Disaster Risk Reduction Beliefs and Practices, Gastronomical and Ethnomedicinal Plants of UMA Subtribe in Lubagan, Kalinga	2018	BSED-General Science	this study	III	this study	III	this study	III												0	0	1	0	0
Tangible Cultural Heritage and Delicacies in Tuguegarao City	2018	BSED-General Science	it	III	researcher	III	the study	III												0	0	3	0	0
Misconception of Pre-service Teachers About Human Body	2018	BSED-General Science	it	III																0	0	1	0	0
Plants and Animals Used as Alternative Medicine by the Residents of Gozaga, Cagayan Philippines	2018	BSED-General Science	may	I	it	III	it	III	might	I	could	I	this study	III	this study	III				3	0	4	0	0
Documentation of Tuguegarao's Economic Resource: Pagpapanday	2018	BSED-ENGLISH	may	I	may	I	suggest	I	this study	III										3	0	1	0	0
The Analysis of Itawes Roman Catholic Liturgical Instructional Styles of Elementary Teachers	2018	BSED-ENGLISH	it	III	he/she	III	it	III	this study	III										0	0	1	0	0
Challenges and Coping Mechanisms of Elementary Pre-service Teachers	2018	BEED	could	I	this study	III	could	I												0	0	4	0	0
Epistemological Beliefs of Pre-service Teachers	2017	BSED-ENGLISH	it	III	it	III	the study	III												2	0	1	0	0
The Undocumented Folk Literature of Pinukpuk, Kalinga	2017	BSED-ENGLISH	it	III	the researchers	III	it	III	the researcher	III										0	0	3	0	0
Formative Assessment and Academic Performance of Students in English	2017	BSED-ENGLISH	suggest	I	this study	III														1	0	1	0	0
Issues and Concerns on the Implementation of Mother Tongue-based Multilingual Education	2017	BSED-ENGLISH	seem	I	this study	III														1	0	1	0	0
Malaeng Folk Literature: An Expression of Their Identity and Culture	2017	BSED-ENGLISH	may	I	suggest	I	this study	III												2	0	1	0	0
The Morphological Evolution of the Malaeng Language	2017	BSED-ENGLISH	may	I	this study	III	suggest	I	this study	III										2	0	2	0	0
Students' Misconception in Mathematical Terms	2017	BSED-ENGLISH	it	III	it	III	the study	III												0	0	3	0	0
Christian Values in Ybanag Secular Folk Songs	2017	BSED-ENGLISH	it	III	might be	I														1	0	1	0	0
Status of Alternative Learning System	2016	BSED-Social Studies	likely	II	the researchers	III	the researchers	III												0	1	2	0	0
Effects of Tutoring	2017	BEED	they	III	may	I														1	0	1	0	0
Extracurricular Involvement	2017	BEED	it	III																0	0	1	0	0
Indigenous Disaster Risk Management	2017	BEED	possibly	II	it	III	it	III	it	III	the study	III	the researcher	III						0	1	5	0	0
Pre-service Teachers' Preparation Vis-à-vis PLOs	2017	BEED	it	III	it	III	the study	III												0	0	3	0	0
Batanes Teachers: 21st Century Teachers or Not	2017	BSED-ENGLISH	may	I																1				
Communal Perception on Catholic Identity	2017	BSED-ENGLISH	it	III	it	III	this study	III												0	0	3	0	0
Educational Philosophy and Teaching Style of Teacher Education and Liberal Arts Teachers	2017	BSED-ENGLISH	could	I	it	III														1	0	1	0	0
Learning Beyond the Classroom: Success Stories of Alternative Learning System Graduates	2017	BSED-Social Studies	it	III	it	III	this study	III												0	0	3	0	0
Exploring the Resiliency of the Cagayanos: The Typhoon Lawin Experience	2017	BSED-Social Studies	this study	III																0	0	1	0	0
The Leverage on the Career Preferences of Senior High School Students	2017	BSED-Social Studies	likely	II	likely	II	it	III	may	I	might	I	the study	III	the study	III				2	2	3	0	0
Parental Involvement and Its Effect on Children's Academic Performance	2018	BEED	might	I	likely	II	seem to	I	may	I	may	I	could	I						5	1	0	0	0
Technological Pedagogical Content Knowledge of Teacher Education	2019	BEED	this study	III																0	0	1	0	0
Multicultural Competency of Pre-service Teachers in the 21st Century Educational Landscape	2018	BEED	may	I																1	0	0	0	0
Development of Ibanag Language of Tuguegarao	2018	BEED	may	I	this study	III	the study	III												1	0	2	0	0
Genealogy and Mythology of Tuguegarao City	2018	BSED-ENGLISH	may	I	may	I	suggest	I												3	0	0	0	0
Linguistic Survey of Tuguegarao City	2018	BSED-ENGLISH	may	I	may	I	this study	III												2	0	1	0	0
Structural Analysis of Verb Errors Among Teacher Education Students	2018	BSED-ENGLISH	may	I	may	I	this study	III	this study	III										2	0	2	0	0

TITLE OF THE RESEARCH PAPER	YEAR	PROGRAM/MAJOR	INTRODUCTION--BOOSTERS												FREQUENCY							
			BOOSTER	TYPE	BOOSTER	TYPE	BOOSTER	TYPE	BOOSTER	TYPE	BOOSTER	TYPE	BOOSTER	TYPE	BOOSTER	TYPE	TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V	
Geographical and Gastronomical Resources of Tuguegarao City	2018	BSED-ENGLISH																0	0	0	0	0
Preservation and Promotion of Pagsapanday and Pagsasaka in Tuguegarao City	2018	BSED-ENGLISH																0	0	0	0	0
Intangible Cultural Heritage of UMA Sub-tribe of Lubugan, Kalanga	2018	BSED-FILIPINO																0	0	0	0	0
Ethnomedicinal Plants Used by the Folks in Nueva Sta. Marcela, Apayao	2017	BSED-General Science																0	0	0	0	0
Metaphorical Images of Language Teachers	2017	BSED-FILIPINO																0	0	0	0	0
Beliefs and Practices of Ybanag Tribe	2018	BSED-ENGLISH																0	0	0	0	0
Innovative Procedure of Organic-based Insecticide	2018	BSED-General Science																0	0	0	0	0
Disaster Risk Reduction Beliefs and Practices, Gastronomical and Ethnomedicinalplants of UMA Subtribe in Lubugan, Kalanga	2018	BSED-Social Studies																0	0	0	0	0
Tangible Cultural Heritage and Delicacies in Tuguegarao City	2018	BSED-ENGLISH																0	0	0	0	0
Misconception of Pre-service Teachers About Human Body	2018	BSED-General Science																0	0	0	0	0
Plants and Animals Used as Alternative Medicine by the Residents of Gozaga, Cagayan Philippines	2018	BSED-General Science																0	0	0	0	0
Documentation of Tuguegarao's Economic Resource: Pagsapanday	2018	BSED-ENGLISH																0	0	0	0	0
The Analysis of Itawes Roman Catholic Liturgical Song	2018	BSED-ENGLISH	should	I														1	0	0	0	0
Instructional Styles of Elementary Teachers	2018	BEED	should	I														1	0	0	0	0
Challenges and Coping Mechanisms of Elementary Pre-service Teachers	2018	BEED	should	I														1	0	0	0	0
Epistemological Beliefs of Pre-service Teachers	2017	BSED-ENGLISH																0	0	0	0	0
The Undocumented Folk Literature of Pinkpok, Kalanga	2017	BSED-ENGLISH																0	0	0	0	0
Formative Assessment and Academic Performance of Students in English	2017	BSED-ENGLISH																0	0	0	0	0
Issues and Concerns on the Implementation of Mother Tongue-based Multilingual Education	2017	BSED-ENGLISH																0	0	0	0	0
Malaueg Folk Literature: An Expression of Their Identity and Culture	2017	BSED-ENGLISH	should	I	should	I	should	I										3	0	0	0	0
The Morphological Evolution of the Malaueg Language	2017	BSED-ENGLISH	should	I														1	0	0	0	0
Students' Misconception in Mathematical Terms	2017	BSED-ENGLISH																0	0	0	0	0
Christian Values in Ybanag Secular Folk Songs	2017	BSED-ENGLISH																0	0	0	0	0
Status of Alternative Learning System	2016	BSED-Social Studies																0	0	0	0	0
Effects of Tutoring	2017	BEED																0	0	0	0	0
Extracurricular Involvement	2017	BEED																0	0	0	0	0
Indigenous Disaster Risk Management	2017	BEED																0	0	0	0	0
Pre-service Teachers' Preparation Vis-à-vis PLOs	2017	BEED	should	I	should	I												2	0	0	0	0
Batanes Teachers: 21st Century Teachers or Not	2017	BSED-ENGLISH	should	I	should	I	should	I	should	I	should	I	should	I				6	0	0	0	0
Communal Perception on Catholic Identity	2017	BSED-ENGLISH	should	I	it is a fact	IV												1	0	0	1	0
Educational Philosophy and Teaching Style of Teacher Education and Liberal Arts Teachers	2017	BSED-ENGLISH																0	0	0	0	0
Learning Beyond the Classroom: Success Stories of Alternative Learning System Graduates	2017	BSED-Social Studies																0	0	0	0	0
Exploring the Resiliency of the Cagayanos: The Typhoon Lawin Experience	2017	BSED-Social Studies																0	0	0	0	0
The Leverage on the Career Preferences of Senior High School Students	2017	BSED-Social Studies																0	0	0	0	0
Parental Involvement and Its Effect on Children's Academic Performance	2018	BEED	the fact that	IV	should	I	should	I										2	0	0	1	0
Technological Pedagogical Content Knowledge of Teacher Education	2019	BEED	should	I	the fact	IV												1	0	0	1	0
Multicultural Competency of Pre-service Teachers in the 21st Century Educational Landscape	2018	BEED	should	I	should	I												2	0	0	0	0
Development of Ibanag Language of Tuguegarao	2018	BEED	certainly	II	should	I												1	1	0	0	0
Genealogy and Mythology of Tuguegarao City	2018	BSED-ENGLISH																0	0	0	0	0
Linguistic Survey of Tuguegarao City	2018	BSED-ENGLISH																0	0	0	0	0
Structural Analysis of Verb Errors Among Teacher Education Students	2018	BSED-ENGLISH																0	0	0	0	0

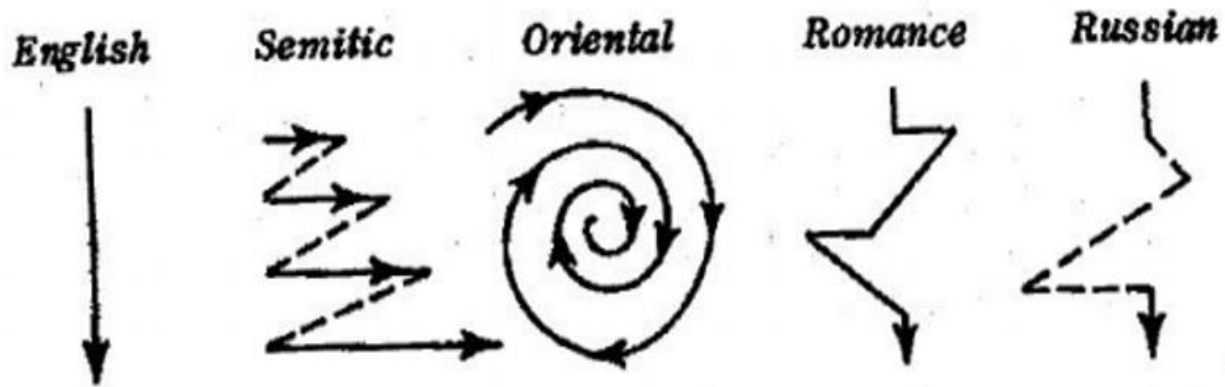
TITLE OF THE RESEARCH PAPER	YEAR	PROGRAM/MAJOR	CONCLUSION-HEDGES										FREQUENCY					
			HEDGE	TYPE	HEDGE	TYPE	HEDGE	TYPE	HEDGE	TYPE	HEDGE	TYPE	TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V	
Geographical and Gastronomical Resources of Tuguegarao City	2018	BSED-ENGLISH																
Preservation and Promotion of Pagsapanday and Pagsasaka in Tuguegarao City	2018	BSED-ENGLISH	this study	III										0	0	1	0	0
Intangible Cultural Heritage of UMA Sub-tribe of Lubuagan, Kalina	2018	BSED-FILIPINO	the study	III										0	0	1	0	0
Ethnomedicinal Plants Used by the Folks in Nueva Sta. Marcela, Apayao	2017	BSED-General Science	this study	III	this study	III								0	0	2	0	0
Metaphorical Images of Language Teachers	2017	BSED-FILIPINO	this study	III										0	0	1	0	0
Beliefs and Practices of Ybanag Tribe	2018	BSED-ENGLISH	the study	III	the study	III								0	0	2	0	0
Innovative Procedure of Organic-based Insecticide	2018	BSED-General Science																
Disaster Risk Reduction Beliefs and Practices, Gastronomical and Ethnomedicinal plants of UMA Subtribe in Lubuagan, Kalina	2018	BSED-Social Studies	the study	III	it	III	it	III	it	III				0	0	4	0	0
Tangible Cultural Heritage and Delicacies in Tuguegarao City	2018	BSED-ENGLISH	it	III										0	0	1	0	0
Misconception of Pre-service Teachers About Human Body	2018	BSED-General Science																
Plants and Animals Used as Alternative Medicine by the Residents of Gozaga, Cagayan Philippines	2018	BSED-General Science	it	III										0	0	1	0	0
Documentation of Tuguegarao's Economic Resource: Pagsapanday	2018	BSED-ENGLISH	the study	III	could	I								1	0	1	0	0
The Analysis of Itawes Roman Catholic Liturgical Song	2018	BSED-ENGLISH	this study	III										0	0	1	0	0
Instructional Styles of Elementary Teachers	2018	BEED	the study	III	this study	III								0	0	2	0	0
Challenges and Coping Mechanisms of Elementary Pre-service Teachers	2018	BEED	the study	III	this study	III								0	0	2	0	0
Epistemological Beliefs of Pre-service Teachers	2017	BSED-ENGLISH	the study	III	likely	II								0	1	1	0	0
The Undocumented Folk Literature of Pinakpak, Kalina	2017	BSED-ENGLISH	this study	III	the study	III	the study	III	may	I	the study	III		1	0	4	0	0
Formative Assessment and Academic Performance of Students in English	2017	BSED-ENGLISH	the study	III										0	0	1	0	0
Issues and Concerns on the Implementation of Mother Tongue-based Multilingual Education	2017	BSED-ENGLISH	the study	III										0	0	1	0	0
Malueg Folk Literature: An Expression of Their Identity and Culture	2017	BSED-ENGLISH												0	0	0	0	0
The Morphological Evolution of the Malueg Language	2017	BSED-ENGLISH	the study	III	it	III	the study	III						0	0	3	0	0
Students' Misconception in Mathematical Terms	2017	BSED-ENGLISH	the study	III										0	0	1	0	0
Christian Values in Ybanag Secular Folk Songs	2017	BSED-ENGLISH	this study	III										0	0	1	0	0
Status of Alternative Learning System	2016	BSED-Social Studies	they	III										0	0	1	0	0
Effects of Tutoring	2017	BEED	this study	III	it	III	they	III						0	0	3	0	0
Extracurricular Involvement	2017	BEED	this study	III										0	0	1	0	0
Indigenous Disaster Risk Management	2017	BEED	this study	III	it	III	the study	III	they	III				0	0	4	0	0
Pre-service Teachers' Preparation Vis-à-vis PLOs	2017	BEED																
Batanes Teachers: 21st Century Teachers or Not	2017	BSED-ENGLISH	the study	III										0	0	1	0	0
Communal Perception on Catholic Identity	2017	BSED-ENGLISH	this study	III										0	0	1	0	0
Educational Philosophy and Teaching Style of Teacher Education and Liberal Arts Teachers	2017	BSED-ENGLISH	this study	III										0	0	1	0	0
Learning Beyond the Classroom: Success Stories of Alternative Learning System Graduates	2017	BSED-Social Studies												0	0	0	0	0
Exploring the Resiliency of the Cagayanos: The Typhoon Lawin Experience	2017	BSED-Social Studies	it	III										0	0	1	0	0
The Leverage on the Career Preferences of Senior High School Students	2017	BSED-Social Studies	this study	III										0	0	1	0	0
Parental Involvement and Its Effect on Children's Academic Performance	2018	BEED	the study	III	it	III	this study	III						0	0	3	0	0
Technological Pedagogical Content Knowledge of Teacher Education	2019	BEED	the study	III										0	0	1	0	0
Multicultural/Competency of Pre-service Teachers in the 21st Century Educational Landscape	2018	BEED	the study	III	it	III								0	0	2	0	0
Development of Ibanag Language of Tuguegarao	2018	BEED	this study	III	it	III	it	III	may	I				1	0	3	0	0
Genealogy and Mythology of Tuguegarao City	2018	BSED-ENGLISH												0	0	0	0	0
Linguistic Survey of Tuguegarao City	2018	BSED-ENGLISH	the study	III	research	III	seem to	I						1	0	2	0	0
Structural Analysis of Verb Errors Among Teacher Education Students	2018	BSED-ENGLISH	the study	III										1	0	0	0	0

TITLE OF THE RESEARCH PAPER	YEAR	PROGRAM/MAJOR	CONCLUSION-BOOSTERS		FREQUENCY				
			BOOSTER	TYPE	TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V
Geographical and Gastronomical Resources of Tuguegarao City	2018	BSED-ENGLISH			0	0	0	0	0
Preservation and Promotion of Pagsapanday and Pagsasaka in Tuguegarao City	2018	BSED-ENGLISH			0	0	0	0	0
Intangible Cultural Heritage of UMA Sub-tribe of Lubuagan, Kalinga	2018	BSED-FILIPINO			0	0	0	0	0
Ethnomedicinal Plants Used by the Folks in Nueva Sta. Marcela, Apayao	2017	BSED-General Science			0	0	0	0	0
Metaphorical Images of Language Teachers	2017	BSED-FILIPINO			0	0	0	0	0
Beliefs and Practices of Ybanag Tribe	2018	BSED-ENGLISH			0	0	0	0	0
Innovative Procedure of Organic-based Insecticide	2018	BSED-General Science	should	I	1	0	0	0	0
Disaster Risk Reduction Beliefs and Practices, Gastronomical and Ethnomedicinalplants of UMA Subtribe in Lubuagan, Kalinga	2018	BSED-Social Studies			0	0	0	0	0
Tangible Cultural Heritage and Delicacies in Tuguegarao City	2018	BSED-ENGLISH			0	0	0	0	0
Misconception of Pre-service Teachers About Human Body	2018	BSED-General Science			0	0	0	0	0
Plants and Animals Used as Alternative Medicine by the Residents of Gozaga, Cagayan Philippines	2018	BSED-General Science			0	0	0	0	0
Documentation of Tuguegarao's Economic Resource: Pagsapanday	2018	BSED-ENGLISH			0	0	0	0	0
The Analysis of Itawes Roman Catholic Liturgical Son	2018	BSED-ENGLISH	should	I	1	0	0	0	0
Instructional Styles of Elementary Teachers	2018	BEED			0	0	0	0	0
Challenges and Coping Mechanisms of Elementary Pre-service Teachers	2018	BEED			0	0	0	0	0
Epistemological Beliefs of Pre-service Teachers	2017	BSED-ENGLISH			0	0	0	0	0
The Undocumented Folk Literature of Pinukpuk, Kalinga	2017	BSED-ENGLISH			0	0	0	0	0
Formative Assessment and Academic Performance of Students in English	2017	BSED-ENGLISH			0	0	0	0	0
Issues and Concerns on the Implementation of Mother Tongue-based Multilingual Education	2017	BSED-ENGLISH			0	0	0	0	0
Malaueg Folk Literature: An Expression of Their Identity and Culture	2017	BSED-ENGLISH			0	0	0	0	0
The Morphological Evolution of the Malaueg Language	2017	BSED-ENGLISH			0	0	0	0	0
Students' Misconception in Mathematical Terms	2017	BSED-ENGLISH			0	0	0	0	0
Christian Values in Ybanag Secular Folk Songs	2017	BSED-ENGLISH			0	0	0	0	0
Status of Alternative Learning System	2016	BSED-Social Studies			0	0	0	0	0
Effects of Tutoring	2017	BEED			0	0	0	0	0
Extracurricular Involvement	2017	BEED			0	0	0	0	0
Indigenous Disaster Risk Management	2017	BEED			0	0	0	0	0
Pre-service Teachers' Preparation Vis-à-vis PLOs	2017	BEED			0	0	0	0	0
Batanes Teachers: 21st Century Teachers or Not	2017	BSED-ENGLISH			0	0	0	0	0
Communal Perception on Catholic Identity	2017	BSED-ENGLISH			0	0	0	0	0
Educational Philosophy and Teaching Style of Teacher Education and Liberal Arts Teachers	2017	BSED-ENGLISH			0	0	0	0	0
Learning Beyond the Classroom: Success Stories of Alternative Learning System Graduates	2017	BSED-Social Studies	the fact that	IV	0	0	0	1	0
Exploring the Resiliency of the Cagayanos: The Typhoon Lawin Experience	2017	BSED-Social Studies			0	0	0	0	0
The Leverage on the Career Preferences of Senior High School Students	2017	BSED-Social Studies			0	0	0	0	0
Parental Involvement and Its Effect on Children's Academic Performance	2018	BEED			0	0	0	0	0
Technological Pedagogical Content Knowledge of Teacher Education	2019	BEED			0	0	0	0	0
Multicultural Competency of Pre-service Teachers in the 21st Century Educational Landscape	2018	BEED			0	0	0	0	0
Development of Ibanag Language of Tuguegarao	2018	BEED			0	0	0	0	0
Genealogy and Mythology of Tuguegarao City	2018	BSED-ENGLISH			0	0	0	0	0
Linguistic Survey of Tuguegarao City	2018	BSED-ENGLISH			0	0	0	0	0
Structural Analysis of Verb Errors Among Teacher Education Students	2018	BSED-ENGLISH			0	0	0	0	0

The following tables contain the title of the students' research papers, the year of submission, student-researchers' programs, type of hedging and boosting devices used in the paper, and the frequency of the utilization of hedging and boosting devices.

Only the introduction and conclusion are assessed to identify and count the frequency of hedges and boosters. The introduction and conclusion sections were the ones chosen because these are substantial rhetorical parts where researchers are required to use own words and state claims in subjective manner which become objective, accurate, and concrete in the other parts. Also, these parts enable writers to employ their writing strategies including use of hedges and boosters.

The Figure used in the study, *Language Support for Academic Writing: Exploring The Use of Hedges and Boosters in Student Research and Designing Language Interventions*.



According to Kaplan (1966 as cited by Algi, 2012), while English follows a linear idea development which requires direct and clear explanation and support of idea development, Semitic languages such as Arabic and Hebrew are based on a series of positive and negative parallel constructions, which would be regarded as 'archaic' or 'awkward' in English. When it comes to Oriental languages such as Korean, the students' writings are found to be indirect and are being developed 'in terms of what they are not rather than what they are' (Kaplan 1966:17), which might be marked awkward and unnecessarily indirect for an English reader. Romance languages such as French or Spanish, and as well as Russian, are found to 'show greater freedom to digress or to introduce extraneous material' (Kaplan 1966:18), which is again inappropriate for an English reader or writer.