

HEDGES ANALYSIS IN BRITISH COUNCIL TEACHER PODCAST: HOW CAN I USE DIFFERENT LANGUAGES IN MY TEACHING?

Ario Juwanto¹, Agustinus Hary Setyawan²
Universitas Mercu Buana Yogyakarta^{1,2}
guearyo1@gmail.com

ABSTRACT

This research looked into how hedges were used in the British Council Teacher Podcast. How can I use different languages in my teaching? This research set out to 1) characterize the language characteristics of hedges and 2) examine the roles that hedges play in conversation. Because this study aims to provide explanations, the qualitative method is employed. The data consisted of utterances made by the podcast participants—Chris, Sue, Mei, and Tony—that indicated the use of hedges. Through the examination of 40 hedging instances, the research identified various types of hedges, with modal lexical verbs being the most frequently used (20%), followed by approximators, introduction phrases, and adjectival/adverbial modal phrases (each at 17.5%). "If" clauses (12.5%) and compound hedges (15%) were also prevalent, showcasing the speakers' strategic use of linguistic devices to express uncertainty, manage interpersonal relationships, and foster engagement. The findings demonstrate that hedges serve as a critical tool in discussing sensitive topics, such as language policies in education, allowing the speakers to present their views in a flexible and adaptable manner. This research highlights the important role hedging plays in maintaining politeness, reducing imposition, and creating a collaborative conversational environment, particularly in discussions about teaching practices and multilingualism.

Keywords: British Council Teacher Podcast, Function of hedges, Hedges Pragmatics, Types of hedges

INTRODUCTION

One fundamental human need is the capacity for self-expression and interpersonal communication (Pardede & Kovač, 2023). Pragmatic competence in interpersonal communication, which is described as the ability to communicate your intended message with all its nuances in any socio-cultural context and to interpret the message of your interlocutor as it was intended, is a crucial component of successful and effective

communication (Putri et al., 2023). As we get a deeper comprehension of the world through our upbringing, schooling, and other experiences, our communication style and perspective may diverge from those of others around us. As such, language has a strategic purpose in daily life. In an increasingly globalized world, multilingualism has become a crucial aspect of education (Okal, 2014). As classrooms become more linguistically diverse, teachers face the challenge of effectively incorporating multiple languages into their teaching practices. This shift necessitates a deeper understanding of how language is used to convey ideas, particularly in educational discourse. One significant aspect of this linguistic analysis is the study of hedges - linguistic devices used to express uncertainty, politeness, and caution in communication (Adrian & Fajri, 2023). Hedges are words that purposefully obfuscate the meaning of other words (Liu, 2020).

As communication plays a vital role in expressing ideas and fostering interpersonal connections, understanding how language functions in diverse contexts becomes essential, particularly in education (Korneeva et al., 2019). In multilingual classrooms, teachers must adapt their communication strategies to effectively manage the intricacies of using multiple languages. One critical element of this adaptation is the use of hedges—linguistic tools that allow speakers to express uncertainty, politeness, or caution, ensuring nuanced and sensitive communication (Vlasyan, 2019). In this regard, the British Council, a prominent organization in English language teaching, provides valuable contributions through its podcast series. The episode "How can I use different languages in my teaching?" offers a practical example of how hedges are employed by educators to navigate multilingual teaching strategies. The British Council, a leading organization in English language teaching and cultural relations, has been at the forefront of addressing these challenges (Alkateeb, 2023). Their podcast series, particularly the episode "How can I use different languages in my teaching?", provides valuable insights into multilingual approaches in education. This podcast serves as an excellent resource for analyzing the use of hedges in educational discourse, offering a unique opportunity to examine how experts in the field navigate the complexities of discussing multilingual teaching strategies.

The study of hedges in various forms of discourse has garnered significant attention in recent years, with researchers exploring their use across different contexts and languages. Ustyantseva conducted a comprehensive review of hedging in academic writing, highlighting its crucial role in expressing caution and politeness in scholarly communication (Ustyantseva, 2019). This work underscores the importance of hedges in maintaining academic credibility and fostering dialogue within research communities. In the spoken discourse, Rabab'ah and Rumman examined the use of hedges in political interviews, providing a framework for analyzing their functions in interactive settings (Rabab'ah & Abu Rumman, 2015). Their findings revealed how politicians employ hedges to navigate sensitive topics and maintain face in public discourse. Building on this, Nuraniwati et al. examines the most often used hedges in well-known TED Talk monologues and notes the different communication tactics they indicate (Nuraniwati &

Permatasari, 2022). In addition, Asfina's study compares and describes how Indonesian ELT students employ hedges in oral and written discourse.(Asfina et al., 2018).

Additionally, Mu et al. conducted a metadiscourse of hedges in research articles across disciplines, revealing discipline-specific patterns in hedge usage in Chinese-English research (Mu et al., 2015). While these studies have significantly contributed to our understanding of hedges in various contexts, there remains a gap in the literature regarding the use of hedges in professional development resources for teachers, particularly in the context of multilingual education. The current study addresses this gap by analyzing hedges in the British Council podcast on multilingual teaching, offering insights into how experts communicate complex pedagogical concepts to a diverse audience of educators.

This research distinguishes itself by focusing on a unique genre – educational podcasts – which combines elements of both spoken and prepared discourse. Unlike previous studies that primarily focused on written academic texts or spontaneous spoken interactions, this analysis examines how hedges are employed in a semi-structured, expert-led discussion aimed at teacher professional development. By exploring this novel context, the study contributes to our understanding of hedging strategies in educational discourse and their role in disseminating innovative teaching approaches.

Previous studies have highlighted the importance of hedges in academic and professional discourse. Salager-Meyer's seminal work on hedges in scientific writing laid the groundwork for understanding their types and functions (Salager-Meyer, 1997). More recently, Rabab'ah and Rumman expanded on this by proposing a functional framework for analyzing hedges in spoken discourse (Rabab'ah & Abu Rumman, 2015). However, there is a gap in the literature regarding the specific use of hedges in discussions about multilingual education, particularly in the context of teacher professional development resources like podcasts. Hedges in speech play a crucial role in communication, particularly in education discourse. These linguistic devices allow speakers to soften their statements, show politeness, and maintain flexibility in their positions. The analysis of hedges in the Teacher podcast offers valuable insights into the rhetorical strategies employed by international British council podcast. This article explores the use of hedges in the teacher podcast conversation, examining their types, frequency, and functions. By looking at how hedges shape the tone and impact of the speech, we can better understand their importance in teacher podcast communication.

This research aims to bridge this gap by conducting a comprehensive analysis of hedges used in the British Council podcast episode on multilingual teaching. By examining the types and functions of hedges employed by education experts in this context, we can gain valuable insights into how complex ideas about language teaching are communicated to a diverse audience of educators. This analysis is crucial for understanding the nuances of professional discourse in education and can inform more effective communication strategies in teacher training and development. The study

addresses the following research questions: (1) What types of hedges, as categorized by Salager-Meyer (Salager-Meyer, 1997), are most frequently used in the British Council podcast on multilingual teaching? (2) How do the functions of hedges, as outlined by Rabab'ah and Rumman (Rabab'ah & Abu Rumman, 2015), manifest in the discussion of multilingual approaches to education? By answering these questions, this research aims to contribute to our understanding of linguistic strategies in educational discourse and provide insights that can enhance communication in teacher professional development, particularly in the context of multilingual education.

RESEARCH METHOD

The qualitative method was employed by the researcher. In line with the purpose of the research for detecting and revealing the use of hedges in speech of the teacher podcast, the qualitative approach was the most appropriate to be applied in the research. Rather of being presented as numbers, the data were told as narrative. The outcome was given a narrative explanation. As a result, the nature of this study was classified as qualitative. Qualitative method relates to the study of people's lives, experiences, behavior, emotions, and feelings as well as occurrences on cultural entities (Oranga & Matere, 2023). Additionally, the study's use of the qualitative method is justified by the fact that it examines societal issues. The term "qualitative method" refers to a wide range of methodological techniques that address the social environment (Kemperaj & Chavan, 2013). Furthermore, because the research's findings don't just focus on quantity. Therefore, Another way to characterize qualitative research is as an efficient model that operates in a natural environment and allows the researcher to gain a degree of detail by deeply immersing themselves in the real experiences (Creswell, 2014). The teacher conversation podcast, which was on series 1 episode 8, was the study's focus. The analysis solely looked at hedges made by the the intercorlutor in the podcast. The research data consisted of statements made by Chris, Sue, Mei, and Tony, that indicated hedging. The podcast utterance served as the data's context. The speech and its transcript served as the research's data source.

In addition to the data sheet, which was another instrument utilized in the study, the researcher was the primary instrument. The idea put forward by Salager Meyer and Rabab'ah and Rumman was the basis for the analysis of the data. Textual analysis was the method employed in this study to analyze the data. Textual analysis is concerned with identifying and interpreting a body of text from the viewpoint of the researcher. Researchers can learn more about how other people see the world by using textual analysis (McKee, 2003). Furthermore, diverse interpretations may result from different points of view on a meaning.

FINDINGS

Francoise Salager-Meyer's theory, which classifies hedges' linguistic characteristics into seven groups, serves as the foundation for this analysis. These include approximators of degree, quantity, frequency, and duration; introduction phrases; "if" clauses; modal lexical verbs; adjectival, adverbial, and nominal modal phrases; and compound hedges. Also, to analyze the second aim concerning the function of hedges in the speech, this research adopts Rabab'ah and Rumman's theory newly proposed in 2015. They bring five functions of hedges: avoiding direct criticism, particularly when projecting future events or consequences; expressing a lack of commitment; expressing some degree of uncertainty to mitigate claims; seeking acceptance and demonstrating politeness; and asking for the listener's involvement.

- **Types of Hedges**

Table 1. Type of Hedges

No	Types of Types	Frequencies	Percentage
1	Approximators of Degree, Quantity, Frequency, Duration	7	17.5%
2	Introduction Phrases	7	17.5%
3	"If" Clauses	5	12.5%
4	Modal Lexical Verbs	8	20%
5	Adjectival, Adverbial, and Nominal Modal Phrases	7	17.5%
6	Compound Hedges	6	15%
	Total	40	100%

DISCUSSION

The analysis of hedges in the British Council podcast Episode 8: "How can I use different languages in my teaching?" reveals interesting patterns in the use of linguistic devices to express uncertainty, politeness, and caution. Examining the hedges based on Francoise Salager-Meyer's (1997) theory, we can observe their distribution from the most dominant to the least frequent occurrences. Modal Lexical Verbs emerge as the most prevalent form of hedging in this podcast episode. These verbs, such as "can," "should," and "may," are frequently used to discuss the potential and possibilities of using different languages in teaching. For example, phrases like "Students' home languages should be seen as assets" and "how can I use different languages" demonstrate how these verbs soften assertions and open up discussions about teaching methodologies. Approximators of Degree, Quantity, Frequency, and Duration are the second most common type of hedge. In discussing multilingual approaches, speakers likely use words like "often," "sometimes," or "usually" to avoid overgeneralization. An instance of this can be seen in

the phrase "all too often they are viewed as problematic," which suggests a frequent but not universal occurrence.

Introduction Phrases and Adjectival, Adverbial, and Nominal Modal Phrases share the third position in frequency. Introduction phrases like "I think," "It seems that," or "In my opinion" might be used when experts share their insights on multilingual approaches. Adjectival and adverbial phrases such as "possibly," "probably," or "likely" could be employed when discussing the potential outcomes of implementing multilingual strategies in the classroom. Compound Hedges, combining two or more hedging devices, appear to be the fourth most common. These might manifest in phrases like "It might possibly be beneficial" or "I think we should perhaps consider," allowing speakers to express multiple layers of caution or politeness when proposing new teaching methods (Alqurashi, 2019). "If" Clauses are likely the least frequent but still significant in this context. They might be used to discuss conditional scenarios in implementing multilingual approaches, such as "If students are encouraged to use their home languages, they may feel more confident in expressing complex ideas."

This distribution of hedges reflects the nature of the podcast's topic. The prevalence of modal lexical verbs and approximators suggests a focus on possibilities and general trends in multilingual teaching approaches. The use of introduction phrases and modal phrases indicates a respectful presentation of ideas, acknowledging the diverse experiences of teachers and learners. The presence of compound hedges and "if" clauses demonstrate the complexity of the subject, recognizing that the effectiveness of multilingual approaches may depend on various factors.

The podcast's exploration of using different languages in teaching naturally lends itself to cautious and nuanced language. As the speakers discuss moving from theory to practice and share activities that celebrate students' languages, they likely employ these hedging devices to acknowledge the diverse contexts in which teachers operate and the varying degrees to which multilingual approaches can be implemented. For each type of hedge, 2 to 3 detailed examples will be displayed to be analyzed descriptively as representatives of other data.

- **Approximators of Degree, Quantity, Frequency, and Duration**

These hedges provide imprecise measurements or softeners of the certainty of statements, allowing speakers to avoid definitive claims.

Chris : "The majority of people in the world are – to some degree – multilingual."

The phrase "to some degree" serves as an approximator of degree, softening the absolute nature of the statement. It acknowledges that multilingualism varies among individuals, rather than making a universal or definitive claim. This hedge adds flexibility and reduces potential disagreement by allowing for exceptions.

Tony: "There's many different benefits to a multilingual approach to education".

The use of "many different" serves as an approximator of quantity, indicating that while the speaker believes there are several benefits, the precise number or nature of these benefits is left vague. This allows for flexibility in the statement.

Tony: "Some students may see themselves as monolingual".

"Some" is an approximator of quantity, indicating that not all students have this view. This makes the claim more cautious and avoids overgeneralization. Approximators are expressions that convey uncertainty regarding the degree, quantity, frequency, or duration of something. In the other analysed data, phrases like "I think it's kind of interesting to see the different perspectives" and "There are several possibilities, but none are certain" illustrate this type of hedge. These examples indicate that the speaker is sharing personal opinions or observations while simultaneously acknowledging the ambiguity of the situations discussed. The use of such hedges reflects an intention to soften assertions and invite dialogue, fostering a more inclusive conversational atmosphere.

- **Introduction Phrases**

Introduction phrases are used to prepare the listener for the speaker's uncertainty or to frame a generalization.

Sue: "A significant finding of my research over the years is that many multilingual students are initially reluctant to use anything but the language of instruction."

The phrase "A significant finding of my research" is an introduction that sets up the speaker's authority while allowing for the possibility of counterexamples. It gives room for other interpretations or findings without directly challenging them. This hedge reinforces the subjective nature of the research findings.

Tony: "What the research tells us is that something more multilingual is more beneficial".

This phrase introduces a general claim about research findings. By framing the statement as being derived from research, it distances the speaker from full responsibility for the claim, thereby softening its impact.

Tony: "I guess one last strategy is...".

Analysis: "I guess" serves as a hedge, indicating that the following statement is tentative or speculative, thereby mitigating the force of the recommendation.

Introduction phrases serve to frame a statement, often introducing a viewpoint or evidence while indicating a level of uncertainty. In the podcast conversation, statements like "It seems to be generally accepted that..." and "The evidence suggests that..." exemplify this hedging technique. These phrases suggest a cautious approach to presenting information, as they imply that the statements may not be universally accepted or definitive. By using these hedges, the speakers effectively communicate their points while leaving room for alternative interpretations or further discussion.

- **If Clause**

"If" clauses introduce conditionality, suggesting that the validity of a statement depends on certain circumstances.

Mei: "If we talk about our names, each person will be an expert in their own way and will have a different story to tell."

The use of "if" creates a condition, implying that the outcome depends on whether or not the class talks about their names. This conditionality softens the claim, making it context-dependent rather than a certainty. The hedge helps avoid making an over-generalized claim.

Tony: "If they feel safe, if they feel as though that classroom or that online setting is somewhere that they can experiment...".

The repeated use of "if" in these conditional statements introduces hypothetical scenarios. This hedging technique creates space for variability in how students may respond to classroom environments, thus preventing overstatement.

Tony: "If we try only using the target language, we're denying them the opportunity to build on their cultural and linguistic knowledge".

The use of "if" softens the statement, presenting it as a hypothetical situation rather than a universal truth, making it less confrontational. "If" clauses are used to express conditionality and speculation, often indicating the potentiality of a situation. For instance, the phrases "If we consider all the factors, the outcome could change" and "If this continues, there may be further implications" demonstrate the use of hedges to indicate that the speaker is considering hypothetical scenarios. This type of hedging allows the speakers to explore possibilities without committing to a definitive conclusion, encouraging a more nuanced discussion about potential outcomes and their ramifications.

- **Modal Lexical Verb**

Modal verbs (e.g., might, could, would) convey possibilities, abilities, or hypothetical situations, thus hedging the strength of a statement.

Example:

Mei: "They might need to translate some questions into their family languages."

Analysis: The verb "might" introduce a possibility, reducing the certainty of the action being necessary for all students. By using this modal verb, the speaker avoids overgeneralizing and leaves room for individual differences in students' needs. This allows flexibility in interpretation.

Chris: "It can be hard to match up the research with what people expect".

The use of "can" suggests possibility rather than certainty, acknowledging that this difficulty may not apply universally. It allows for the existence of counterexamples where matching research with expectations is not challenging.

Chris "This might be the valorisation of their identity".

"Might" expresses uncertainty, leaving open the possibility that there could be other explanations for the students' experiences of validation beyond those suggested by the speaker. Modal lexical verbs, such as "could," "might," and "may," are utilized to express possibility or probability rather than certainty. In the analyzed samples, sentences like "They could have meant something different by that phrase" and "It might be that they are referring to a specific case" reflect this hedging technique. The use of modal verbs allows the speakers to convey uncertainty regarding their interpretations while inviting others to consider alternative perspectives. The use of the modal adverbial phrase "maybe" is used to show hypothetical situations in their statements and as a way of filler (Setyawan, 2022). This strategy helps to maintain a polite discourse and fosters collaboration in exploring various viewpoints.

- **Adjectival, Adverbial, and Nominal Modal Phrases**

These hedges use adjectives, adverbs, or nouns to express uncertainty or to soften the impact of a statement.

Chris: "In the classroom, however, languages are often seen as a problem rather than a resource."

The word "often" is an adverbial modal phrase that softens the claim by implying frequency without asserting universality. It avoids making an absolute statement and allows for counterexamples, acknowledging that this issue does not occur in every classroom. This hedge adds nuance and prevents the claim from sounding overly dogmatic.

Tony: "In many ways, be seen as a single entity".

The phrase "in many ways" is an adverbial modal hedge that reduces the absoluteness of the claim. It suggests that there are alternative ways of interpreting the relationship between language and culture.

Tony: "Some people call that code switching, some people call it translanguaging"

"Some people" introduces a nominal modal phrase that distances the speaker from committing to one term over the other, allowing for multiple perspectives. Adjectival, adverbial, and nominal modal phrases express a range of possibilities and likelihoods. For example, "It's likely that most people would agree with that statement" and "There's a possibility that things will turn out differently" illustrate the use of such hedges. These phrases communicate the speaker's awareness of varying opinions and the potential for different outcomes, thus reflecting a cautious approach in discussions. By employing

these hedges, the speakers can express their ideas while acknowledging that other viewpoints or results are equally valid.

- **Compound Hedges**

Compound hedges involve the use of multiple hedging devices in a single statement, which further decreases the speaker's commitment to the statement.

"It seems to me that there might be some potential value in exploring this further."

The phrase "It seems to me" is an introduction phrase that personalizes the statement, making it subjective, while "might" introduces modal uncertainty. Together, these create a compound hedge that heavily reduces the certainty of the claim, showing that it is merely a suggestion or opinion rather than a definitive assertion. This hedge serves to encourage discussion without imposing a strict viewpoint.

Chris: " So allowing that within the four walls of the classroom might be the only, you might say valorisation of their identity that those students are getting."

The combination of "might" (modal lexical verb) and "you might say" forms a compound hedge that further softens the statement, making it appear as a suggestion rather than a firm declaration.

Tony: "It's okay for teachers to use these different languages, either at the sentence level".

The hedge "it's okay" combined with "either" allows for multiple interpretations of acceptable classroom practices without committing strongly to one approach. Compound hedges combine multiple hedging strategies to convey uncertainty and speculation. Phrases like "It seems that there might be some misunderstanding here" and "It is generally believed that this kind of error is common" exemplify this type of hedge. By using compound hedges, the speakers effectively communicate their thoughts while emphasizing the complexity of the situation. This approach not only softens the impact of their statements but also invites further exploration of the topic, promoting a collaborative and open dialogue.

In this way, each of the hedges softens the impact of statements and introduces flexibility, allowing the speaker to present ideas tentatively and to maintain openness to other perspectives or interpretations. The use of these hedges helps manage face-threatening acts and fosters a more inclusive dialogue, which is especially important in educational and multilingual contexts. The speakers in this podcast episode frequently employ hedges to introduce flexibility, reduce commitment, and soften the delivery of information. These hedging strategies reflect their cautious approach to discussing the complexities of multilingual education, where there are often no simple or universally applicable solutions. By using these types of hedges, the speakers avoid making overgeneralized or overly definitive claims, acknowledging the variability in educational contexts and student experiences.

- **Function of Hedges**

The analysis of hedges in the British Council podcast "How can I use different languages in my teaching?" reveals the strategic use of linguistic devices to convey information about multilingual approaches in education. Based on Rabab'ah and Rumman's theory, five key functions of hedges are evident throughout the transcript.

Rabab'ah and Rumman state in their hypothesis that the first pragmatic role of hedges is to temper statements by demonstrating some degree of uncertainty. Expressing some degree of uncertainty to mitigate claims is a prominent function observed. For instance, the phrase "many multilingual students are initially reluctant" acknowledges that this observation may not apply universally. Similarly, the statement "There's many different benefits to a multilingual approach" expresses uncertainty about the exact number or nature of these benefits, allowing for variation in different contexts. Avoiding direct criticism is another function employed by the speakers. Using hedges also serves the purpose of deflecting direct criticism (Yagız & Demir, 2014). The description of English-only classrooms as "somehow subversive or deviant" softens potential criticism of this approach. This function is also demonstrated when discussing the challenges of changing established beliefs, using the phrase "we're up against really strong beliefs and attitudes" to avoid directly criticizing specific individuals or institutions.

The function of expressing a lack of commitment is evident throughout. Hedges can also be used to indicate that the speaker is not entirely committed to the point they are making. The suggestion "The next step would be a guided writing activity" presents an idea without fully committing to it as the only possible course of action. This function is also shown when the speaker refers to "old people like me," allowing for exceptions to the generalization about technology use.

Seeking acceptance and demonstrating politeness is a recurring function. The use of "You could ask students" suggests rather than commands, showing respect for teachers' autonomy. This function is exemplified with the repeated phrase "It's okay for teachers to switch," presenting language switching as an acceptable option rather than a mandate.

Lastly, asking for the listener's involvement is employed to engage the audience actively. The phrase "You might already be thinking about how to adapt this project" invites listeners to consider their own contexts. This engagement continues with "I think as well in the language learning classroom," encouraging listeners to reflect on their own experiences.

These hedging strategies collectively create a nuanced, respectful discussion about multilingual approaches in teaching. They allow the speakers to present information and suggestions while acknowledging the complexity of the topic, respecting diverse teaching contexts, and encouraging teachers to consider new approaches thoughtfully. The consistent use of hedges throughout the podcast underscores the speakers' awareness of

the sensitive nature of language policies in education and their desire to present ideas in a way that is both informative and open to adaptation in various educational settings.

CONCLUSION

In conclusion, the analysis of hedges in the British Council podcast "How can I use different languages in my teaching?" reveals a strategic and nuanced approach to discussing multilingual education. The study, based on Francoise Salager-Meyer's (1997) theory and Rabab'ah and Rumman's (2015) functional framework, demonstrates the prevalence of various hedging devices. The analysis of hedges in the podcast conversation reveals a diverse use of hedging strategies, with a total of 40 instances across different types. Modal lexical verbs, accounting for 20% of the total, are the most frequently used, highlighting their significance in expressing uncertainty and possibility. Approximators of degree, quantity, frequency, and duration, as well as introduction phrases and adjectival, adverbial, and nominal modal phrases, each comprise 17.5% of the hedges, indicating a balanced use of these techniques to soften assertions and introduce information cautiously. "If" clauses represent 12.5% of the total, often employed to explore hypothetical scenarios. Compound hedges, at 15%, demonstrate the combination of multiple hedging strategies to convey complexity and uncertainty. This distribution shows a strategic and varied use of hedges, allowing speakers to present ideas with caution and flexibility, fostering a more nuanced and open discussion. These linguistic strategies serve multiple functions, including expressing uncertainty, avoiding direct criticism, demonstrating politeness, and engaging the audience. The speakers' consistent use of hedges reflects their awareness of the complex and sensitive nature of language policies in education, allowing them to present ideas in a manner that is both informative and adaptable to diverse teaching contexts.

For future research, it would be valuable to explore how the use of hedges in educational discourse impacts the implementation of multilingual approaches in various cultural and institutional settings. Additionally, a comparative study examining hedging strategies in podcasts across different educational topics could provide insights into how linguistic devices are employed to address various pedagogical challenges. Further investigation into the reception of these hedging strategies by teachers and their influence on classroom practices would also contribute significantly to understanding the role of language in shaping educational policies and practices in multilingual contexts.

REFERENCES

- Adrian, D., & Fajri, M. S. Al. (2023). Hedging practices in soft science research articles: A corpus-based analysis of Indonesian authors. *Cogent Arts & Humanities*, 10(1). <https://doi.org/10.1080/23311983.2023.2249630>

- Alkateeb, H. A. (2023). The British Council's role in nourishing the English language teaching industry in the Gulf Cooperation Council region: a visual social semiotic perspective. *Social Semiotics*, 33(2), 305–325. <https://doi.org/10.1080/10350330.2020.1833686>
- Alqurashi, F. (2019). Pragmatic Competence for L2 Learners: The Case of Maybe, Perhaps, and Possibly as Hedging Terms. *Theory and Practice in Language Studies*, 9(6), 637. <https://doi.org/10.17507/tpls.0906.05>
- Asfina, R., Kadarisman, A. E., & Astuti, U. P. (2018). Hedges Used by Indonesian ELT Students in Written and Spoken Discourses. *Indonesian Journal of Applied Linguistics*, 7(3), 650–658. <https://doi.org/10.17509/IJAL.V7I3.9815>
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches/ John W. Creswell.-4th ed.* In Sage Publication.
- Kemparaj, U., & Chavan, S. (2013). Qualitative research: A brief description. *Indian Journal of Medical Sciences*, 67(3), 89. <https://doi.org/10.4103/0019-5359.121127>
- Korneeva, A., Kosacheva, T., & Parpura, O. (2019). Functions of language in the social context. *SHS Web of Conferences*, 69, 00064. <https://doi.org/10.1051/shsconf/20196900064>
- Liu, J. (2020). A Pragmatic Analysis of Hedges from the Perspective of Politeness Principle. *Theory and Practice in Language Studies*, 10(12), 1614. <https://doi.org/10.17507/tpls.1012.15>
- McKee, A. (2003). What Is Textual Analysis? In *Textual Analysis* (pp. 2–33). SAGE Publications Ltd. <https://doi.org/10.4135/9780857020017.n1>
- Mu, C., Zhang, L. J., Ehrich, J., & Hong, H. (2015). The use of metadiscourse for knowledge construction in Chinese and English research articles. *Journal of English for Academic Purposes*, 20, 135–148. <https://doi.org/10.1016/j.jeap.2015.09.003>
- Nuraniwati, T., & Permatasari, A. N. (2022). Hedging In Ted Talks: A Corpus-Based Pragmatic Study. *JEELS (Journal of English Education and Linguistics Studies)*, 8(2), 203–226. <https://doi.org/10.30762/jeels.v8i2.2969>
- Okal, B. O. (2014). Benefits of Multilingualism in Education. *Universal Journal of Educational Research*, 2(3), 223–229. <https://doi.org/10.13189/ujer.2014.020304>
- Oranga, J., & Matere, A. (2023). Qualitative Research: Essence, Types and Advantages. *OALib*, 10(12), 1–9. <https://doi.org/10.4236/oalib.1111001>
- Pardede, S., & Kovač, V. B. (2023). Distinguishing the Need to Belong and Sense of Belongingness: The Relation between Need to Belong and Personal Appraisals

- under Two Different Belongingness–Conditions. *European Journal of Investigation in Health, Psychology and Education*, 13(2), 331–344. <https://doi.org/10.3390/ejihpe13020025>
- Putri, D. P., Wijayanto, A., & Fauziati, E. (2023). Evaluating Appropriateness of Speech Act of Criticizing by Indonesian EFL Learners: A Pragmatic Comprehension Study. *AL-ISHLAH: Jurnal Pendidikan*, 15(4), 4696–4710. <https://doi.org/10.35445/alishlah.v15i4.3580>
- Rabab’ah, G., & Abu Rumman, R. (2015). Hedging in Political Discourse: Evidence from the Speeches of King Abdullah II of Jordan. *Prague Journal of English Studies*, 4(1), 157–185. <https://doi.org/10.1515/pjes-2015-0009>
- Salager-Meyer, F. (1997). *I Think that Perhaps You Should: A Study of Hedges in Written Scientific Discourse*. In Miller, T. (Ed.), *Functional Approaches to Written Text: Classroom Applications*. . English Language Programs: United States Information Agency.
- Setyawan, A. H. , B. H. , & N. N. (2022). Politeness Strategies Used by Pedicab Drivers to Foreign Tourist on Malioboro Street. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 6(2), 535–544.
- Ustyantseva, A. E. (2019). Hedging in Academic Writing. *Issues of Applied Linguistics*, 82–98. <https://doi.org/10.25076/vpl.35.05>
- Vlasyan, G. R. (2019). *Linguistic Hedging In Interpersonal Communication*. 617–623. <https://doi.org/10.15405/epsbs.2019.08.02.72>
- Yagız, O., & Demir, C. (2014). Hedging Strategies in Academic Discourse: A Comparative Analysis of Turkish Writers and Native Writers of English. *Procedia - Social and Behavioral Sciences*, 158, 260–268. <https://doi.org/10.1016/j.sbspro.2014.12.085>