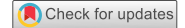


## Linguistic Reflections of Selfhood in Students' Speech

Saman Habib<sup>1</sup> Sadia Siddiq<sup>2</sup> Nimra Gull Naz<sup>3</sup>



### Abstract

Subjectivity refers to the quality of being biased regarding any matter. An objective approach serves as an indicator of a productive methodology. It has been observed that the oral discourse among university students is significantly affected by considerable subjectivity, which signifies a notable social decline within the academic environment. Extensive research has been conducted to ascertain the levels of subjectivity within the written communication of students; however, the exploration of subjectivity in the oral conversations of university students remains an inadequately examined area. Consequently, the present study aims to investigate the subjectivity present in the oral discourse of university students through textual analysis of data collected via interviews. This research is founded on the subjectivity theory posited by Emile Benveniste, which proposes that language usage is intrinsically subjective and shaped by the speaker's viewpoint. Additionally, Alan McKee's textual analysis framework is employed to identify linguistic indicators that signify subjectivity. The findings demonstrate a widespread incidence of subjectivity in students' oral discourse. Participants consistently utilized self-referential pronouns and emotionally charged terminology. Furthermore, much of the language exhibited a lack of specificity, instead relying on abstract terminology and anecdotal evidence. Practically, these findings highlight the necessity for structured oral communication training within university curricula, emphasizing critical thinking, rhetorical awareness, and the cultivation of objective discourse strategies.

### Key Words

Subjectivity, Oral Discourse, Linguistic Indicator, Sweeping Generalizations, Anecdotal Evidence

### Corresponding Author

Saman Habib: MS Scholar, COMSATS University, Islamabad, Pakistan.

Email: [samanhabib03@gmail.com](mailto:samanhabib03@gmail.com)

### How to Cite

Habib, S., Siddiq, S., & Naz, N. G. (2025). Linguistic Reflections of Selfhood in Students' Speech. *The Knowledge*, 4(2), 140-149. <https://doi.org/10.55737/tk/2k25b.42063>

## Introduction

Subjectivity refers to the tendency to view information through personal biases, experiences, and perspectives. According to Gergen (1991), subjectivity is “the manner in which a person's personal experiences and identity shape their perception of reality” (p. 18). Subjectivity is acceptable to some extent, but an excessive amount of subjectivity might result in biased judgements, poor critical thinking, and ineffective communication. This may have wide-ranging consequences that can affect not only academic performance but also social interactions and professional relationships.

As students bring their unique ideas, experiences, and beliefs to arguments, their verbal expressions may be affected by biases that influence the entire discussion. This type of subjectivity is shown in a number of ways,

<sup>1</sup> MS Scholar, COMSATS University, Islamabad, Pakistan. Email: [samanhabib03@gmail.com](mailto:samanhabib03@gmail.com)

<sup>2</sup> Assistant Professor, Humanities, COMSATS University, Islamabad, Pakistan. Email: [sadia\\_siddiq@comsats.edu.pk](mailto:sadia_siddiq@comsats.edu.pk)

<sup>3</sup> MS Scholar, COMSATS University, Islamabad, Pakistan. Email: [nimrakhan995275@gmail.com](mailto:nimrakhan995275@gmail.com)

especially the language and tone used, the way arguments are presented, and the freedom to consider opposite viewpoints (Benveniste, [1971](#)).

### **Background of the Study**

Most research on subjectivity in student communication has been conducted on written work that explores the ways in which students' personal opinions, informal language, and biases show up in their writing. This focus on writing has given us a clear picture of how subjectivity affects students' written academic work. However, much less attention has been paid to how these same issues appear in spoken communication, especially in university settings where clear, objective communication is important. Observations suggest that university oral conversations of university students often show a high level of subjectivity, which could point to broader issues in the academic environment. But without specific research, we don't fully understand how this subjectivity in spoken interactions affects students' communication skills, their success in academics, and the overall campus atmosphere.

In natural language processing (NLP), many studies focus on separating subjective from non-subjective content. These studies often use machine learning techniques to detect subjective language in documents, such as product reviews, political texts, and social media posts (Pang & Lee, [2004](#)). However, most of this work has focused on written texts, not spoken language

Although subjectivity has been widely studied in written texts, there is limited research on its role in spoken discourse.

### **Aim of the Study**

The study endeavors to investigate the subjectivity present within the spoken discourse of university-level students.

### **Research Objectives**

- ▶ To determine the incidence of sweeping statements in the discourse of the selected sample.
- ▶ To examine the level of concreteness in the discourse of the selected sample.

### **Research Questions**

- ▶ What is the incidence of sweeping statements in the discourse of the selected sample?
- ▶ What is the level of concreteness in the discourse of the selected sample?

### **Purpose of Study/Justification/Significance of the Research**

Training sessions are organized for different subject domains depending on the needs found through the findings of the study. Course outlines can be moulded department-wise, whereby added emphasis can be given on an objective outlook in all the different discursive domains in the light of the findings. Further research can also be conducted in the light of the findings to explore the social factors working behind the located subjectivity.

### **Literature Review**

Subjectivity is not merely an aspect observed within academic discourse; it is, in fact, a much more extensive linguistic phenomenon that has been examined from various perspectives by scholars throughout the years. It does not merely represent a stylistic idiosyncrasy or an incidental feature of speech. Rather, it appears to be profoundly integrated into the functioning of language. Researchers such as Langacker ([1999](#)) and Traugott & Dasher ([2002](#)), have all endeavored to trace the ways in which personal and interpersonal meanings influence and are influenced by language itself.

Traugott (1989), was among the pioneering scholars who contested the belief that subjectivity in language emerges abruptly or without basis. Instead, she posits that it develops progressively through historical processes of semantic evolution. Other scholars have concentrated more specifically on grammatical systems that are inherently rich in subjectivity, such as modality. Nuyts (2006), for instance, underscores that modal expressions serve a purpose beyond merely conveying factual content; they function as indicators of a speaker's epistemic stance, whether expressing confidence, doubt, obligation, or possibility. To illustrate, one may compare 'She must be home by now' with 'She's probably home by now.' The former conveys a strong inference, bordering on certainty, whereas the latter allows for greater ambiguity. These distinctions are vital as they not only unveil what is being articulated but also illuminate how the speaker positions themselves in relation to their statement and, by extension, how they navigate their relationship with their audience.

- ▶ She must be at home.
- ▶ She is at home.

The first statement relates to an assumption or inference, while the following statement presents a separate claim. The use of the modal verb 'must' adds a level of subjectivity, indicating the speaker's beliefs instead of absolute certainty. Nuyts (2012) provides a valuable viewpoint on intersubjectivity, highlighting that in conversation, we don't merely send words into a void; humans constantly shape their expressions with regard for another person. For instance, when one articulates, 'I think she must be at home,' it may initially appear as a straightforward assertion; however, it encompasses more profound implications. It conveys a degree of uncertainty, but additionally allows the listener the opportunity to interpret, concur, dissent, or perhaps merely acknowledge. Thus, the essence of communication transcends the content conveyed, as it also fundamentally influences the positioning of both the speaker and the listener within the discourse.

Furthermore, the phenomenon of semantic subjectivity exists. The initial category consists of inherently subjective words, such as "wonderful," "boring," or "horrible." These terms convey the speaker's assessment directly. The subsequent category is more nuanced; it pertains to the aspect of framing. Expressions such as "I think," "it seems," or "probably" do not significantly alter the factual content; however, they provide insights regarding the speaker's perspective or degree of certainty. It is this layer of personal involvement that influences the reception of a message.

The typology established by De Smet and Verstraete has demonstrated considerable utility for analyzing subjectivity across a variety of contexts, encompassing academic writing as well as informal conversations. Particularly significant is the way in which their framework enables the differentiation of various layers of subjectivity, some of which are overt, while others are markedly subtle. This distinction is vital for the examination of argumentation, persuasion, and even identity within discourse.

## Research Gap

Most research on subjectivity in student communication has been conducted on written work that explored the ways through which students' personal opinions, informal language, and biases show up in their writing, but there has been limited exploration of subjectivity in the spoken discourse of university students.

## Research Methodology

This study explores how university students express thoughts, feelings, and identity in everyday conversations. It explains the research design, data collection, participant selection, and theoretical basis, focusing on how students' language choices reflect subjectivity in real-life discussions.

## Research Design

A qualitative design was used with semi-structured interviews. Open-ended questions encouraged students to share their thoughts and feelings freely. Interviews were held in a relaxed setting, recorded, and then transcribed word-for-word.

## Population and Sample Size

University-level students of Pakistan.

## Sampling Technique

To ensure objectivity, simple random sampling will be used to select participants.

## Theoretical Framework

Emile Benveniste's (1971) subjectivity theory, which argues that language has an innate connection to the speaker's cultural background and personal perspective was used as a theoretical framework for this study.

In order to examine the linguistic characteristics of discourse, the Subjectivity theory of Benveniste was used for this research, which focuses on:

- ▶ **Pronoun Usage:** Explore the ways in which pronouns promote subjective expressions and mutual understandings.
- ▶ **Emotional Language:** Analyze the manner in which subjectivity and interpersonal relationships are shaped by emotional language.
- ▶ **Sweeping Statements:** Examine the ways in which absolutes and generalisations affect the subjectivity and communication of individuals.
- ▶ **Concreteness:** Examine the ways in which accuracy is influenced by the subjectivity and mutual understanding of individuals.

This study aims to explain the intricate connections among language, subjectivity, and interactions by examining these features.

## Analytical Framework

Alan McKee's work on discourse analysis (McKee, 2003) offers an effective framework for investigating the linguistic features of discourse, particularly when integrated with Emile Benveniste's Subjectivity Theory. By highlighting the use of pronouns, emotive language, broader claims, and concreteness in shaping speaker identity and relationships, McKee's approach illustrates the importance of framing discourse within social and cultural settings. Researchers may investigate how discourse promotes subjectivity by including Benveniste's Subjectivity Theory into McKee's model. For example, pronouns constitute subjectivity and intersubjectivity while emotive language expresses the speaker's inner world and engages listeners. Sweeping statements reveal speaker biases and shape listener perception, and concreteness establishes shared reality.

McKee's analysis model highlights the discursive construction of reality and the importance of subject positioning (McKee, 2003). This method makes the assumption that language, which is impacted by context, shapes reality (Benveniste, 1971). From an analytical perspective, contextual analysis places conversation in social and cultural contexts, while discourse analysis exposes language features.

## Analysis

### Interview 1

The interview highlights the participant's evolving perceptions of co-education. It also emphasizes the significance of mutual respect and the value of diverse viewpoints in mixed-gender settings. Initially harboring a negative

impression of female students, the participant's perspective shifted through collaborative project experiences, revealing that female peers often demonstrated greater cooperation than their male counterparts.

From the participants' arguments, one can tell that the speaker is largely relying on subjectivity, especially by using "I" and "my." Putting the speaker first gives their opinion the central role in the argument. This means that instead of arguing with facts, the speaker is arguing by reference to his own feelings and growth. With this method, the speaker's feelings and experience drive the way the interview unfolds.

The way some people speak suggests their views are opinions, for instance, by saying "in some ways it can be distracting to a person" or "I believe." Making this argument personal helps the writer draw a gentler conclusion about co-education distractions. It implies that the way distraction happens depends on how the speaker sees things, which makes the discussion entirely individual.

With words such as "mutual respect," "cooperative," and "distract," the author points out the emotional change in the participants' opinions about co-education. Calling the men and women "cooperative" in their tasks allows the researchers to point out that their initial negative ideas about women have been challenged. From the language used, it is clear that the author thinks positive emotions and growth in students are important results of co-education.

The participant's generalisation that "distraction comes due to your point of view" reflects a subjective worldview. This statement implies that distraction is a personal responsibility, but it oversimplifies the issue by framing it solely as a matter of individual control. By attributing distraction entirely to one's perspective, the speaker ignores other factors that may contribute to distractions in co-education, such as cultural norms or gender dynamics. This broad statement reflects the speaker's personal belief system, rather than a comprehensive examination of the wider challenges of co-education.

Research question 1 asked about sweeping statements during interviews with the selected sample, and the participant established that "distraction comes due to your own point of view." The speaker presents a complete solution to distraction problems while disregarding every aspect outside of individual accountability. The participant states these generalisations from their personal point of view while failing to address additional broader elements relevant to distractions in co-education settings.

Research question 2 reveals a discursive split between defining moments with "I now prefer mixed groups" while showing abstractness with "distraction". When the text employs abstract terms such as "distraction," it loses its ability to provide precise arguments since such language lacks concrete decision-making options. The general nature of these statements reduces the analytical power because the speaker spends most of the time discussing personal experiences instead of proven reasoning.

## **Interview 2**

The interview data reveal the participants' opinions on co-education and the benefits of co-education, particularly in the context of Pakistani society.

The data shows a very subjective point of view based on personal belief and emotional involvement. The participant's generalisations, such as "co-education is going to set a very positive image of society" and "it is going to make our society progressive," reveal a limited cognitive range in which the speaker projects her personal convictions onto a larger society without offering supporting facts. These broad claims imply that the speaker ignores any difficulties or counterarguments and sees co-education as a universal remedy. The intricacies of the problem show a subjective attitude that values the speaker's own opinion over a more analytical investigation of the situation.

The statement "when students are interacting with one another, it is also breaking some sort of stereotypes" suggests that the participant is assuming, without particular proof to back up her statement. The speaker believes co-education would unavoidably cause the breakdown of stereotypes. This adds another layer of subjectivity to the argument.

### Interview 3

The interview data underlines the participants' perspective on the advantages of co-education, especially in relation to the preparation of individuals for real-world interactions and the improvement of social skills. The Participant underlines that co-education builds confidence, collaboration, and communication skills by encouraging alliances between males and females.

Throughout the interview, the participant's case reveals obvious subjectivity, particularly via the use of first-person pronouns and emotionally charged language. The speaker underlined the emotional tone by saying co-education provides "greater assistance" and "improved communication and cooperation skills." Although it lowers the objectivity and clarity of the participant by offering subjective conviction over factual facts, this dependence on emotionally charged language exposes the participant's need for co-education. "Co-education will build confidence," and "we cannot totally eliminate male-female interaction from our society" are sweeping statements. Ignoring any co-education restrictions, the speaker presents the topic as a universal truth by which he confines the cognitive spectrum and reveals personal belief as an objective reality.

Ultimately, the informal tone of the conversation, characterised by terms like "yeah" and "like," underscores the subjective nature of the interaction. In conversational language, informal words detract from the emotive and personal character of the debate, hence weakening its compatibility with the formal tone and evidence-based reasoning anticipated in academic writing. The participant provides many generalizations like "we cannot totally rule out male-female interaction" and "co-education is going to give you the confidence." Though they lack the factual facts or rigorous study needed to back such sweeping assertions, these broad assumptions perceive co-education as a cure-all for social issues. The generalizations reveal the speaker's subjective point of view, implying that their own perspective on the advantages of co-education is typically shown in abstract terminology (e.g., "real-world scenarios").

### Interview 4

Starting with their claim of neutrality, the interviewee claims to have no personal biased views, therefore framing their case as impartial. While saying neutrality, the usage of first-person pronouns such as "I" and "as a girl" redirects attention to a personal point of view. "As a girl," the speaker's gender and personal experience shape their view on co-education, therefore adding subjectivity to the argument. Though the participant first says to be neutral, this comment represents a gendered experience that is naturally subjective as it includes the speaker's identity into the debate and guides the argument around personal viewpoint. Throughout the interview, first-person pronouns like "I" and "my" are used to highlight the subjective character of the conversation. For instance, the participant states, "I can say coeducation refers to promoting equality," which, although presented as a generic comment, is nonetheless based on the speaker's own knowledge of co-education. Though the speaker says things like "I'm neutral," the use of first-person pronouns indicates that the case is formed by personal views and experiences rather than being absolutely objective. The participant also used hedging phrases like "I can say" to suggest a cautious presentation of their opinions. This hedging clarifies the argument and shows that the speaker is expressing a personal viewpoint rather than claiming co-education as an objective reality. The absence of counterarguments or examination of other points of view on co-education reveals a limited cognitive range in which the speaker believes their own views about co-education are universally relevant without interacting with its complexity or

possible disadvantages. The emotional tone of the argument is finally strengthened by the interviewee's use of repetition in terms such as "very good" and "very positive," but its academic depth is reduced. While it confirms the speaker's conviction in the advantages of co-education, the repetition hinders the evolution of the argument by excluding fresh viewpoints or data. Academic writing often shuns repetition without fresh ideas, as it hinders the evolution and strengthening of the argument. Though it underlines the lack of analytical rigour in the discussion, the speaker's emotional devotion to the concept of co-education is shown in the repeated use of such words here.

### Interview 5

The results from the interviews suggest that the participants broadly back co-education and find it supportive of development in society. According to the participant, lack of effort on students' part, not interaction between genders, results in diversions in mixed-sex schools. According to his experience, participants believe that having boys and girls in the same classroom does not distract them.

People's belief in education can be seen in their use of words like "distractions," "focus," and "discipline." He thinks that undisciplined behavior plays the biggest role in causing distractions, not the distinction between the two genders. Even though it helps the speaker state their case, the emotional tone erases some objectivity and reduces other people's ability to participate.

The speaker believes that education is not distracted by diversity and that respectful group work is very important in life. You can see the speaker's personal beliefs presented as uncontroversial statements. They do not pay attention to the problems co-ed environments can cause for students. They act as though they are the only answers to these problems. Rather than presenting a scholarly style argument, the speaker follows his personal viewpoint.

It is easy to notice the subjective feeling in what the interviewee says, thanks to phrases such as "very good" and "I don't think so". Repeating general points misses the chance for careful thought about the major effects of co-education. Using hopeful words like "very good" and "crucial for our growth" makes everything sound more promising, but it doesn't really provide facts to support them. You should use repetition in academic writing to bring attention to the main ideas.

The participant generalized often by saying things like "there isn't a link between distractions and gender in an educational setting" and "respectfully working in teams with others is very useful for students." They slot the speaker's ideas into a general, supposedly valid form, yet there is no actual evidence to back them. It points out that their discussion is too limited because they do not consider the various difficulties or other points of view concerning co-education.

In interviews, it is pointed out that both concrete examples (e.g., students interacting) and abstract terms (e.g., real-life situations) are used by educators. When we talk about "real-life" cases in our argument, we lose some of their clarity and detail. Because the terminology is general, instead of providing specific evidence, such discourse lacks purposeful reasoning.

### Interview 6

Interview data demonstrate that the first challenges for the participants in reaching out to girls were related to their psychological concerns, which were gradually overcome due to co-education.

Most of what the participant says is subjective, as first-person terms ("I" and "my") are used to describe personal thoughts and feelings. Practicing in this way means the speaker's experience anchors the argument in a personal setting. For example, "I had never spoken to a girl apart from those in my family" shows the story is subjective from the speaker's perspective. Repeating "I" and "I've become" makes the participant's change more personal.

Statements such as "honestly," "I mean," and "I don't think" are often used to caution people that the speaker does not intend to state facts, but just isn't sure. It is obvious that the person's opinion on co-education is just their understanding of the religion. When applying hedging devices, the participant is telling the audience that they're unsure if their message will be accepted by everyone.

Participants seem to be strongly involved, as they describe classmates as "incredibly tough" and talk about wanting to "break my own mental barriers" as a result. They show that the participant developed personally and how tackling their first uncertainties touched them emotionally. How the language is written, with universal tips, underlines how arguing from experience connects with each reader on a personal level.

It is clear from the participants' statements, such as "Like us, girls are simply students" and "Crossing those limits is the main problem", that they make their views appear common to everyone. Even though they lack study or rigorous analysis, these opinions are presented as obvious by their writers. In other words, it reveals that the argument simply ignores the unique ways in which co-educational experience can affect students.

This chapter presents a detailed analysis of the key findings of the study, focusing on how subjectivity appears in students' spoken academic discourse. The spotlight is on university students' oral communication — an area that, quite surprisingly, has not received as much scholarly attention as academic writing.

### Generalisations and Discursive Scope

In response to the first research question, participants expressed broad assertions such as "co-education is the best platform" or "girls are more inclusive than boys" with little to no qualification. These observations seemed to rely on personal experiences rather than a deliberate attempt to examine nuances or offer supporting evidence.

It may be contended that these generalizations arise from a desire to present oneself as decisive or persuasive. As Wodak & Meyer (2016) indicate, ideological discourse frequently functions through simplification—framing subjective beliefs as though they were universally accepted truths. In this context, students appeared to rely on their personal experiences and project them outward, presuming they possessed universal significance.

However, generalizations can be a double-edged sword. On one hand, they provide a sense of certainty within discourse; on the other hand, they risk oversimplifying complexities. Academic discussions flourish when there is an opportunity to consider multiple perspectives and to challenge prevailing assumptions. In this context, however, such nuances were frequently absent. It is possible that students had not been prompted to "think against themselves"—to scrutinize their own beliefs through dialogue or counterarguments.

### Concreteness and Abstract Language

In response to the second research question, in terms of specificity, the data presented were varied. Certain participants furnished vivid and concrete examples—"I had never spoken to a girl outside of my family" or "\*" when students are interacting with each other"\*—which enhanced the relatability and clarity of their arguments. These instances were notable for their concreteness and served to elucidate the speaker's perspective.

However, equally frequently, students withdrew into abstraction. Terms such as "real-world scenarios," "personal growth," or "normalizing human interactions" were commonly encountered, although their precise meanings were occasionally ambiguous. It is conceivable that students were striving for a more "academic" register, attempting to convey formality without having entirely mastered the articulation of abstract concepts with specificity.

Stubbs (2001) emphasizes that clarity is fundamental to effective academic discourse. Inconsistent application of concrete and abstract language may suggest a transitional phase—during which students are experimenting with the conventions of academic speech but have not yet fully internalized them. Alternatively, it is possible that they have not had sufficient exposure to environments where such conventions are explicitly modeled and practiced.



## Limitations of the Study

- ▶ First, the data were collected within the framework of research interviews, as opposed to unstructured academic environments such as seminars, group discussions, or classroom debates.
- ▶ The study only looked at a few students, so we can't say the results apply to all students or all universities.
- ▶ The topic was co-education (which is personal and emotional for many), and students may have used more emotional or subjective language than they would in other topics like science or math.

## Conclusion

This study explores subjectivity in students' spoken academic responses, an area less researched than writing. It found that students often used personal pronouns, emotive words, generalizations, and vague terms, showing a strong reliance on personal opinion rather than critical analysis. These patterns suggest a lack of structured academic speaking skills, where opinions are often presented as facts and clarity is reduced by vague language. The findings highlight a need for oral communication training that teaches students to express ideas with clarity, evidence, and critical thinking. The study also suggests that students need to learn how to speak in a more thoughtful, structured way, using clear language and examples. This will help them become better thinkers and stronger communicators in academic settings.

In summary, these findings indicate a more significant concern within academic settings, where spoken communication often lacks structure and is inadequately informed by the principles of critical thinking and objective reasoning. Although subjectivity is an inherent aspect of human expression, its unbridled presence in academic discourse may reflect a deficiency in rhetorical training and a limited understanding of the standards for scholarly communication.

## Implications for Academic Communication

This study is valuable not only for academic research but also for practical application by educators and policymakers that will promote critical and objective thinking in educational environments. By evaluating the indicators of subjectivity in students' oral communication, this study is used to develop the educational strategies that will promote a better and critically engaged learning environment. The findings are also significant in developing curriculum and teaching strategies that can create objectivity in written and spoken discourse.

## Future Research Directions

While the present study provides valuable insights into the manifestations of subjectivity in the oral discourse of university students, several areas remain open for further exploration. These avenues could enrich the understanding of academic communication practices and contribute to more effective pedagogical strategies.

Future research could expand the sample size and diversity of participants. The current study was limited to Comsat University's students, which may have influenced the prevalence and patterns of subjectivity identified. Broader demographic representation, including students from different academic disciplines, institutions, linguistic backgrounds, and cultural contexts, would enable a more comprehensive analysis and potentially reveal discipline-specific or culturally mediated patterns of subjectivity in spoken discourse.

A longitudinal study could be designed to investigate how subjectivity in students' oral communication evolves over time, particularly in response to academic training, exposure to formal discourse, or participation in structured communication programs. Such research would help determine whether subjectivity decreases as students progress through their academic careers or whether it persists despite institutional efforts to promote critical thinking and objective expression.

## References

- Benveniste, E. (1971). Subjectivity in Language. In: *M. E. Meek (Ed.)*. Problems in General linguistics.
- Gergen, K. J. (1991). *The saturated self: Dilemmas of identity in contemporary life*. Basic Books
- Langacker, R. W. (1999). *Grammar and Conceptualization*. Berlin/New York: Mouton de Gruyter.  
<https://doi.org/10.1515/9783110800524>
- McKee, A. (2003). *Textual Analysis. A beginner's guide*.
- Nuyts, J. (2006). Modality: Overview and linguistic issues. In *W. Frawley (Ed.)*, *The expression of modality* (pp. 1–26).
- Nuyts, J. (2012). Notions of (inter)subjectivity. *English Text Construction*, 5(1), 53–76.  
<https://www.degruyterbrill.com/document/doi/10.1075/bct.65.04nuy/html>
- Pang, B., & Lee, L. (2004). *A sentimental education: Sentiment analysis using subjectivity summarization based on minimum cuts*. Proceedings of the 42nd Annual Meeting of the Association for Computational Linguistics (ACL-04), 271–278.
- Stubbs, M. (2001). *Words and phrases: Corpus studies of lexical semantics*. Blackwell
- Traugott, E. C. (1989). On the rise of epistemic meanings in English: An example of subjectification in semantic change. *Language*, 65(1), 31–55. <https://doi.org/10.2307/414841>
- Traugott, E. C., & Dasher, R. B. (2002). *Regularity in semantic change*. Cambridge: Cambridge University Press.
- Wodak, R., & Meyer, M. (Eds.). (2016). *Methods of critical discourse studies* (3rd ed.). SAGE Publications