

Mood and modality in Spanish and English history textbooks:
The construction of authority

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textbooks: The construction of authority

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Introduction

It has been noted that textbooks feature less hedging of propositions than other academic texts (Latour and Woolgar 1979; Myers 1992; Bloor and Bloor 1995; Hyland 2000). The purpose of this article is to explore this claim in history textbooks written for upper-secondary and tertiary-level studies across two languages and cultures, Spanish and American. History

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