

## LIWC variables:

### Summary Variables:

- **Word Count (WC):** Total number of words in the text.
- **Analytical Thinking (Analytic):** Assesses the degree of logical and formal thinking in the text. Higher scores indicate more analytical thinking.
- **Clout (Clout):** Measures the author's perceived confidence or leadership. Higher scores suggest a more authoritative tone.
- **Authenticity (Authentic):** Reflects honesty and genuineness in the text. Higher scores indicate a more candid and personal tone.
- **Emotional Tone (Tone):** Evaluates the overall emotional positivity or negativity. Scores above 50 suggest a more positive tone, while scores below 50 indicate a more negative tone.

### Linguistic Dimensions:

- **Words per Sentence (WPS):** Average number of words per sentence, indicating sentence complexity.
- **Big Words (BigWords):** Percentage of words with seven or more letters, reflecting the use of complex vocabulary.
- **Dictionary Words (Dic):** Percentage of words captured by the LIWC dictionary, indicating the proportion of recognized words.
- **Total Function Words (function):** Percentage of function words (e.g., articles, prepositions) used, which are essential for grammatical structure.
- **Total Pronouns (pronoun):** Percentage of pronouns, reflecting the focus on people or objects.
- **Personal Pronouns (ppron):** Percentage of personal pronouns (e.g., I, you, we), indicating a focus on individuals.
  - **1st Person Singular (i):** Use of first-person singular pronouns (I, me, my), suggesting a personal focus.
  - **1st Person Plural (we):** Use of first-person plural pronouns (we, our, us), indicating a collective focus.
  - **2nd Person (you):** Use of second-person pronouns (you, your), addressing the reader directly.
  - **3rd Person Singular (shehe):** Use of third-person singular pronouns (he, she, him, her), referring to other individuals.
  - **3rd Person Plural (they):** Use of third-person plural pronouns (they, their, them), referring to groups of others.
- **Impersonal Pronouns (ipron):** Use of impersonal pronouns (it, that, anything), often indicating abstract or unspecified subjects.
- **Determiners (det):** Use of words that introduce nouns (this, that, my), specifying particular items.
- **Articles (article):** Use of articles (a, an, the), which precede nouns to define them as specific or unspecific.
- **Numbers (number):** Use of numerical terms (one, two, first), indicating quantification.

- **Prepositions (prep):** Use of prepositions (to, of, in), which show relationships between words.
- **Auxiliary Verbs (auxverb):** Use of auxiliary verbs (is, was, be), which accompany main verbs to express tense, mood, or voice.
- **Adverbs (adverb):** Use of adverbs (so, just, very), which modify verbs, adjectives, or other adverbs.
- **Conjunctions (conj):** Use of conjunctions (and, but, because), which connect clauses or sentences.
- **Negations (negate):** Use of negation words (no, not, never), indicating denial or contradiction.
- **Common Verbs (verb):** Use of frequently occurring verbs (e.g., be, have, do), indicating actions or states.
- **Common Adjectives (adj):** Use of frequently occurring adjectives (e.g., good, new, high), describing qualities or states.
- **Quantities (quantity):** Use of quantifiers (e.g., all, many, some), indicating amounts or proportions.

### Psychological Processes:

- **Affect (Affect):** Use of emotion-related words, indicating the expression of feelings.
  - **Positive Tone (tone\_pos):** Use of positive emotion words (e.g., happy, love), reflecting positive sentiment.
  - **Negative Tone (tone\_neg):** Use of negative emotion words (e.g., sad, hate), reflecting negative sentiment.
  - **Anxiety (emo\_anx):** Use of words related to anxiety (e.g., worried, nervous), indicating anxious feelings.
  - **Anger (emo\_anger):** Use of words related to anger (e.g., mad, furious), indicating angry feelings.
  - **Sadness (emo\_sad):** Use of words related to sadness (e.g., crying, grief), indicating sorrowful feelings.
- **Cognitive Processes (cogproc):** Use of words related to thinking processes, indicating cognitive activity.
  - **Insight (insight):** Use of words indicating understanding (e.g., know, realize), reflecting insightfulness.
  - **Causation (cause):** Use of words indicating causality (e.g., because, effect), reflecting causal reasoning.
  - **Discrepancy (discrep):** Use of words indicating differences (e.g., should, would), reflecting discrepancy.
  - **Tentative (tentat):** Use of tentative words (e.g., maybe, perhaps), indicating uncertainty.