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Graduation in children's narratives: intersection between Focus and Force

Considering the works focused in the Appraisal perspective, this paper aims to discuss the Graduation's subdivisions system, showing how Brazilian children apply linguistics resources in their oral narratives to build categories more or less prototypically. We observed that Focus and Force (MARTIN and WHITE, 2005) as used by children cause at the same time a sharpening value's intensification or quantification, for example. Our analysis shows that the subdivisions proposed by Martin and White (2005) must be considered by their crossover inside the same subsystem and among different subsystems. In Focus, sharpening and softening values appears simultaneously at the same clause, which contributes to textual aspects such as textual progression, grouping information, or semantic aspects as vagueness, ambiguity and so on; in Force, multiple intensification and quantification sub-categories act simultaneously to result in the gradation, having this in an up-scale or down-scale variation of the lexicogrammatical elements. This way, quantity and extension are intensified by repetition, lexicalization or maximization. Both subsystems, Focus and Force, are also mixed in a way that intensification and/or quantification contributes to cause the values' sharpening or softening. Our *corpus* comprises nineteen oral speeches produced by eleven children 5- to 11-years-olds of both genders. We observed that beyond lexicogrammatical categories, the graduation attempts to an up-scalling and down-scalling of organizing information. Such as Givón proposes principles of iconic coding, we behold the idea that the graduation modifies those principles and must be thought as a semantic-discursive resource.

Keywords: appraisal, graduation, oral speech, children's narratives.

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Appraisal in Secondary School Legal Studies

This paper examines written texts, chiefly examination scripts, from the Australian secondary school subject of Legal Studies, using the theoretical framework of Appraisal. (Martin & White, 2007) From a Functional Linguistic perspective, Appraisal is concerned with the way communicators "approve and disapprove, enthuse and abhor, applaud and criticise and with how they position their readers and listeners". (Martin & White, 2007: 1) Because in Legal Studies all areas of Appraisal are salient: Attitude, how things are evaluated; Engagement, the means for the authorial voice to position itself with respect to other voices; and Graduation, the gradability of attitude or quantity, these will be the areas of my analysis. The data for the study includes samples of existent texts written both for the HSC examination and for set assessment tasks during the Legal Studies Course, and as a point of comparison there will be analysis of the Appraisal resources used by more mature writers in Legal opinion pieces.

As component of a broader study of Literacy in Legal Studies, this presentation will address the grammatical and lexical resources used by students as they make evaluations in assessment tasks. All assessment tasks have a requirement that students evaluate or assess the effectiveness of the legal system in line with Blooms concept of higher order thinking skills. Students are therefore specifically required to write essays which explicitly or implicitly make judgments. In response to clear assessment requirements to evaluate various aspects of the legal system, some students appear to struggle to use Appraisal resources as they are used by mature writers, and often produce responses which use forms of expression derived from the syllabus but not necessarily appropriate under other circumstance, to indicate their attitudes. Higher order responses tend to reveal much more sophisticated usage of Appraisal resources than those judged by independent markers to be of lesser quality. The specific nature of these differences is the basis of this piece of the analysis.

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Prosodies and their propagation: a dynamic perspective on attitudinal stance

The term prosody has been extended in SFL theory from its original application to non-segmental patterns in phonology (Firth in Palmer 1970) to the structuring of interpersonal meanings at to the strata of lexicogrammar and discourse semantics (Halliday 1985/94, Martin 1992). It is a dynamic orientation to the patterning of evaluative meanings and has been variously described as a spread, sprawl, smear or diffusion. It is an orientation that we need always to be mindful of in analyses of

attitude in discourse. But how is it that attitudinal meanings resist the categorical confinement or bounded-ness associated with experiential meaning to spread across phases of discourse, and how do we make claims about prosodic impact? In this paper I refer to the process as one of *propagation* after Lemke (1998, cf. Hood 2010). A discussion of the means for propagation connects to concepts of periodicity, coupling and cohesion.

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What Is Special about Negative Attitudes? -A Comparative Typology Study on Chinese and English

The term "meaning potential" might seemingly give the illusion that the distribution of meaning, including evaluative meaning of course, is akin to the potential of tossing coins in which you have fifty-fifty probabilities and you really know nothing about the potential. But as Halliday pointed out, system options are probabilistic, with some options more likely to be chosen than others. As this paper explores, things are special when it comes to evaluative meaning, especially negative attitudinal meaning. It is shown that negative attitudes couple a whole different picture from positive attitudes: different targets of evaluation, strange but reasonable lexicogrammar patterns, particular preference for certain genres and so on. Specifically this paper focuses primarily on the special coupling between distributions of negative attitudes and corresponding systemic choices in lexicogrammar, which is a comparative typology study on Chinese and English but may also be appliable in other languages analyses.

Key words: meaning potential, negative attitude, coupling, lexicogrammar

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Media cosmology: Analysis of Negative Attitude in Media Discourse

This paper investigates the negative expressions by analyzing the newspaper reports of five countries on the school shooting happened in Toulouse, on 19th, March 2012. Particularly the paper is analyzed from an integrated perspective of Appraisal theory, semantic density and semantic gravity in Legitimation Code Theory, and social realist sociology, especially axiology, aiming to survey a sub-system of the Appraisal Theory at the micro level, i.e. negative expression of the attitude from a new perspective. As we all know, the newspapers in different countries will show different degrees of negation, i.e. different axiological charging of the negative expression. Since few previous studies into media discourse continue the research from this integrated perspective, I aim to have a try by analyzing the constellation of negation in newspaper.

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Appraising one's skills and competences in a CV

In the recruiting process, CVs provide job applicants with an opportunity to market their skills and competences and consequently the image that they present to recruiters in their effort to be shortlisted for a job interview. Based on their impressions of these CVs, recruiters then make decisions about an applicant's employability with regards to the position that they are seeking to fill in. The aim of this study is to use empirical data to explore the linguistic features that play a role in recruiters' impressions of job applicants. In particular, it investigates the evaluative language used by job applicants in the description of their professional experiences and competences. Drawing on analysis of a set of CVs collected in France that uses systemic functional linguistics, and in particular Appraisal theory (Martin and White 2005), this study highlights the ways in which applicants appraise their skills and competences throughout their CVs and identifies the characteristics of successful applications. The analysis reveals an evaluative stance that is overwhelmingly positive and shows how successful applicants make more use of appraisal resources than non-selected applicants. The analysis also reveals how CVs function as contextual metaphors (Martin and Rose 2008) by presenting recruiters at a surface level with descriptions of applicants' professional experience, while infusing these descriptions at another level with evaluative meanings that are meant to validate applicants' claims of professional competence and to persuade recruiters to align with their claims and grant them a job interview.

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How Iranian media applies evaluative language in political news stories

This paper presents an analysis of the news coverage of Iranian nuclear energy issue in a number of Iranian newspapers and news wires. The coverage analysed was undertaken across a range of different article types, including 'hard news' reports, features, commentaries and editorials and encompasses such topics as the international sanctions imposed on Iran on account of its nuclear program, ongoing international negotiations pertaining to the program and threats made by Israel against Iran on account of the program. The paper reports on a preliminary study of how evaluative language is mobilized in the Iranian media when covering such issues, and more specifically the potential of the evaluative arrangements found in this coverage to position readers. The paper will attend both to the use of attitudinal meanings in this coverage and to how these meanings are managed dialogically - for example consideration will be given to the use made in these texts of attribution to associate various attitudinal positions with external sources. Some discussion will be provided of what news reporting genres and what 'journalistic voices' (i.e. particular evaluative styles) operate in the Iranian news media. Thus the paper will provide some preliminary insights into how news coverage operates generically and evaluatively in Persian and thus will provide for the possibility of comparisons with news reporting textual practices in other languages and cultures.

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Navigating a Path toward Stance: Appraisal, Evaluation, Metadiscourse or Stance?

There has been a burgeoning interest in research on stance phenomena recently in linguistics. However, it seems that scholars prefer different terms to refer to what may be regarded as a similar concept, blurring boundaries among concepts such as modality, appraisal, evaluation, stance and metadiscourse, *inter alia*. This study intends to clear the ground by providing contrastive analysis of some key and potentially competing terms relating to stance. Justifying Appraisal theory in my research as a means of investigating stance will be explained acknowledging its constraints, and affordances provided by other frameworks of analysis.

Appraisal questions

This paper raises questions arising from a research project which is using appraisal theory to analyse 91,000 lines (one morpheme per line) of blog entries. After briefly introducing the project, this paper will be presented as a workshop where Shooshi will ask questions and raise issues that the analysts have been facing when applying appraisal to a large corpus. Participants in this paper will be encouraged to join the discussion. The kinds of questions asked are as follows:

- Is it possible there could be a general category of positive and negative attitude, where there is not enough information in the appraisal item or cotext to give a finer grained reading?
- How can we expand appreciation categories to reflect what we find in our data?
- How afforded can afforded appraisal be?
- Is there a blurry line between force and focus for some graduation items?
- How to analyse what Martin & White call hybrid emotions?

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Stop buying toys and games: An Appraisal analysis of persuasive texts written by high achieving young writers

Over the past decade, the Appraisal system has become increasingly popular for researchers seeking to analyse evaluative language choices in numerous areas of public discourse, such as media discourse (Arrese & Perucha, 2006; Bednarek, 2006; White, 1998, 2003, 2006) and political discourse (Becker, 2007, 2011; Miller, 2004). In educational contexts, researchers have most commonly used Appraisal at the secondary and tertiary levels, when seeking to describe one or more of three subsystems, which involve: meanings of emotion, and assessments of judgement and things (ATTITUDE); how meanings have been sharpened, softened or amplified (GRADUATION); and how writers engage with and acknowledge alternative viewpoints (ENGAGEMENT) (Martin & White, 2005). The applications of Appraisal theory in educational contexts have focused largely on the subsystems of ATTITUDE (Coffin, 2003; Hood, 2004; Rothery & Stenglin, 2000) and GRADUATION (Hood, 2006), while relatively few studies have focused on ENGAGEMENT (Humphrey, 2008). Those that have, focused on comparing the tertiary level writing of native English speakers and second language (L2) students (Feak, 2008; Hyland, 2007; Lancaster, 2011; Schleppegrell, 2004), comparing the writing of high and low graded tertiary level essays (Coffin, 2002; Cominos, 2009; Swain, 2007, 2010; Wu, 2007), and to analyse the work of academics in multiple contexts (Pascual & Unger, 2010; Mesa & Chang, 2010). Considered together, this collection of work is a prime example of how

Appraisal is currently being used to analyse evaluative language use in educational contexts, and how this knowledge can be used to scaffold students who struggle with the demands of secondary or tertiary level English skills. Yet despite this promising body of work, there remains a paucity of research focusing on the broad range of evaluative language choices made by high achieving students at the primary level. This paper seeks to explicate the broad range of evaluative language choices made by the five highest scoring Tasmanian year 3 students who completed the 2011 NAPLAN persuasive writing task, and argued that Australians are spending too much money on toys and games. Each text will be analysed using the three subsystems of Appraisal, to show how these eight year old writers built solidarity with their reader and positioned them to agree with their viewpoint. It is hoped that this paper might provide a starting point for year 3 educators who wish to assist students to build powerful relationships with readers that engage, provoke, and persuade. Also, it is hoped this paper will highlight that even at this early stage in the schooling process, students must demonstrate a wide range of complex language strategies in order to successfully persuade others.

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Applying Appraisal to interview analysis in Vietnamese: achievements and issues

This paper presents part of my Phd research investigating the quality issues of postgraduate education in Vietnam using Appraisal theory as the main tool of analysis. In this study, interviews were taken from 15 people involved in postgraduation sector in Vietnam and analysed to answer the two main research

questions: 1. What are the quality issues of postgraduate education in Vietnam; and 2. Who should be held responsible for the problems.

The study reveals fascinating findings about Vietnam's postgraduate education such as detailed quality issues and who is responsible for what issues. More importantly, it provides an insight about how the stakeholders talked about the problems and how this is related to their position. In other words, the study exposes the power relations and a blame game among the stakeholders.

The paper also discusses issues in applying Appraisal Theory to the analysis of interviews in general and interviews in Vietnamese in particular.

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Persuasive narratives: Evaluative images in picture books and animated movies.

Distinctive forms of visual metaphor and symbolic images unobtrusively infused into the sequence of narrative images in literary picture books and animated movies can make a very powerful contribution to the communication of evaluative stance in relation to what is being depicted. This paper explores the ways in which ethical and moral judgements are communicated in images in a selection of picture books and animated movies that challenge discourses that naturalize war and armed struggle as ways of addressing conflicts among communities and nations. The emphasis is on explicating strategies for invoking judgement of propriety and the distinctive use of the affordances of picture books and animated movies in the different forms of invocation. Implications for further research to inform emerging multimodal literacy pedagogies are briefly noted.

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Constructing and Mediating Religious Ideology in Educational Discourse: An SFL-Based Investigation of Identity Politics in Pakistani English Language Textbooks

Since texts are formed on the basis of particular ideological positions (Fairclough 2006; Focault 1971; Halliday & Hasan 1989; Mahboob 2009), national curriculum can be used as the preferred specimen for propelling identities and ideologies to transform the learners functionally with their discourse of group identity and not the discourse that they need in most of their learning process. This study, based on a systemic-functional understanding of discursive practices, addresses the issue of identity politics in educational discourse. For this purpose, the project looks at the case of Pakistani secondary-stage English textbooks designed and prescribed by the ministry of education, Pakistan. The study takes on a systemic-functional approach to examine what type of knowledge, values, social relationships and identities are

appraised in Pakistani language textbooks to create particular ideological effects. With reference to this, two of the metafunctions of language proposed by Halliday (1978, 1994) -ideational and interpersonal- are considered in relation to the appraisal theory (Martin 2000; Martin & Rose 2003; Martin & White 2005), and iconization framework (Tann, 2010) to explore the underlying ideological dimensions of the text as discourse. This talk will also share the details of the text analysis as well as the findings which indicate how the complex patterning of the relationship between language, identities and ideology in educational discourse may lead towards the use of power to pursue any particular ideology as a strategy for broad-based aims and aspirations.

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Language intensity in evaluative statements in Dutch written discourse

Senders often make use of stylistic devices, such as language intensifiers in order to mark the strength of their stance expressed in an evaluative statement. For instance: a politician may say somebody is *confused* or *totally crazy*. A reviewer may qualify a

musical comedy as *good* or *terrific*. And when a columnist writes that a government project is *pretty stupid,* he often means it is *very stupid.*

Language intensity has been defined as 'the quality of language which indicates the degree to which the speaker's attitude toward a concept deviates from neutrality' (Bowers 1964, p. 416). However, the effectiveness of this approach is not univocal, as earlier socio-psychological studies show. In some studies language intensity is found to be persuasive (Buller et al. 2000), in others it is not (Hornikx, Pieper & Schellens 2008). Its influence seems to be dependent on various factors, such as source reliability (Hamilton & Hunter 1998), source competence (Ng & Bradac 1993), similarity in language intensity preferences between the sender and the receiver (Aune & Kikuchi 1993), the nature of their relation (Hamilton, Hunter & Burgoon 1990), and the receiver's anxiety about the topic (Hamilton et al. 1990).

In short, it is difficult to predict the effect of language intensity based on these studies. Moreover, its operationalization differs from study to study. Some researchers only vary in word classes such as adjectives and adverbs; others also include broader stylistic categories like irony, understatements and metaphors. In order to measure the influence of language intensity in a more valid way, it is necessary to better describe what language intensity is. Which discursive elements make a message more intensive and what is the role of intensifiers? Are there differences across media types, genres or writers? Does message polarity play a role?

In the literature on evaluations (or stance or appraisal) different parameters of evaluations are distinguished such as polarity, clarity or comprehensibility, relevance and emotionality (see Bednarek, 2006; Biber & Conrad, 2009; Hunston & Thompson, 2000). These parameters seem to influence the characteristics that language intensifiers seem to take.

This study aims to explore language intensity in the full: a corpus study was carried out based on Dutch written language. 100 texts have been collected on the Internet and 100 in newspapers. A distinction has been made between reviews and commentaries (columns and blogs). In the Internet based subcorpus, 50 texts are written by professional authors and 50 by amateurs. In the newspaper subcorpus, half of the texts were published in *NRC Handelsblad* (quality newspaper, aiming at highly educated readership) and the other half of the texts in *De Telegraaf* (national newspaper, aiming at less educated readership). Two independent raters coded language intensity in the entire corpus.

The quantitative and qualitative results of this corpus study will be presented in the presentation. I will present the different forms in which language intensifiers are used in written texts. The characteristics of intensifiers will be linked to evaluative parameters: if an evaluation is intensified, which particular parameter is strengthened? The paper will also focus on difficulties in the coding process and suggestions for improving experiential research.

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The Patterns of Engagement in Australian and Chinese Newspaper Editorials

This study compares the persuasive strategies used by the editorial writers in Australian and Chinese newspapers to persuade the potential readers to align with them in the expression of opinions on behalf of the editors or publishers from the perspective of contrastive discourse analysis and ENGAGEMENT subsystem in Appraisal theory. Data is drawn from *Peoples' Daily,* the most famous and authoritative newspaper in China and *The Australian*s, the only national newspaper in Australia. The editorial discourses are being collected weekly on Sunday from 1 September, 2012 to 1 December, 2012, all of which appear in the Opinions section, marked by "Commentary" in *Peoples' Daily* and by "EDITORIALS" in *The Australian*s. The analysis is mainly divided into three steps: (1) identify the engagement resources according to the framework of Martin and White (2005); (2) summarize the rhetoric patterns of engagement that are formed through the development of proposition within a whole editorial discourse; (3) compare the patterns of engagement in Australian and Chinese editorial discourses, analyze the reasons attributed to the differences or similarities between them and explain the implication in pedagogy. The results attempt to indicate: (1) editorial discourses in Australian and Chinese newspapers are all characterized by the greater presence of internal authorial voice and external voice which are realized by the use of modality including negation, counter expectation and projection, the three main linguistic resources adopted by the writers to achieve heterogolossia; (2) the differences in the expression of engagement between Australian and Chinese newspaper may be attributed to the specific purpose of the particular newspaper and to cultural elements in the patterning and exploration of engagement rescources. Based on the usage of these resources, the editorials writers express the idea of the newspaper successfully and achieve the goal to persuade the potential readers effectively, which contribute to the improvement of writing in pedagogy. This study is beneficial to the Appraisal theory and Systemic Functional Linguistics and will be valuable to discourse analysts and those involved in media, journalism and education.

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Invocation, Intertextuality, Cosmologies

One of the most difficult aspects confronting appraisal analysts is the identification of attitude in a text where no explicit evaluative language occurs. So called 'invoked attitude', and indeed instances of invoked appraisal in general may be flagged in a text by local signals of Engagement or Graduation, but beyond such flagging of an evaluative stance, it is notably problematic to account for readings of attitude via what has been termed evoked attitude, or attitude that is 'invited' by the text creator in addressing their audience.

Such instances where readings of attitude in a text are dependent on addressees being privy to the associations they set up, are often explained by reference to the notion of intertextuality. The term 'intertextuality' however, covers a number of different aspects of both texts themselves and socio-cultural constructs which lend texts their meanings. Fairclough (1992) helpfully divides these aspects of intertextuality into two convenient buckets: Manifest and Constitutive intertextuality. Genette (1997) unhelpfully elaborates on the various kinds of intertextuality that may be identified. But what both do not make clear is how such aspects of intertextuality can be accounted for as a function of what SFL calls the context of culture.

In cases where evaluative stance is identifiable but the means by which attitude is being invoked in a text needs be explained by reference to knowledge that is 'uncommon', extra-textual, field-specific, or relevant to those addressees who are highly affiliated through long contact, useful frameworks for making these links clear have not been advanced until recently. In this paper I explore the ways that intertextuality, in accounting for invoked attitude, can be accommodated by reference to Legitimation Code Theory and specifically what Maton (2013) sets out under the label Cosmologies. This framework can assist in making more explicit the links between attitudes seemingly invoked in a text, and the social-semiotic means by which they accrue their evaluative charges.

Key words: invoked attitude, intertextuality, cosmologies, stance

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