

Chapter 5 Expressing Attitude: preferences and patterns in the discourse

Introduction

In this chapter I explore the role that Attitude plays in the construal of an evaluative stance in the academic texts in this study. Firstly I investigate characteristic preferences in choices in Attitude across the set of published texts. I consider how such choices function strategically in relation to the overall social purpose of the texts, and reflect on similarities and variations in the student texts. I then consider patterns in the expression of Attitude in the discourse. Patterns are viewed from three perspectives. In the first instance I consider the distribution of Attitude in relation to field, in other words from the perspective of experiential meaning. In this analysis I take up the distinction identified in chapter 4 between the field as the domain (FD), and the field as research activity (FR). Secondly, from an interpersonal meaning perspective, I consider how multiple instances of attitudinal meaning impact on each other, and on other non-attitudinal meanings in the texts to establish prosodic patterns of Attitude. Finally, I consider how attitudinal meanings pattern with textual meanings, that is, how they are positioned in relation to the information structuring of the texts. Each kind of patterning is discussed in terms of how it contributes to the nature of the discourse. Analyses construct a discourse semantic framework of preferences and patternings in the expression of Attitude across the discourse, a framework that becomes a point of reference for considering variations across and within the data sets of published and student texts. On such a basis I can consider, for example, the relevance of published texts to tasks undertaken by student writers in introducing their own research.

5.1 Preferences in the expression of Attitude

A starting point for investigating how academic writers use Attitude strategically in arguing for their own research, is to consider the dominant preferences that writers make in encoding Attitude. If characteristic preferences are found in the discourse, this suggests a strategic functioning of these choices in the register. Importantly, given the theory developed in chapter 4, the analyses need to address the use of both inscribed Attitude as well as Attitude evoked through resources of Graduation. In this section I consider dominant

preferences in the expression of Attitude firstly in the published texts and then in the student texts.

5.1.1 Dominant choices in expressing Attitude in the published texts

Given the often stated, as well as frequently critiqued, expectation of academic discourse that it be 'objective' and oriented to a de-personalised account of research practices (e.g. Gilbert and Mulkay 1984, Bazerman 1988, Johns 1997), one of the first questions to ask of the published data is to what extent Attitude is explicitly encoded.

5.1.1.1 Explicit Attitude in the published texts

Analyses of the published texts show that explicit expressions of Attitude are found throughout all four published texts, and are not constrained to particular generic stages or moves as described, for example, in Swales (1990), Paltridge (1997), Dudley-Evans (1994) and Samraj (2000). The published writers inscribe Attitude in the context of establishing background on the topic, as in,

P2

The **usefulness** of peer review as a technique for L1 writing pedagogy is well documented in the literature (Barnes 1976; Brief 1984; Cazden 1988; Forman & Cazden, 1985). There is also research evidence to point to the **benefits** of peer review in L2 writing instruction (Mendonça & Johnson, 1994; Mittan, 1989, Mangelsdorf, 1992; Stanley, 1992, Tipper & Malone, 1995)...

in the process of reviewing knowledge claims in source texts, as in,

P4

The last part of the line from the Hong Kong Education Department document referred to above, "particularly at primary level", may indicate a more **effective** and **efficient** way to proceed ...,

and in previewing the writer's own study, as in,

P4

The time **constraints** of these programmes mean that such a **thorough** introduction is not usually possible and it is necessary to focus on certain **key** features of process writing.

It is apparent that published academic writers do not achieve the characteristic 'objectivity' of their discourse simply through an avoidance of explicit Attitude.

5.1.1.2 Kinds of Attitude in the published texts

A further issue to explore is the kind of Attitude the published writers prefer to use in encoding values, that is, whether writers display preferences for expressing feelings, judging behaviours, or appreciating phenomena (Martin 1997,2000). Analyses of the published texts reveal a very strong preference for coding Attitude as Appreciation by all

four writers, with very few instances of either Affect or Judgement. Appreciation in fact accounts for 80 to 100 percent of explicit Attitude encoded in the published texts, as indicated in table 5.1.

Table 5.1: Percentage of inscribed Attitude that encodes Appreciation in the published texts

P1	100
P2	80
P3	81
P4	95

Appreciation, as described by Martin (2000:147), ‘institutionalises feelings as propositions (about things), that is, expressions of Appreciation shift feelings or emotions from a personal to an institutional framework. In encoding Attitude as Appreciation, the writers choose not to evaluate as an emotional response or to make judgements of people’s behaviour or character. In this sense the appraisal avoids a personal orientation in favour of an institutional one. This is illustrated in a number of examples from the data. In the first the writer situates the Attitude (*lonely*) in the institutional context of pedagogy, as an evaluation of a phenomenon (*an exercise*):

...writing as ...an artificial and **lonely** [app:reaction -]exercise (P2).

This could have been expressed more personally as an evaluation of feelings, e.g.,

The students felt **lonely** [aff:security -] while they were doing the artificial exercises.

Similarly, Appreciation in,

...their peers’ **difficulties** [app:reaction -] in writing (P2)

could have been expressed as affect in,

The students were **troubled** [aff:security -] by the task of writing

and again,

... the **ideal** [app:valuation +] is ...somewhere between these two (P3)

could have been expressed as,

... I feel **happiest** [aff:happiness +] about a position somewhere between these two.

There has been considerable discussion in the Appraisal literature on the overlap of Judgement and Appreciation, where evaluation relates to human actions (White 2003c). The primary question to be considered here is whether Attitude foregrounds the valuing of character, as it is enacted in behaviour (the performing), or whether it foregrounds the phenomenon, that is the product of the behaviour (the performance). In this study the former is taken as Judgement and the latter is taken as Appreciation. In the following example, then, the writer chooses to foreground Appreciation in,

... a **thorough** [app:composition +] introduction is not usually possible (P4)
 whereas this could have been expressed as Judgement in,
 ...we can **not** introduce it **thoroughly** [jud:capacity-]

The overt expression of Attitude that is evident in all the published texts functions to interpersonalise the discourse. However, the very dominant preference for encoding this Attitude as Appreciation, that is the valuing of phenomena, (as opposed to feelings or people's characters) functions to 'objectify' the evaluation to some extent. A preference for encoding Attitude as Appreciation both contributes to, and reflects the institutionalised, nominalised nature of the academic discourse.

Kinds of Appreciation in the published texts

A further consideration in identifying preferences for the expression of Attitude in the data is the relevant sub-category of Appreciation. A more delicate analysis at this level reveals that, in addition to a preference for Appreciation, there is also a strong preference for the kind of Appreciation expressed in the texts. Appreciation:*valuation* (expressing value, worth, significance or usefulness of something) is strongly favoured by all published writers in contrast to Appreciation as either *composition* or *reaction*. Table 5.2 presents an analysis of kinds of explicit Attitude for text P3. This is typical for the set of published texts as a whole. (See appendix 2.a for a full set of analyses of explicit Attitude).

Table 5.2: Kind of Attitude for text P3.

<ul style="list-style-type: none"> • and then hope • for the best • this is ... an effective ... strategy • this is ... primarily a testing device • some complicated planning • and extreme care • the problem can be alleviated somewhat • assigning carefully controlled compositions • I have ... been sceptical • how much good it does • fix it up as best he can. • his chief • concern ... is • lack of faith in conventional ... techniques • language becomes so varied and complex • it is difficult for ... • a conscientious student • giving very explicit directions • a very mechanical one 	<ul style="list-style-type: none"> Aff:des+ App:val+ App:val + App:val + App:val + App:comp + Jud:cap + App:val – Jud:cap + App:react - App:val + App:val + App:val + Aff:sec – App:val - App:comp + App:react – App:val + App:comp + App:comp-
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<ul style="list-style-type: none"> • The ideal is ... somewhere between these two. • this is ...time consuming • conventional correction • is antithetical to • the teaching style best suited to ESL • which stresses back and forth communication • Notes ... are ... a very oneway and inflexible form • Peer correction as a solution to these problems • Students ... did improve • the issues are clouded to some extent • the general difficulty or precisely measuring • do not claim formal support • The following advantages • The basic ... • advantage ... is that • the nature of problems to be solved • the nature of... individual weaknesses • more simply, that errors are ... necessary 	App:val + App:react - App:val - App:val - App:val + App:val + App:comp - App:val - App:val + App:comp - App:react - Jud:ver - App:val+ App:val + App:val + App:val - Jud:cap - App:comp +
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In summary, there are a number of characteristic features in the use of explicit Attitude in the published texts. First, the published writers show a preference for an institutionalised expression of Attitude as Appreciation of phenomena, avoiding more personalised expressions of feelings, as well as ethical Judgements of people and their behaviours. Secondly, within the realm of Appreciation, the preference is for Appreciation: valuation, in other words for evaluating the significance or worthiness of phenomena. Appreciation: valuation represents a kind of socially referenced worth, and contrasts to Appreciation in terms of a kind of sensory reaction on the part of the appraiser (Appreciation: reaction), and to Appreciation in terms of some intrinsic quality of the phenomenon (Appreciation: composition) (Martin 1997). Finally, the majority of instances of explicit Appreciation in the data are directed towards domain or topic (FD), (a point that is discussed in detail in 5.2 below). A characteristic feature of the discourse then is that the writers tend to argue for the domain of research on the grounds that it is socially significant and/or worthy of investigation, rather than in terms of their personal reaction or in terms of the composition of aspects of the topic.

5.1.1.3 Grading explicit Attitude in the published texts

In chapter 4, I consider Graduation as the means by which Attitude can be graded up or down. Grading up can sharpen the Focus or amplify the Force of a value. In the context of an argument, the encoding of amplified values or sharpened categories makes for a more compelling claim. From this perspective, Attitude that is graded up in value compels the reader towards one interpretation, and contracts space for other points of view. In the other direction, downgrading a value by softening the Focus or diminishing the Force of a value functions to make the claim less than compelling, and hence opens it up to negotiation to some degree. (See further detailed discussion of the notion of expansion and contraction of

space for propositions in chapter 6.) An analysis of writer preferences in grading explicit Attitude provides a further means by which evaluative stance can be investigated in the discourse of the introductions to research reports.

An analysis of Attitude in the published texts reveals a considerable variation in the extent to which the attitudinal meaning is graded in each of the texts. However, in almost all instances the grading of explicit Attitude in the published texts amplifies rather than downplays the Force of the attitudinal meaning. Typical of the preference for amplification over downgrading value is Text P4, indicated in table 5.3. Here all except three instances (*) of grading represent amplification. Inscribed Attitude is in bold and Graduation is in italics.

Table 5.3: Expression and grading of inscribed Attitude for P3

<p>and then hope for the best this is ... an effective ... strategy this is ... primarily a testing device <i>some</i> complicated planning and <i>extreme</i> care the problem can be <i>alleviated somewhat</i>* assigning carefully controlled compositions I have ... been sceptical <i>how much</i> good it does fix it up as best he can his chief concern ... is lack of faith in conventional ... techniques. language becomes <i>so varied</i> and complex it is difficult for ... a conscientious student giving <i>very</i> explicit directions a <i>very</i> mechanical one The ideal is ... somewhere between these two. this is ... time consuming conventional correction is antithetical to the teaching style best suited to ESL which stresses back and forth communication Notes ... are ... a <i>very</i> oneway and inflexible form Peer correction as a solution to these problems Students ... did improve the issues are clouded <i>to some extent</i>* the <i>general</i> *difficulty of ... measuring not claim formal support The following... advantages The basic ... is that the nature of problems to be solved the nature of... individual weaknesses <i>more</i> simply, that errors are ... necessary</p>
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The preference for amplification where that Attitude is explicitly encoded, indicates the frequency with which the writers employ Attitude argumentatively to make compelling claims about phenomena. However, a closer investigation of the nature of the amplification reveals interesting variations in the means that are employed to amplify, and the differences suggest variations in evaluative strategies.

Amplification is encoded by a variety of means, and functions in two different ways. Firstly, amplification may represent an evaluation of an intrinsic quality, that is, the value is amplified without any direct comparative association with any other phenomenon or state of being. In each of the following examples this kind of amplification is encoded in the pre-modifier.

so...**complex**; very...**inflexible** (P3).

More commonly, however, the amplification takes a comparative form. This may be encoded as a pre-modifier, as in,

more **purposeful** (P2)

more **simply** (P3)

more **effective** (P4),

or the comparative meaning may be encoded within an attitudinal term as in,

the best ...*attempt* (P1)

as best he can; best suited to ESL (P3).

Comparative amplification is also infused in nominalised qualities expressing Appreciation, such as

ideal; advantages (P3)

the key (P4),

and in qualities expressed as processes, as in

improved (P4).

The choice of Graduation as comparative or as non-comparative, and implications for the construal of evaluative stance, are discussed in chapter 6 (6.2) where the choices are seen to relate to the construal of different voice roles.

While almost all instances of graded explicit meaning in the published texts represent amplification or increase in Force, there are a few instances where the value is downgraded. These instances of downgrading all represent a softening of Focus. See the underlined expressions below.

... **alleviated** somewhat (P3)

...the issues are **clouded** to some extent (P3)

...the general **difficulty** of ... measuring ... (P3)

...the **best** British attempt (P1).

In the first three, the writer chooses to soften categorical boundaries around a negative evaluation (*alleviated, clouded, difficulty*). In the fourth example, above, the writer positively evaluates a study by amplifying the Force of a positive value in *best*. However, at the same time the Attitude is downplayed by softening the Focus:fulfilment in *attempt*. The softening of Focus functions to erode a sharp positive/negative Attitude to one of degree of value. The value thus becomes negotiable. Interestingly, three of these four instances (*to some extent, general, attempt*) construe evaluations of some aspect of a research study, that is, they are oriented to FR, not FD. Given the very few instances overall in the published data of explicit evaluation of research activity (FR), these three instances of downgrading represent a very high proportion of the total number of instances of explicit Attitude; and given the significantly higher number of instances of explicit Attitude in relation to the domain (FD), the one instance of downgrading is not significant. The suggestion from this analysis is that, when what is being graded is an Attitude towards the domain, the grading almost always functions to construe a more compelling claim, whereas when the Attitude is towards research, the grading function predominantly to downgrade the Focus and to open the claim to negotiation.

In summary, the grading of explicit Attitude functions in two ways in the data. As amplified Force, it functions to make more forceful and compelling the positive or negative stance taken by the appraiser, contracting space for alternative positions. As softened Focus, it reduces the sharpness or clarity of the dichotomous positive/negative distinction, opening the claim to possible alternative positions. The former is closely associated with field as domain and the latter with field as research. The issue of dichotomous positive/negative values versus the grading of Attitude is taken further in section 5.2.1.2. in a discussion of different ways of construing solidarity.

5.1.1.4 Grading non-attitudinal meanings in the published texts

The discussion so far has focused on the encoding of Attitude by direct means, that is, by the choice of explicitly evaluative lexis. However, as detailed in chapter 4, there are other indirect means by which an attitudinal interpretation may be encouraged in the reading of a text. These include the Graduation of non-attitudinal meanings. As noted in chapter 4, resources for grading Attitude are themselves gradable. As such, they retain some evaluative potential even when unaccompanied by another inscribed evaluative resource. Graduation can function to evoke an attitudinal meaning through implying a relative or comparative value (Martin and Rose 2003). So modifying or amplifying an experiential meaning as *more, very, somewhat, or less* implies a relative value associated with that experiential meaning (c.f. Channell 1994, Myers 1996). In investigating how writers make

strategic use of Attitude in arguing for their own research, it is important to consider the indirect encoding of Attitude through the grading of non-attitudinal meanings.

What is immediately apparent from a review of the published data is that instances of evoked Attitude far outnumber those of inscribed Attitude in all the published texts. (Full analyses of Graduation evoking Attitude are found in appendix 1.a). This overall preference for implicitness over explicitness in encoding Attitude no doubt contributes to the view of academic discourse as 'objective' in nature. Although as I have noted earlier, the indirect encoding of Attitude through grading experiential meanings does in fact represent a subjectification of the 'objective' or experiential meaning by giving it 'value'. In other words the grading of non-attitudinal meanings enables attitudinal work to be done while retaining an underlying 'objectivity'. This issue is explored further in 5.2 in a discussion of patterns of Attitude and field, where the strategic role of graded non-attitudinal meanings emerges more clearly.

Kinds of Attitude evoked through resources of Graduation

I conclude this analysis of preferences in the expression of Attitude in the published texts by briefly reviewing the evaluative potential of resources of Graduation, and mapping them against the kind of Attitude that is evoked. An overall picture can then be established of preferred kinds of Attitude that takes into account instances of both inscribed Attitude (see 5.1.1.2) and evoked Attitude.

In the grading of attitudinal meanings the fundamental distinction is between grading as Force or as Focus. Grading as Force relates to assigning a relative attitudinal meaning as a degree of *intensity*, *quantity* or *enhancement*. I argue that if an experiential meaning such as *varied* is intensified with the pre-modifier *so*, the implication is to read *so varied* (P2) as implying Appreciation of the phenomenon being described (see 4.3.1). In terms of *quantity as amount*, if *many* (P1) are said to have studied a particular topic, then there is an implication of positive worth or significance for that topic implied through the amount of research support it has received (see 4.3.2). In terms of *quantity as extent*, if a certain phenomenon has *long been recognised* or *widely adopted* (P4) there is an implication of positive value in terms of credibility, generalisability or relevance (see 4.3.2.2). And in some cases adding circumstantial meaning to a process, where that circumstantial meaning is not in itself attitudinal, may function to evoke a meaning of *enhancement*, as in *working ... together as a whole* (S7). I argue that this implies Judgement of the agentive participants (that is the ones who *work together*) in terms of, in this case, a degree of capacity.

Focus relates to assigning a relative value by sharpening or softening a categorical or experiential boundary. Where the categorical boundary is of an entity, Focus is in terms of *valeur*, and represents either a degree of *authenticity* or of *specificity*. Where the categorical boundary is of a process, the Focus is in terms of *fulfilment*. Focusing as *valeur* implies a degree of Appreciation of the phenomenon that is 'focused'. Focusing as *fulfilment* may imply an Appreciation of a proposition, or a Judgement of the capacity of the participant responsible for the process. For example, in

Saunders (1963) has *indicated* [Focus: fulfilment] that ...*(X)*... (P1)

the Focus (*indicated*) functions to imply a degree of Appreciation for the proposition (*X*) (c.f. Lemke 1998). Appreciation is taken to be the kind of Attitude implied in all cases where the process that is focused is a projecting one, and where fulfilment is encoded through resources of phase:realis/irrealis. However, in other examples where fulfilment is encoded as conation, such as in

...*fail to complete* their course (P1)
...*attempt to unravel* (P1)

the Focus is taken to imply a Judgement of the capacity of the agentive participants.

The model of Graduation, as elaborated in chapter 4, theorises the means by which experiential meanings can be given an attitudinal implication through grading. In table 5.4, I provide examples of the kinds of values that are implied through the grading of experiential meanings. The table indicates examples of Graduation from the published texts and groups them according to field (see discussion in 4.5). The values that are implied are indicated on the right.

Table 5.4: Association of graded experiential meanings and Attitude (published texts)

Kinds of Graduation	Examples of Graduation evoking Attitude (oriented to FR)	Examples of Graduation evoking Attitude (oriented to FD)	Implied appraisal as a degree of ...	Evoking Attitude as a degree of
Intensity		<i>more direct</i> (P2) <i>so varied</i> (P3) <i>very one way</i> (P3) <i>reinforce</i> ...understanding (P3)	interest, importance	Appreciation: Reaction/ Composition
Force Amount	<i>well-documented</i> (P2) <i>Hendrickson (1981), Sommers (1982), Hillocks (1982) and Graham (1983)</i> (P4)	<i>all other students</i> (P1) <i>extensive practice</i> (P3)	support, significance, thoroughness, comprehensiveness	Appreciation: Valuation
Force Distance: Space	<i>nine American studies...some contradictory British evidence</i> (P1)	<i>in Hong Kong and other parts of Asia</i> (P4)	relevance, specificity, focus	Appreciation: Valuation
Force Distance: Time	<i>the early studies</i> (P4) <i>more recent studies</i> (P4)	<i>more than 40 years ago</i> (P4) <i>in recent years</i> (P4)	relevance, specificity, focus	Appreciation: Valuation

Force Scope: Space	several <i>related</i> observations (P3) <i>limited</i> effects (P4)	<i>widely</i> adopted (P4) <i>broaden</i> the audience (P2)	relevance, credibility, generalisability, thoroughness	Appreciation: Valuation
Force Scope: Time	<i>for at least 30 years</i> (P4)	a much <i>shorter</i> period (P4) <i>extensive</i> training (P4)	relevance, credibility generalisability,	Appreciation: Valuation
Force Enrichment	I have <i>experimented</i> with (P3) <i>precisely</i> measuring (P3)		thoroughness, rigour	Judgement: Capacity or Tenacity
Focus Authenticity		communicating to a <i>real</i> audience (P2) a <i>true</i> incentive (P2)	authenticity, accuracy, relevance, focus	Appreciation: Valuation
Focus Specificity	the <i>general</i> finding (P1)	<i>predominantly</i> for assessment purposes (P2)	relevance, focus	Appreciation: Valuation
Focus Fulfilment	Saunders (1963) has <i>indicated</i> that (P1) <i>attempt</i> to unravel (P1)	<i>fail to complete</i> their course (P1) <i>attempt to put across</i> (P2) <i>indications of failure</i> (P3)	truth, success, thoroughness,	Appreciation: Valuation/ Judgement: Capacity or Tenacity

While Graduation of processes as *enhancement* or as *fulfilment* can be seen to evoke Attitude as Judgement, in all other instances the kind of Attitude that is evoked is Appreciation, and in those instances the kind of Appreciation that is implied is that of valuation.

In summary, instances of evoked Attitude through Graduation can be seen to contribute in two ways to the 'objectified' nature of evaluation in the texts identified in 5.1 above. In the first instance they indirectly encode Attitude through grading resources of experiential meaning, and secondly the Attitude that is indirectly encoded is predominantly Appreciation, rather than the more personal Affect or Judgement. The use of Graduation to evoke Attitude thus reinforces the already strong preference for Appreciation found in the inscribed Attitude in the texts. The texts are overwhelmingly appreciative rather than emotional or judgemental in the nature of their evaluation.

5.1.1 Preferences in the expression of Attitude in the student texts

Noted above are the preferences in the published texts for expressing Attitude predominantly by indirect means, and for both the direct and indirect encoding of Attitude to construe Appreciation, rather than Affect or Judgement. I argue that these choices represent a registerial preference, and function to contribute to the perception of the discourse as 'objectified'. Although the student texts and the published texts differ in terms of both the 'expertise' of the writer (published versus novice) and in terms of the nature of the larger texts from which they are taken (research article versus dissertation), they do share a common overall social purpose, that is, they function to position and argue for the writer's own study. It is interesting therefore to consider the extent to which the student writers mirror the evaluative strategies employed by the published writers in respect of the

encoding of Attitude. Such a comparison can provide insights into, for example, the ways in which the published texts might function as models for student writing, or into the rhetorical effect of alternative evaluative strategies. In this section I identify preferences in the expression of Attitude in the student texts, drawing specific attention to areas of similarity and variation with dominant choices in the published texts.

5.1.2.1 Explicit Attitude in the student texts

In terms of the occurrence of explicit Attitude in the student texts, there appears to be little variation from the published texts. As in the set of published texts, explicit Attitude is encoded, to some extent, by all the student writers. They evaluate explicitly in the context of establishing background to the research topic, as in

S3

These Chinese returnee children sometimes may have the **unpleasant** experiences in interacting with peers in Hong Kong. Many returnee children cannot be accepted by the peers because of their fluent English. They may also find that they cannot understand each other although they speak in the same language - Cantonese. They find **difficulties** in sharing the values and the subcultures with peers and also they behave in different ways. These returnee children cannot build up a close relationship with peers in Hong Kong and hence they usually feel **isolated** and **depressed**....,

in the process of reviewing knowledge claims, as in

S2

Talbot (1992) argued that the correlation between interruptions and male dominance proposed by West and Zimmerman was too **straightforward**. She said, "Zimmerman and West **neglect** to observe woman's conversational practices." She also cast **doubt** on the meaning of the number of interruptions counted in their study. It was suggested that qualitative rather than quantitative method was more **suitable** to identify interruptions....,

and in previewing the writer's own study, as in

S4

In section 4.2, I will discuss the forces driving the development of written Cantonese in newspaper advertisements **in deep**.

As with the published writers, the student writers also make use of explicit Attitude in their texts. So, to the extent that the discourse can be characterised as 'objective', this characteristic is not achieved solely by avoidance of explicit Attitude. There are, however, some differences in preferences for encoding Attitude between the student texts and the published texts, which are discussed below.

5.1.2.2 Kinds of Attitude in the student texts

One interesting difference that emerges in patterns of use in the published and student texts is in the degree of dominance of resources of Appreciation. Where the published writers display a very strong preference for the encoding of explicit Attitude as positive or

negative Appreciation, the student writers also include evaluations as emotional responses (Affect) and as ethical concerns (Judgement). The two extracts below illustrate instances where Attitude other than Appreciation is strongly represented in a phase of text. In the extract from S3, the writer is evaluating aspects of the research topic, namely problems experienced by Chinese children returning to Hong Kong from overseas. In this example the writer evaluates the physical and human environment in terms of Appreciation (largely negative), but this is interspersed with expressions of the negative emotions felt by the people concerned. The kind of Attitude is coded in square brackets after each attitudinal expression in bold.

S3

The society is ever-changing. When someone has left a **familiar** [app:react+] place for a certain years or even just a month and then return, he/she will feel **uncomfortable** [aff:sat-] because of the **strangeness** [app:react-] of the city. So it is not surprising that many Chinese people who went overseas may **suffer** [aff:hap-] from **stress and disorientation** [aff:sec-] when they come back to Hong Kong. Even children are usually under pressure facing this “**strangeness**” [app:react-]. These Chinese returnee children sometimes may have the **unpleasant** [app:react-] experiences in interacting with peers in Hong Kong. Many returnee children cannot be accepted by the peers because of their fluent English. They may also find that they cannot understand each other although they speak in the same language—Cantonese. They find **difficulties** [app:react-] in sharing the values and the subcultures with peers and also they behave in different ways. These returnee children cannot build up a close relationship with peers in Hong Kong and hence they usually feel **isolated** [aff:sec-] and **depressed** [aff:hap-].

In the extract from S2 below, the writer reports judgements of the behaviour of subjects, and the emotions experienced, in a study of interruptions in conversation.

S2

Power interruptors were oriented to his own goal, interests, wants. They also wanted to re-introduce a topic. This kind of interruption was **rude** [jud:prop-], **intrusive** [jud:prop-], and **impolite** [jud:prop-]. In contrast, rapport interruptions involved shared goals, the express of **solidarity** [aff:sec+], **empathy** [aff:sec+], **interest** [aff:sat+] and **concern** [aff:sec+].

The student writers, through their inclusion of more expressions of Attitude encoded as Affect and as Judgement, construct a more personalised expression of evaluation than do the published writers. For example one student writer encodes Affect in

...they usually feel **isolated**... (S3)

where she could have encoded Appreciation as,

...the social networks are **inadequate**...

Another makes explicit Judgement, for example,

(X) should not be **neglected**... (S4)

where she could have encoded Appreciation, as

(X) are **important**...

And while Appreciation is still the dominant strategy used overall in the student texts, as it is in the published texts, there are also differences in the kind of Appreciation that is encoded. In the published texts the writers mostly encode Appreciation as valuation (construing meanings of significance, usefulness or worth). Valuation, Martin (2000: 160) explains, 'has to do with our assessment of the social significance of the text/process'. In the student texts, the encodings of Appreciation are also very frequently Appreciation:reaction which 'has to do with the degree to which the text/process in question captures our attention (...) and the emotional impact it has on us' (Martin 2000: 160). The connection to emotional response is again evident in the kind of Appreciation used by the student writers. There is, however, some variation in this regard across the student data. Text S4, for example, is more like the published texts in regard to both the very dominant encoding of Appreciation, and the encoding of Appreciation as valuation.

Grading explicit Attitude in the student texts

An analysis of the grading of expressions of Attitude in the student texts also reveals both similarities and differences with the published texts. As with the published texts, most of the grading of Attitude represents amplification, and the range of resources used reflects the range found in the published texts. For example, there are instances in the student texts of non-comparative amplification through pre-modification, as in

...childhood is a ***very important*** stage (S3)
 ...management ... is ***quite successful*** (S6),

or infused in the attitudinal term,

...they play a ***vital*** role (S3).

As with the published texts grading more often represents a comparative meaning, either encoded as pre-modification, as in

... a ***more thorough*** picture (S2)
 ...children are ***more susceptible*** (S3),

in a comparative form of the adjective, as in

... ***deeper***... studies (S2),

or infused in an attitudinal term, as in

... selling power is the ***crucial***...part (S4).

There are also instances in several of the student texts of amplification through repetition of associated meanings. For example, in

... was ***rude, intrusive and impolite*** (S4)
 ...involved...***solidarity, empathy, interest, and concern*** (S2)
 ...characterized as ***competitive, hard working and money-oriented*** (S6).

This strategy of listing three or more instances of explicitly evaluative terms was not found in any of the published texts. The published writers in this study appear to prefer other amplifying strategies.

While student writers do amplify some of the attitudinal meanings they express, this is less a feature of student writing than of the published texts. Rhetorical implications of this difference are discussed below in section 5.2 in relation to field.

Grading non-attitudinal meanings in the student texts

A comparison of tables 5.4 and 5.5 reveals a similar range of Graduation used in the student texts and the published texts, especially in relation to the evaluation of the field of research (FR).

Table 5.5: Association of graded experiential meanings and Attitude (student texts)

Kinds of Graduation	Examples of Graduation evoking Attitude from FR	Examples of Graduation evoking Attitude from FD	Implied appraisal as a degree of ...	Evoking Attitude as
Intensity				
Force Amount	<i>numerous</i> observations (S7) <i>many</i> investigations (S2) <i>extensive</i> literatures (S6)	<i>many</i> Chinese people (S3) <i>quite a number</i> of people (S6)	support, significance, thoroughness, comprehensiveness	Appreciation: Valuation
Force Distance: Space	the <i>US vs Chinese societies</i> (S3) <i>more related</i> (S4)	a <i>close</i> relationship (S3) <i>closely related</i> (S2) behave <i>differently</i> (S7)	relevance, specificity, focus	Appreciation: Valuation
Force Distance: Time	<i>up to the 1980s</i> (S4)	<i>Eventually</i> we will (S3) <i>new</i> Hong Kong culture (S4)	relevance, specificity, focus	Appreciation: Valuation
Force Scope: Space	the <i>limitations</i> of this study (S4) <i>different</i> focuses (S2)	not <i>confined</i> to newspapers (S4) <i>pervasive</i> phenomenon (S4)	relevance, credibility, generalisability, thoroughness	Appreciation: Valuation
Force Scope: Time	<i>over the past decade</i> (S4) <i>30 years since the 1970s</i> (S2)		relevance, credibility, generalisability, thoroughness	Appreciation: Valuation
Force Enrichment	<i>to explore</i> (S7) investigate(d) (S2, S6) examined (S3, S4)	<i>drive</i> the development (S4) Working ... <i>together as a whole</i> (S7)	thoroughness, rigour, energy	Judgement: Capacity or Tenacity
Focus Authenticity		<i>to a certain extent</i> ...unfamiliar (S3) <i>pure</i> Cantonese (S4) <i>a kind of</i> ...human resources (S6)	authenticity, accuracy, relevance, focus	Appreciation: Valuation
Focus Precision	study will <i>concentrate</i> on (S2) <i>a general</i> picture (S4)	<i>especially</i> children (S3) in the <i>narrow</i> sense (S4)	relevance, focus	Appreciation: Valuation
Focus Fulfilment	<i>an indicator</i> (S5) <i>showed</i> (S2) <i>suggested</i> (S6) <i>fulfil</i> (S4)	<i>achieve</i> the objectives (S5) <i>attempted to change</i> (S2) <i>to a certain extent</i> becomes (S3) can be <i>accomplished</i> (S7)	truth, success, thoroughness	Appreciation: Valuation/ Judgement: Capacity or Tenacity

The student writers do make use of a range of graduated experiential meanings to evoke Attitude in their introductions, although the extent and range of resources varies from text to text.

5.1.3. Summary of similarities and variations in preferred expressions of Attitude in the published and student texts

To this point I have considered the extent and nature of expressions of Attitude encoded in the two sets of texts. A picture is emerging of a discourse in which writers do personalise their texts with overt attitudinal expressions. In terms of the extent of use of attitudinal lexis little difference is evident between the published texts and the student texts. Both published and student writers prefer to express Attitude as Appreciation, rather than Affect or Judgement, and Appreciation most often encodes values of worth or significance. While the overt expression of Attitude functions to personalise the discourse, I argue that the preference for Appreciation, as the valuing of phenomena (Martin 1997) functions to objectify the evaluation to some extent, or at least to reflect the nominalised, objectified nature of the discourse.

Some differences arise in the degree of that dominance of Appreciation, with more instances of Affect and Judgement in the student texts, pointing to a difference in rhetorical strategies used by the published and student writers. The student writers are more inclined, to include phases of text where they argue on emotional and ethical grounds. However, in relation to this variation it is important to note differences in the functioning of the larger documents from which the texts are taken. The fact that the students are all constructing a longer text, a dissertation in contrast to a research article, may encourage a wider range of rhetorical strategies in contextualising the writer's own study, including more varied justifications for their chosen topic of research.

The student writers, like the published writers vary considerably in the extent to which they amplify their attitudinal choices. A rhetorical implication of the use of amplified explicit Attitude is that explicit positive and negative values are made more or less compelling. A lack of grading can therefore impact on the force of the argument constructed by the writer. These areas of difference will be further discussed in later sections in which I consider the strategic impact of the patterning of particular attitudinal choices. There are also similarities between the published texts and the student texts in the kinds of experiential meanings that are graded to evoke Attitude, and similarities in the range of resources used to express these meanings (see tables 5.4 and 5.5).

The overall preference for encoding inscribed Attitude as Appreciation and the frequency with which Graduation is employed in indirectly evoking Attitude in all the texts, points to a strategic use of Attitude by the writers in the construction of a persuasive argument for their

own research. However, before such an argument can be further advanced, a closer investigation is needed of patterns of use in relation to what is being evaluated, and where this evaluation occurs in the text. The approach taken to an analysis of the patterning of evaluation is a metafunctional one (Halliday 1985, 1994), enabling the interpersonal meanings of evaluation to be considered in relation to both experiential and textual meanings as well as their co-occurrence with other evaluative meanings. These patterns of occurrence are addressed in the following sections (5.2, 5.3, and 5.4).

5.2 Patterns of distribution of Attitude and field: particulate structuring of interpersonal meaning

The patterning of evaluation is considered in the first instance from the point of view of experiential meanings, that is, in terms of the field that is being attitudinally evaluated. As noted in chapter 4, each text in the study reveals the construal of two fields. The first field is that of the domain or the subject matter that is the focus of research. The field as domain is configured of participants, processes and circumstances that constitute the activities that are of interest or concern to the researchers. The field as domain is coded as FD. The second field is that of research itself as an activity. This is coded as FR. The field of the domain (FD) varies in specific content from text to text. The domains of study include, for example, issues of age and performance at university, or problems experienced by returnee children in Hong Kong. The field of research (FR) on the other hand constitutes a set of activities that are referred to in all the texts in the study to a greater or lesser extent. These include identifying research issues, processing and interpreting data, identifying findings, and claiming and disseminating outcomes. What is being appraised in each instance of attitudinal meaning is identified in terms of the relevant general field, rather than as a specific phenomenon. The question to be addressed is whether different fields are evaluated in different ways, and if so, to what rhetorical effect.

5.2.1 Attitude and field in published texts

In the discussion above I have made reference in a number of places (5.1.1.2, and 5.1.1.3) to an apparent association of field and explicit/implicit encoding of Attitude. I begin this section with a closer analysis of the patterns of distribution of explicit and evoked Attitude according to field in the published texts. I then consider the ways in which associations of Attitude and field are strategic in construing an evaluative stance in the discourse.

5.2.1.1 Explicit Attitude and field in the published texts

An overall picture of explicit Attitude according to field in the published texts (see table 5.6) reveals a marked difference in distribution between FD (the domain) and FR (research activity).

Table 5.6: Instances of explicit Attitude in relation to field in published texts

Text	FR	FD
P1	8	18
P2	0	31
P3	2	36
P4	3	37

The contrast in usage is least marked for text P1, in which less than one third of all expressions of explicit Attitude are directed towards research as the field of activity (FR). In P2, there are no explicit attitudinal references to research in a text with more than 30 such references in relation to FD. In texts P3 and P4, there are two such references only to FR with more than 35 instances in relation to FD. The actual instantiations for text P4 are presented in table 5.7. (See appendix 2.a for analysis of all published texts).

The data suggest that the published writers adopt an overt and amplified attitudinal stance in relation to the field as domain (FD), but refrain from doing so when taking a stance in relation to other research activity (FR). If objectivity can be equated with an avoidance of explicit Attitude then the pattern emerging is that the writers achieve a degree of objectivity by avoiding the explicit evaluation of research activity.

Table 5.7: Realisations of inscribed Attitude according to field for text P4

Inscribed Attitude oriented to FR	Inscribed Attitude oriented to FD
<ul style="list-style-type: none"> • the time constraints • a thorough introduction is not ... possible • it is necessary to focus on certain key features 	<ul style="list-style-type: none"> • The...negative effects • of traditional ... feedback • The benefits of using peer groups • peer relationships are the key • feedback has been ... a useful alternative • the reasons for the increased interest • a cheap means of delivering education • an era of ... tight public-spending • teachers ... recognised the value . • the ... positive effects ... • peer response is ... effective • subjects ... improved • approach ... is ...nothing new • a key feature of process writing • the benefits of using a process-oriented approach • described as “an innovation” • Approaches ... have been popular • is ...considered an innovation • the constraints of the ...context

	<ul style="list-style-type: none"> • it is essential to change ... attitudes • towards an innovation • one of the main (problems) • (main) problems • the pressure of trying • trying to innovate • highly constrained ...situations • although useful • that for an innovation to become widely adopted • to be considered an innovation • the earlier the better. • a more effective • and efficient way to proceed • teachers ... had a positive experience • the possible problem • is another constraint • Another difficulty ... is . • thorough ... training • training is desirable • following the emphasis placed by • writing... has a central role to play
--	--

Where writers do explicitly evaluate research, they prefer to do so in downgraded ways, as indicated in the underlined expressions in the following examples,

- ...the issues are **clouded** *to some extent* (P3)
- ...the *general* **difficulty** of ... measuring ... (P3)
- ...the **best** British *attempt* (P1).

In these few instances in the published data where the field of research (FR) is evaluated with graded explicit Attitude, the grading represents a softening of Focus. (See discussion 5.1). The two remaining instances in the data of overt evaluation of research,

- ...a **thorough** introduction is not ... possible (P4)
- ...it is necessary to focus on certain **key** features (P4),

are oriented to the writer's own study rather than to research undertaken by others.

5.2.1.2 Evoked Attitude and field in the published texts

A review of patterns of explicit and evoked Attitude reveals very marked differences in the way these resources are distributed across the fields of FR and FD. While analyses of explicit Attitude in the data, discussed above, reveal very few instances that evaluate an aspect of the field of research (FR), an analysis of Attitude that is evoked through resources of Graduation shows a very different distribution. The ratio of instances of explicit Attitude to Graduation evoking Attitude, for field as research (FR) for the published texts is indicated in table 5.8. Analyses of Graduation evoking Attitude for all published texts are provided in appendix 1.a.

Table 5.8: Instances of Graduation evoking Attitude according to field for published texts

Text	Number of instances of Explicit Attitude for FR	Number of instances of Graduation evoking Attitude for FR
P1	8	52
P2	0	5
P3	2	18
P4	3	28

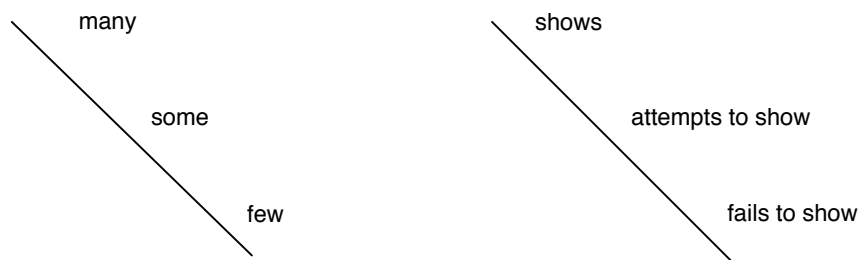
A comparison of the distribution of explicit Attitude with field (table 5.6) and Graduation evoking Attitude with field (table 5.8), reveals that in evaluating research (FR) there is a very strong preference for encoding Attitude indirectly through resources of Graduation. It appears that the means by which academic writers 'objectify' their academic argument is typically by construing research as a graduated activity. However, in doing so, as noted earlier, the writers are not in fact 'objectifying' an argument or point of view, that is, they are not shifting meanings from an interpersonal towards a more ideational perspective. They are adding an interpersonal perspective to an ideational meaning. They are, in linguistic terms, subjectifying the objective.

One further implication from the preference for explicit Attitude in relation to FD, and evoked Attitude in FR, is for the kinds of solidarity relations that are implicated. Because explicit Attitude is coded as either positive or negative, an encoded position requires an association of either in-group or out-group solidarity. However, the indirect encoding of Attitude through grading experiential meanings, avoids this dichotomous positioning in favour of a relationship of degree of association. The relationship is one of degree of a closeness or distance, likeness or difference. The difference can be represented diagrammatically as in figure 5.1.a) and b) below.

Fig. 5.1 a) Dichotomous representations of Attitude construing in-group or out-group solidarity

Positive (in-group)	Negative (out-group)
useful	time-consuming
benefits	problems
satisfied	dissatisfied

Fig. 5.1 b) Clined representations of Graduation construing difference by degree



5.2.1.3 Positive and negative values in the published texts

A further pattern to consider in the expressions of explicit Attitude in the published texts is in the distribution of positive and negative values. In this analysis I attend only to those sections of the texts that construct the field as domain (FD), as it is in relation to this field that explicit Attitude is predominantly found. It is evident that in all the published texts, Attitude oriented to the domain is encoded both positively and negatively, frequently in oppositional pairs. In P1 for example, oppositional values are encoded in relation to the same phenomena (*better/worse*). In P2 different aspects of the domain are encoded oppositionally as for example, *authentic vs artificial*, and in P4 as *negative vs positive*, *traditional vs innovation*, and *benefits vs problems*. The result is that the domain is being construed in each text as a contested field in some respect. Where positive/negative pairs refer to the same phenomenon, as in P1, the resultant effect is to construe knowledge of the topic as contested, and hence to establish the ground for further research. Where the dichotomous terms refer to different aspects of the topic, as in P2 and P4, the effect is to reinforce the relative value of one aspect of the domain over another. So in P2, for example, the domain (as language pedagogy) is represented as one in which there are competing approaches. The positive/negative sets of lexis in the text indicate that the writer is strongly oriented to one rather than the other approach. Indirectly the argument is that research is warranted in relation to one approach, because that approach is better than the alternative.

The encoding of oppositional values construes the domain (FD) as one in which alternative positions exist. As such the domain is construed as contested in some respect. In the published texts, the writers employ these oppositional values strategically in the construction of an argument for their own study, establishing their chosen research domain as one 'worthy' of research, on the grounds of contested points of view, or in other words, unresolved knowledge.

5.2.1.4 Variations in Attitude and field in the published texts

The domain of research varies from text to text in the data, and, as might be expected, the domain has an influence on choices in attitudinal lexis. While the data in this study are insufficient to allow a detailed investigation of the kinds of values typically associated with different domains, an analysis of the Attitude expressed in two of the texts gives an indication of the field-specific nature of choices of attitudinal lexis. In P1, for example, the research concerns the relative performance at university of students according to age. Much of the Attitude related to the topic encodes Appreciation of relative value in terms of *better* or *worse*. We find the following, for example

P1

...that younger students tended to obtain **better** degree results
 ...that bright children admitted early to higher education fare **better** than
 ...that those who gain the necessary qualifications ... are **more successful**
 ...that those aged twenty-four and over tended to do **better**
 ...the academic **superiority** of veterans
 ...that whether mature students fare **better** or **worse** ... depends upon.

Text P4, on the other hand, is concerned with the evaluation of a teaching technique, and much of the Attitude in the text encodes Appreciation of the impact of the technique, as in *benefits, useful, positive effects, effective, value*, etc., as in

P4

...on the ... **negative** effects of **traditional** feedback ...by teachers
 ... long recognised the **value** of these
 ...**difficulty** in writing...
 ...the *several* **positive** effects ... of students critically reading
 ...that peer response is *as* **effective** as teacher response"
 ...A process approach to writing... is also "**nothing new**"
 ... the long history of the **benefits** of using a process-oriented approach
 ..."an **innovation**"
 ...although **useful**, might be a case of '**too little too late**'.

P2 shares a common general domain (FD) with that of P4, namely a pedagogic technique, and this is reflected in the encoding of similar expressions of Attitude in, for example, *benefits, traditional, usefulness, difficulties, positive*, as in

P2

...The **usefulness** of peer review as a technique
 ...the **benefits** of peer review in L2 writing instruction
 ...In the **traditional** classroom, writing is often done in isolation
 ...judge the **usefulness** ... of their comments
 ...understanding of their peers' **difficulties** in writing
 ...make writing a *more* **positive** learning activity.

While choices in specific attitudinal lexis are influenced by the field, the differences noted above between P1 on the one hand, and P2 and P4 on the other, are not simply contributing to the construction of different domains. They also represent different ways of construing value in relation to a domain. In P1 the explicit Attitude is encoded

comparatively. That is, the value is relative to that of another phenomenon or state of being (*better, worse*). In P2 and P4 the values are encoded predominantly in non-comparative forms (*negative, benefits, difficulty*). In other words the writers P2 and P4 are not foregrounding relationships between phenomena. This issue is discussed in chapter 6 (6.2) as variations in voice structuring in texts.

5.2.2 Attitude and field in the student texts

A comparison with the student texts at this point provides a basis for considering pedagogic implications arising from the overall patterns of distribution of Attitude identified in the published texts. Questions asked of the data at this point include: To what extent do the student writers mirror the strategies employed by the published writers? Where variations occur, can these be interpreted as a consequence of the novice status of the writers, or as related to differences in the nature of the overall text being produced? What implications might there be for making use of published texts such as those in this study as models for student writing? In the following section I investigate similarities and differences in the patterning of Attitude and field in the student texts, and discuss the implications of any variations in patterning that emerges.

5.2.2.1 Explicit Attitude and field in the student texts

As with the published texts, the encoding of explicit Attitude in the student texts is much more likely to represent an evaluation of the domain (FD) than an evaluation of research activity (FR). The distribution of explicit Attitude to field is summarised quantitatively in table 5.9. (See appendix 2b for all instances.)

Table 5.9: Instances of explicit Attitude in relation to field in student texts

Text	Explicit Attitude for FR	Explicit Attitude for FD
S1	4	10
S2	14	19
S3	1	38
S4	7	32
S5	1	16
S6	4	21

Text S2 represents the text with the most explicit evaluation of FR, and the most balanced encoding of explicit Attitude across the two fields. A close examination of the explicit evaluation of FR in this text reveals that the evaluations apply to the following aspects of research activity:

- the writer's chosen research methodology: **favourable; convenient; economic; suitable; useful; rare**

- the writer's own study: **thorough**
- research by others- in general: **deeper**
- research by others- specific: **neglect; too straightforward; cast doubt on; suitable; cast doubt on; new.**

In other words, more than half of the explicit attitudinal choices used in evaluating FR relate to the writer's own study. Of the instances of explicit evaluation of another specific study, five of the six are attributed to a voice other than the writer's, that is they are not directly averred by the writer, as in

S2

Talbot (1992) argued that the correlation between interruptions and male dominance proposed by West and Zimmerman was *too straightforward*. She said, "Zimmerman and West **neglect** to observe woman's conversational practices." She also cast **doubt** on the meaning of the number of interruptions counted in their study.

The one instance of explicit writer evaluation of a specific study by another researcher is the positive Appreciation, *new*. Even in S2 then, there is very little explicit evaluation of other research or other sources.

5.2.2.2 Evoked Attitude and field in the student texts

Table 5.10 represents the ratio of explicit Attitude to Graduation evoking Attitude for field as research (FR) for the six student texts. It is evident that the student writers also strongly prefer to evaluate research activity indirectly.

Table 5.10: Ratio of explicit Attitude to Graduation evoking Attitude for field as research (FR) for student texts

Text	Number of instances of Explicit Attitude for FR	Number of instances of Graduation evoking Attitude for FR
S1	4	3
S2	14	42
S3	1	20
S4	7	53
S5	1	3
S6	4	16

A comparison of the student texts and published texts shows similarities with respect to preferences for Graduation evoking Attitude in evaluating research (FR) (see table 5.8 and table 5.10).

5.2.2.3 Positive and negative Attitude in the student texts

As with the published writers, most of the student writers encode some oppositional positive and negative Attitudes in relation to aspects of the domain (FD), for example,

S1: *barriers vs effectiveness*

S2: *successful vs unsuccessful; rude vs solidarity*

S3: *familiar vs unfamiliar; difficulties vs facilitate*

S4: *vulgar vs colourful; successful or not*

S6: *competitive vs harmonious; satisfied vs dissatisfied; rewarding vs stressful.*

As argued above (5.2.1.3) the encoding of oppositional values in relation to aspects of the FD functions to construe the domain as contested in some respect.

The student text that differs in this respect is S5. In this text the writer positively evaluates aspects of the domain as, for example, *reputable*, *special*, and *vital*, but no oppositional values are encoded. As a result the domain is construed as one in which there is no contestation of claims. A comparison of the strategies employed by the writers of P2 and S5 is useful at this point. Both P2 and S5 are identified below (5.2.3.) as displaying very similar distributions of Attitude according to field. Both are strongly domain-oriented. However, if we compare the texts in terms of the distribution of positive or negative Attitude, we see that they are different in this respect. In text P2 the writer's argument for her own research is predominantly situated in a valued domain, but a domain in which things are valued differently. In S5 the writer also situates her research within a domain, but one where there are no alternative values encoded. In this sense, when writer S5 is discussing the domain of her research she does not avail herself of opportunities to construe that domain as a site of contested or unresolved knowledge, or in other words it is not construed in attitudinal terms as a research site.

5.2.2.4 Variations in patterns of Attitude and field across individual texts

When both explicit Attitude and Attitude evoked through Graduation are considered together and viewed across individual texts (see table 5.11), the patterns of distribution of Attitude according to field (FR and FD), reveal that some texts are more domain-oriented and others are more research-oriented in their evaluations. That is, some writers construct an argument for their own research that is essentially that the domain of the research is interesting, important, or worthy in some respect, and that the writer's own study is warranted on these grounds. Other writers rely more on evaluations of aspects of research (FR) as the basis for an argument for their own study, that is their own study is warranted on the basis of the nature or findings of other research undertaken in the topic area.

Table 5.11: Total number of instances of Attitude (explicit and evoked) for FR and FD

Text	FR	FD	Text	FR	FD
P1	60	26	S1	7	29
P2	5	48	S2	56	28
P3	20	57	S3	21	53
P4	31	78	S4	60	81

			S5	4	44
			S6	20	39

Within the set of the published texts, P1 differs from the other three texts in that the writer orients his evaluation strongly towards the field of research (FR). The writer's strategy is to argue for his own study as positioned in relation to other research. The writers P3 and P4 are somewhat more domain-oriented. They argue in part for their own research as positioned within a valued domain. P2 is extremely domain oriented, relying predominantly on an argument for the value of the domain. Amongst the student texts, too, there are significant variations. Text S2 is the most research-oriented, displaying a similar evaluative strategy to that of text P1. The other student texts are more domain-oriented. Text S5 is similar to P2 in that it displays very strong domain orientation with very few instances of evaluation of other research (FR). This perspective on the texts identifies different macro-strategies employed by different writers, and interestingly reveals that the significant variations are within the data sets of published and student writers rather than between the sets. Both published writers and student writers vary in the extent to which they situate their studies within one or other field (FD or FR). Such a finding has important pedagogical implications especially in relation to the identification of model texts for novice writers, and the recognition that published writers vary in the rhetorical strategies they favour. I will return to a discussion of such implications in chapter 7.

5.2.3 Summary of variations in the distribution of Attitude with field in the published texts and student texts

A comparison in the patterns of distribution of Attitude according to field, shows firstly that the student writers mirror the published writers in their willingness to evaluate explicitly the domain of research (FD), while avoiding doing so in relation to research as a field of activity (FR) and especially in relation to the research undertaken by others. Writers choose instead to evaluate research (FR) indirectly through the grading of experiential meanings. The field of research (FR) is thus construed in both sets of data as a graduated activity, and by such means experiential meanings are given a subjective orientation.

Orienting the evaluation to one field or another, as I have argued above, means that the writer will draw differently on resources to construe Attitude. Domain-oriented evaluation includes more instances of inscribed Attitude. The inscription of values sets up values predominantly as an opposition of positive and negative. This opposition of values functions in two ways; it construes the domain as a contested field in some respect, and it also functions to set up a dichotomous relationship of solidarity as either in-group or out-group.

The amplification of the explicit Attitude encodes an additional meaning of degree, but the solidarity that is encouraged is still essentially an oppositional one of positive alignment or negative opposition. The preference for amplification of explicit positive or negative values (see 5.1.1.3) in fact functions to establish these positive or negative alignments as even more compelling.

In contrast, research-oriented evaluations are rarely explicitly attitudinal. The work of appraising research is done overwhelmingly through resources of Graduation that evoke Attitude. The writer does not align with aspects of the field of research in terms of oppositions of positive or negative, but rather in terms of relative positioning on clines of experiential meaning. Alternative positions are seen as relatively closer or more distant from one another in some respect. While Graduation of experiential meaning functions to evoke Attitude, the explicit meaning is one of aligning by degree. It is this alignment by degree achieved through the grading of experiential meanings that allows academic writers to both maintain solidarity with the broader research community of which they are part (Hyland 1998, Myers 1989, Bazerman 1994), and at the same time to distance themselves from other studies, to construe a distinctive space for their own contribution (Swales 1990). The representation of research as a graduated activity enables the construal of both solidarity and difference.

This perspective on evaluation, identified as patterns of distribution of Attitude with field contribute significantly to our understanding of the linguistics of how writers meet the challenge in academic writing of constructing a persuasive argument on the one hand, while refraining from being seen as 'too personal' on the other, and how writers retain solidarity with a research community while establishing difference and hence space for their own research. On the whole, the student writers in this study mirror the strategies employed by the published writers in terms of the patternings of Attitude and field, suggesting their 'acculturation' into those discourse practices of their community. This points to ways in which the published texts may function as pedagogic models, and as a basis for discussion of strategies with novice writers. Where differences do occur, for example, in the lack of oppositional values encoded in relation to the domain in S5, the study points to the rhetorical impact, and alternative strategies can be tried out and evaluated with students. The study also indicates considerable variation within the sets of data in respect to emphasis given to one or other field in the overall argument. This too suggests pedagogic implications in terms of representing to novice writers alternative rhetorical strategies in such discourse.

Patterns in the distribution of kinds of expressions of Attitude with field indicate one key rhetorical strategy employed in the discourse. Other such strategies are identified and discussed below.

5.3 Co-articulating Attitude: the prosodic patterning of interpersonal meanings

In 5.2 above, I discussed how Attitude is distributed according to field. I noted the categorical patterning that emerges. Experiential meanings construe the world categorically as part-whole or part-part relationships, and ‘predispose particulate forms of realisation’ (Martin 1992b: 10). The analysis of Attitude according to field results therefore in a categorical distribution of kinds of expressions of Attitude with kind of field. Interpersonal meanings, on the other hand, are realised prosodically. This means that they are not bounded by neat categorical boundaries, but flow across stretches or phases of discourse (Halliday 1985, Martin 1992b, 1996; see also Poynton 1996, Thompson 1998, Lemke 1998, Rothery and Stenglin 2000, Macken-Horarik 2003). Lemke (1998) refers to this process by which prosodies of value are realised as ‘propagation’. In prosodies of value, Lemke suggests that

components of what is functionally a single overall evaluation are spread out throughout the clause, clause-complex, or even longer stretches of text. As this happens they overlap with other evaluative meanings (Lemke 1998: 43).

These multiple realisations of evaluative meaning ‘support one another textually’ (Lemke 1998: 48) shifting or enhancing an overall attitudinal position. While Lemke integrates both attitudinal meanings and modality in his semantic framework of evaluation, these semantic categories are distinguished in the model of Appraisal (Martin 1997, 2000). Within Appraisal theory Attitude refers to the encoding of positive and negative values, and modality is considered in terms of Engagement – or the management of heteroglossic space (see chapter 6). In the analyses discussed in this section I focus therefore on the realisations of attitudinal meanings only. I investigate how attitudinal meanings co-articulate and ‘overlap’ with other attitudinal meanings. I consider in particular how the resultant prosodic patterns enhance a particular attitudinal colouring across phases of text. The interpersonal resources of attitude and modality are re-integrated in a discussion of alignment in chapter 6.

5.3.1 Prosodic patterning of Attitude in the published texts

As Lemke (1998) points out, prosodies of interpersonal meanings can function at clause level, across a clause complex, or across a significantly longer stretch of text. He also identifies a number of resources that can function to propagate evaluative meanings. These include cohesive links, clause level grammatical connections, projection, and what he refers to as ‘extended prospective and retrospective evaluation’ (1998: 52), which seemingly corresponds to Martin’s notion of periodicity in higher level Theme and New (Martin 1992b). I draw here on Lemke’s resources for propagation of evaluative meanings to consider prosodic patterning of Attitude in the published texts.

5.3.1.1 Propagating prosodies along cohesive links

In terms of cohesive links, Lemke (1998: 50) suggests that evaluative meanings can ‘propagate (...) along cohesive chains, but they can also create cohesive chains’. The first extract provides an example of the creation of a cohesive prosody of Attitude where the propagation is along cohesive chains (conjunctive signals are boxed and cohesively linked elements are underlined).

P2

Peer reviews reflect writing as a truly communicative process rather than an artificial, lonely exercise where students write for a **pseudo**-reader, the teacher, who reads students' essays predominantly for assessment purposes rather than for real communication.

Here each instance of *rather than* establishes a contrast in meaning, in the first occurrence between the attributes of two participants, and in the second between two circumstantial elements. In the first case only one of the participants is explicitly evaluated and that is in negative terms (*artificial, lonely*), while the other is graded as Focus:authenticity, evoking Appreciation. The explicit negative Attitude propagates retrospectively around the contrastive conjunctive link (*rather than*) to further motivate a reading of positive Appreciation in *truly communicative*. In the second instance, neither of the circumstantial meanings is explicitly evaluated, although resources of Graduation evoke Attitude in one case (*real*), and there is a grammatical link back from *for assessment purposes* to the negative Attitude in *pseudo*-. In terms of cohesion, the lexical string of *communicative* and *communication* spreads a positive interpretation to *real communication*, which, given the contrast signaled in *rather than*, reinforces a negative reading of *predominantly for assessment purposes*.

In the second example of ‘evaluative cohesion’ (Lemke 1998), the attitudinal choices function to construct cohesive links. Again the linked elements are underlined.

P2

Exposing [+scope] student writers to readers, who are their fellow students not only broadens [+scope] the audience, but helps develop [+quantity] their critical thinking skills -- both [+quantity] as readers and writers.

In this extract there are no instances of explicit Attitude, but a number of instances of Graduation that represent either +scope or +quantity, and all evoking positive Appreciation:valuation. The repetition and/or consistency of values in multiple instances propagate a cohesive attitudinal stance across the whole clause complex, and as each encoding of evoked Attitude is overlaid onto the next, the value construed across the clause complex is more than the value of any one instance.

5.3.1.2 Propagating prosodies in grammatical structures

An example of a grammatical structure functioning to propagate attitudinal meanings is seen in the following:

... peer review is a **useful** [+app:val] technique for *encouraging* revision in writing (P2)

The causal relation encoded in *for* functions to connect the thing that is being evaluated (*technique*) with its post-modifying use (*encouraging revision*), encoded in an embedded clause. The evaluative epithet *useful* propagates across the nominal group to overlap with the graduated meaning in *encouraging* to further motivate a positive reading of *encouraging*.

As Lemke (1998) notes, prosodies of value can be propagated both prospectively and retrospectively. At a clause level retrospective grammatical propagation is evident in the following clause. The underlining indicates points of propagation.

the timing meant that the results were not distorted by any 'returning servicemen factor' (P1)

The evaluative colouring of *timing* is retrospectively enhanced by the explicit positive Appreciation encoded in *not distorted*. The elements are grammatically linked around the causal relation (*meant*).

5.3.1.3 Propagating prosodies through projection

Lemke's (1998) notion of 'projective propagations' relates to the propagation of values that functions between a sayer and a projecting process. He suggests that explicitly naming an intertextually valued sayer increases the value attributed to the projected proposition. In the following extract for example, the sayer, *Vygotsky*, could be expected intertextually to encode a high positive value. The proposition (in this case textually but not grammatically) projected by this source then takes up the positive value of the sayer.

Students in pairs or small groups can pool ideas, and it is through interacting with others that students learn and develop (Vygotsky, 1978). (P2).

Alternatively, the value encoded in a projecting process can be seen to carry across to the sayer. So, for example, in

Sanders (1961) *showed* that the university success rate fell until the age of twenty or twenty-one... (P1),

the evoked positive Judgement:capacity encoded in Graduation:fulfillment (*showed*) propagates back to the sayers, *Sanders*.

5.3.1.4 Propagating as extended prospective and retrospective evaluation

The final resource that Lemke (1998) identifies for propagating values is loosely described as extended prospective and retrospective evaluation. This corresponds I suggest to the notion of periodic structuring and the prediction and consolidation of meanings in higher level Themes and News (Martin 1992b, Martin and Rose 2003). Some aspects of this patterning across extended text are considered here. However this periodic patterning of Attitude is considered in more detail in 5.4.

In the following example of an extended prosody, the explicit positive Appreciation of the research methodology as showing *refinements*, propagates over several subsequent clauses, extending a positive meaning, without any further explicit coding of Attitude, to the underlined expressions.

P1

His methodology showed certain other **refinements**. First, he excluded overseas students. Such students tend to be older than average and also to fare worse academically (Woodley 1979), thus influencing any age / performance relationship. Secondly, he used two measures of performance; the proportion leaving without obtaining a degree and the degree results of those taking final examinations. Finally he weighted the degree class obtained according to its rarity value in each faculty.

Martin (1992b: 11) explains prosodies as 'realised continuously, amplifying Attitude wherever the potential for expressing attitudinal meaning is made available'. Obvious resources with potential to propagate a prosody would include other attitudinally loaded terms, and as indicated in examples above, graded non-attitudinal terms can also be taken up in this respect. In the example above, there are no instances of inscribed Attitude beyond *refinements*. There are, however, graduated meanings encoded in *First...*, *Secondly...*, and *Finally...* that function to maintain the positive association with *refinement*. There is also the numerative *two* which, in taking up the positive prosody, functions here as amplification, in the sense of 'more than one'. The terms *exclude*, *use ...measures* and *weight* are also attitudinally coloured within the prosodic domain of *refinements*. Reading from within the discourse community of academic researchers these terms also offer the potential to be interpreted attitudinally. Yet a reading of the underlined terms as evoking positive Attitude relies on the prosody of strong positive value initiated with the description of *refinements*, and carried forward through their grammatical associations with *First*, *Secondly* and *Finally*. This reliance for value on the initiating positive evaluation can be

seem in a rewording of the text, where the initial coding of explicit Attitude is eliminated, as in

P1 reworded

The methodology he used was as follows. First, he excluded overseas students. Such students tend to be older than average and also to fare worse academically (Woodley 1979), thus influencing any age / performance relationship. Secondly, he used two measures of performance; the proportion leaving without obtaining a degree and the degree results of those taking final examinations. Finally he weighted the degree class obtained according to its rarity value in each faculty.

The rewording, above, means that there is no longer any association of value with the underlined terms. The value propagated could also be reversed in polarity by the inclusion initially of negatively encoded Attitude, as in

P1 reworded

There were certain **problems** with this methodology he used was as follows. First, he excluded overseas students. ... Secondly, he used two measures of performance; Finally he weighted the degree class obtained according to its rarity value

The underlined terms now take on a negative association.

Resources that represent a grading of experiential meaning as Force or Focus are coded as evoking Attitude in the analyses in this study. Instances where there is no apparent grading, and where the only implication for an attitudinal reading is through a prosodic association, as is the case with *excluded*, *used...measures* and *weighted* in the extract from P1 above, the terms are not coded as evoking Attitude. However, an exception to this is the case where experiential terms can be seen to enter into graded sets in the data. Such a condition applies, for example, to the lexical set that refers to the process of inquiry as *look into* in contrast to *examine* or *explore* (see 4.3.4).

The robustness of a prosody seems to be influenced by the intensity of the original choice as well as the frequency, explicitness, or amplification of subsequent choices. A robust prosody has the power to colour more resources and draw them into its domain of influence. In the following extract from P1, a phase of text is introduced with strongly amplified Appreciation as *the best*.

P1

Walker's (1975) study of mature students at Warwick University represents **the best** British attempt to unravel the relationship between age and performance. He took 240 mature undergraduates who were admitted to the university between 1965 and 1971 and compared their progress with that of all undergraduates. This gave him a reasonably large sample to work with and the timing meant that the results were not distorted by any 'returning servicemen factor'.

A prosodic domain can be broken by the use of a counter-expectancy marker, especially concessive conjunctions such as *however*, or *although*. (The role of such resources will be

discussed in detail in chapter 6.) It also seems that paragraph boundaries can be assumed to indicate the completion of a prosodic domain, although the explicit coding of conjunction may function to maintain a prosody of value. While *similar* in the following extract does not coincide with a paragraph break, it serves to illustrate the functioning of conjunctive links in maintaining a prosody.

P1

Harris (1940) in the United States found evidence to *suggest* that younger students tended to obtain better degree results. Similar findings have been made in Britain by Malleson....

The retrospective propagation of prosodies has been illustrated above in terms of grammatical and projected propagation. The following extract from P2 illustrates this retrospective propagation in prosodic patterning over a longer phase of text.

P2

In the **traditional** classroom, writing is often done in isolation - the students write on their own, hand in the product to the teacher, get written feedback from him or her, and *finally* put aside the writing. This is followed by another cycle and the pattern *persists*. Peer review is a technique that reverses such a **traditional** approach to writing. Students may still start off by writing on their own; however, once the first draft is done, they get their peers to read it and comment on it. Then they revise it, taking into account their peers' remarks. Writing becomes *more purposeful* and **meaningful** as it is read by an **authentic** audience (Mittan, 1989). Peer reviews reflect writing as a *truly* communicative process rather than an **artificial, lonely** exercise where students write for a **pseudo**-reader, the teacher, who reads students' essays *predominantly* for assessment purposes rather than for *real* communication.

From a reading position naturalised in the preceding text, it is reasonable to consider *traditional* as inscribed negative Appreciation, and I have coded it as such in my analysis. However, this assumes a reading position that recognises the pedagogic debate of traditional versus progressive, and recognises the positioning of process writing as within the domain of progressive pedagogy. In other words the coding could have been made more explicit, for example with additional attitudinal clues. The evaluation of traditional pedagogy is left pending to some extent. A negative reading of *traditional* is then weakly reinforced in the term isolation, and further in the negative implication in *persists*. The contrast between *traditional* and *peer review* is then established experientially in the process *reverses* and textually in the use of the concessive conjunction *however*. Peer review is then evaluated with a flurry of explicit positive Appreciation in *more purposeful and meaningful* and *authentic*. This contrastive evaluation of pedagogies is then reiterated and extended in the final clause of the phase, with *truly* and *real* versus *artificial, lonely* and *pseudo*. The attitudinal loading comes at the end of the phase of text, and operates retrospectively to clarify and reinforce a negative reading of *traditional* at the beginning of the phase.

This strategy of building the intensity of Attitude over a phase of text is also evident in other phases of the same text, in fact this is the pattern in each phase of this text that elaborates on a benefit of peer review. In the following longer extract from P2, which incorporated a number of the shorter examples discussed above, the writer builds on the non-amplified Appreciation encoded initially in *useful*, culminating in the amplified Appreciation of *the best* at the conclusion of the phase.

P2

Peer review is a **useful** technique for encouraging revision in writing. It provides a *true* incentive for students to revise their work. What is *more direct* and **relevant** than a peer saying, "This sentence is **not clear** to me," or "I don't understand this part"? *Exposing* student writers to readers, who are their fellow students not only *broadens* the audience, but helps **develop** their critical thinking skills -- both as readers and writers. As readers, students read their classmates' drafts **carefully**, make judgments, and *attempt* to put across their messages **clearly** so as to help their peers. As writers, they have to listen to their peers, judge the **usefulness** and **relevance** of their comments, and respond accordingly. The process enables the writers to reflect on their own writing, **clarify** their thoughts, and come to a **better** understanding of the needs and expectations of the readers. Peer review provides the **best** means for writers to turn "writer-based prose" to "reader-based prose" (Flower, 1979).

The variations in the ways prosodies are developed in texts P2 above and P1 below represent two distinct strategies for construing evaluative stance.

P1

Walker's (1975) study of mature students at Warwick University represents **the best** British attempt to unravel the relationship between age and performance. He took 240 mature undergraduates who were admitted to the university between 1965 and 1971 and compared their progress with that of *all* undergraduates. This gave him a *reasonably large* sample to work with and the timing meant that the results were **not distorted** by any 'returning servicemen factor'.

In P1 the attitudinal stance is fore-grounded and amplified in *the best* at the beginning of the phase, and is then reinforced and maintained over a subsequent phase of text. In the example from P2, the writer accumulates attitudinal resources throughout the phase, culminating in an amplified stance at the end of the phase. The coding of Attitude at the beginning and/or end of a phase of text is addressed in more detail in 5.4 below as patterns of periodicity.

In summary, the examples above illustrate the interactive constructions of attitudinal meanings at a discourse semantic level that result from the co-articulation of attitudinal meanings in texts. The interpersonal meanings encoded by the writers are not constrained to the instance, but spread dynamically across clauses, clause-complexes and extended phases of text, in prosodies of attitudinal meaning that function both prospectively and retrospectively in the discourse. The construal of an attitudinal stance in texts involves not just a particulate orientation of Attitude to an appropriate field, but also the management of

the co-articulation of attitudinal resources to introduce and maintain prosodies through appropriate grammatical and discourse connections. In the following section I will look at how this management of prosodies is achieved in the student texts.

5.3.2 Prosodies of value in the student texts

Managing the co-articulation of attitudinal choices in discourse, as seen in the published texts above, is contingent on the accrual and propagation of attitudinal meanings across phases of discourse, through explicit or implicit choices in encoding Attitude, through choices in grading Attitude, and through the management of cohesive links, grammatical connections, and the textual placement of resources. It might be expected that such a complex process would present challenges to novice writers of academic discourse. The extracts discussed below highlight some of the discourse management issues that confront the student writers in the prosodic realisation of an evaluative stance.

5.3.2.1 Cohesive propagation: Managing harmonies of value

One issue that arises from an analysis of prosodies of value in the student texts relates to the management of harmonies of attitudinal value. In the following extract some discordance is evident in the degrees of Graduation:enhancement that are construed in *to look into* versus *examined*.

S3

In order to look into the relationship of the communication patterns of Chinese returnee children and their adaptation outcomes in Hong Kong, the following research questions will be examined:

Enhancement has to do with grading the manner of a process by infusing the process with evaluative meaning (Rothery and Stenglin 2000), or adding such meaning in a circumstance of manner. In the underlined choices in the extract above, different degrees of thoroughness or rigour are implied in the two processes. The rewording below, functions to realign the values and restore an evaluative harmony, thus encouraging a propagation of positive value, in this instance across a clause complex.

S3 reworded

In order to examine the relationship of the communication patterns of Chinese returnee children and their adaptation outcomes in Hong Kong, the following research questions will be investigated.

Discordant values are evident in the following example, which extends beyond the clause complex. An enhancement of the value of the research process is achieved through the intensified evaluative attribute *more thorough*, but there is a discordance of value encoded in the conation of the process, *try to have*, suggesting a lack of fulfilment. The expression,

to find out represents a neutral choice in that it says nothing about the manner of the process of research.

S2

Using the previous studies as foundations, this project is going *to find out* the relationship between power and interruption. This paper will also *try to have a more thorough* picture of the term “power”. Since there is no unique definition of “power” in the literatures, its’ meaning and some other related concepts in this research will be discussed first.

Discordance is avoided, and a positive prosody is propagated in the following rewording by harmonising the values evoked in *explore* and *construct* and the explicit evaluation in *more thorough*.

S2 reworded

Using the previous studies as foundations, this project is going *to explore* the relationship between power and interruption. This paper will also *construct a more thorough* picture of the term “power”. Since there is *no unique* definition of “power” in the literatures, its’ meaning and *some other related* concepts in this research will be discussed first.

5.3.2.2 Cohesive propagation: Signalling phase boundaries

A further problem that can be attributed to a lack of control of resources of evaluative cohesion is that of confusion in phase boundaries. The extract below represents an introductory stage to a longer section of one of the student texts in which other sources are discussed and evaluated.

S4

Over the past decade [grad: scope + distance], written Cantonese has attracted the attention of linguists to study. Sociolinguists *such as Bauer and Snow* [grad:amount] have conducted a paper to discuss this question. *Although both* [grad:amount] of the papers are *not mainly* [grad: specificity] focus on advertisements, it gives a *general* [grad: specificity] picture of the *growth* [grad:amount] of written Cantonese in Hong Kong print media.

The text begins with a claim for the significance of the field as a research site.

Over the past decade, written Cantonese has attracted the attention of linguists to study. (S4)

This claim is weakly constructed through resources of Graduation. In the first instance the writer uses resources of scope and distance in the expression ‘*Over the past decade*’ to encode extent of recent time, evoking positive Appreciation of the field of study on the grounds that it has had some lasting and recent interest to researchers. This is supported with quantification, although again weakly so, with the simple un-amplified plural form ‘*linguists*’, representing a token of Appreciation: valuation. In summary then the field of research (FR) is weakly evaluated as having legitimacy through an unspecified measure of support over recent time. The confusion arises at the point of transition from the first to the second sentence. One interpretation is to take the first sentence only as realizing the functional stage of evaluating the domain (written Cantonese) as a worthy research site. An

alternative reading might see this stage extend to include the second sentence. Such an interpretation could flow from a reading of ‘*Sociolinguists, such as (...) and (...)*’, as representing a further instance of Graduation:quantity, adding to the positive evaluation of the domain as being supported. The potential confusion, in locating the transition from one stage to the next, results from a number of factors. First, the weak positive evaluation of the field of research (FR) in the opening sentence may encourage readers to look for reinforcement of this stance in subsequent text, that is, to look for retrospective propagation. An anticipation of this kind would in fact be fulfilled in the opening words of the second sentence (*Sociolinguists such as ...*). The reading of this section of text is also made somewhat problematic by an apparent cohesive disjunction in the reference to *linguists* followed immediately by a reference to *sociolinguists*. With no explicit coding of the logic-semantic connection, the second sentence could be read as an elaboration of the opening sentence, that is, as an example of *the attention of linguists*. Alternatively, it could be read as a stage boundary, signalling the introduction to the evaluation of specific sources. The specific references to *Bauer and Snow* are then subsequently evaluated in terms of their relevance through Graduation: specificity (*not mainly, general*). This is the interpretation made in this analysis. A writer’s orthographic signals in the form of paragraph breaks, headings, etc, do not necessarily reflect the linguistic phasing or staging in texts (Martin and Rose 2003). However, in this case, the section headings do align with an interpretation that the function of the opening paragraph is an orientation to a longer section of text (Macro-Theme in Martin and Rose 2003), while at the same time it functions as an introduction to the subsequent phase. The reworded text below signals this more clearly.

S4 reworded

Over *more than a decade*, written Cantonese has attracted the attention of *many* linguists *and* sociolinguists. *Bauer (1988) and Snow (1994) for example*, have undertaken sociolinguistic studies, which although *not specifically* focused in the language in the context of advertisements, give a *general* picture of the *growth* of written Cantonese in the Hong Kong print media.

In the rewording, ambiguities in interpretation are addressed by manipulating resources of Graduation, without relying on more explicit coding of Attitude. The rewording also includes the publication dates for the two sources. This not only eliminates the grammatical disjunction in the original between ‘*B... and S... have conducted a paper*’ and ‘*both of the papers*’, and conforms to the conventions of the academic discourse community, but also makes clearer the fact that two sources, not one, are being referred to. While a small change, it nonetheless contributes to the force of the implied value through increased quantity.

It might also be argued that the extract from S4 could be made more effective with a summative evaluation of the literature, for example, as inadequate in some respect. And as

the body of this review is concerned with establishing a claim for the growth in written Cantonese, this could also be signalled in the opening stage. A further rewording of the text is included to illustrate these functions, again relying predominantly on resources of Graduation to do so.

S4 reworded

Over *more than a decade* [grad:scope], written Cantonese has attracted the attention of *many linguists and sociolinguists* [grad:amount]. While the literature offers *considerable* [grad:amount] evidence of *growth* [grad:amount] in the use of WC and *suggests* [grad:fulfillment] *a range of* [grad:amount] contributing factors, there is a need for *further* [grad:amount] quantitative studies that take into account *more recent* [grad:distance] developments. *Bauer (1988) and Snow (1994)* [grad:amount] have undertaken sociolinguistic studies, which although *not specifically* [grad: specificity] focused in the language in the context of advertisements, give a *general* [grad: specificity] picture of the *growth* [grad:amount] of written Cantonese in the Hong Kong print media.

The example above merges into a discussion of prospective and retrospective propagation across extended phases of text, and while a detailed discussion of the periodic patterning of Attitude in the published texts and student texts is provided in 5.4, I will consider here an extract from one student text that illustrates the importance of drawing on resources of information structuring and cohesion to establish prosodies of value.

5.3.2.3 Propagating across extended text: Establishing and shifting prosodies of value

The extract S2, below, represents a separate paragraph in the text, and introduces for the first time the source, '*Roger, Bull and Smith (1988)*'. There are no instances of inscribed Attitude that evaluate the source itself in this phase of text, although there are multiple expressions of Attitude that relate to the domain being studied (*successful, complex*, etc). The underlined italicised expressions may be interpreted as Graduation evoking Attitude in relation to FR.

S2

Roger, Bull and Smith (1988) studied interruption in another angle. They formed the Interruption Coding System (ICS) for the classifications of interruptions. The subjects chosen for their two experiments were instructed to interrupt as often as possible and to monopolize the conversation as long as possible. Based on the results, Roger, Bull and Smith organized the coding system into a flow chart. They divided interruptions into single and complex ones according to the number of interruption attempts. For more than one attempt, the interruption was regarded as complex. If the interruptor could prevent the other from completing and ultimately completed his own utterance, the interruption was successful. Otherwise it was unsuccessful. If the interruption followed a clear offer of the floor by the interruptor, it was called snatch-back. The completion of an utterance by the interruptors and the occurrence of overlapping were also considered in the *whole* system. *At last* there were *14* categories of interruptions *in total*. They were successful complex/single interruption, unsuccessful complex/single interrupted interruption, unsuccessful complex/single interruption with completion, unsuccessful complex/single interruption, unsuccessful complex/single snatch-back, unsuccessful complex/single overlapping interruption,

snatch-back and interjection. These classifications were based on the structure of turn-taking. Compared with the work of West of Zimmerman, Roger, Bull and Smith did *not relate* interruptions with *any* social issue.

The length of text, and detail of description devoted to one study is likely to lead the reader to anticipate an evaluative stance on the part of the writer. It is assumed that the writer has included such detail because she considers the study worthy of an extended reference. Yet an attitudinal stance is not apparent in the passage. A closer analysis of the text reveals a lack of explicit Attitude, and weak Graduation.

The initial reference in this phase of text to '*another*' may suggest the maintenance of an evaluative stance established in the preceding paragraph. But the immediately preceding passage of text does not set up such a prosody. There is some weak support for an interpretation of positive writer stance in the reference to '*at last*'. However, the meaning is ambiguous. It could be taken as Graduation:extent emphasising the extent of the process of analysis, and supporting the detailed account given in the passage. In which case it would be read as evoking Appreciation:composition. Alternatively it could be interpreted as Graduation: fulfilment, emphasising the achievement of the outcome in which case it would be read as evoking Appreciation:valuation. There is further weak support for an interpretation of a positive evaluation in the expressions of Graduation amount in, '*whole*', '*14*' and '*in total*', potentially evoking Attitude as Appreciation:valuation. The weakly and somewhat ambiguously encoded positive Appreciation could be made more apparent through a stronger or more explicit encoding of positive values in the opening of the phase, as in the following rewording,

S2 reworded

Roger, Bull and Smith (1988) studied interruption in another angle. They formed the Interruption Coding System (ICS) for the **detailed** classification of interruptions. ... (detailed description of methodology).... *At last* there were 14 categories of interruptions *in total*. They were ... (list of categories).... These classifications were based on the structure of turn-taking.

The addition of explicit Appreciation in '*detailed*' sets up a positive prosody, allowing the subsequent resources of Graduation to take up more clearly the positive encoding. The ambiguity in '*At last*' could be resolved by encoding, say Graduation:fulfilment more clearly as '*This process resulted in ...*'.

However, while it is apparent that the intended interpretation to this point is positive, the phase ends with an implied negative evaluation of this research in '*compared with the work of West of Zimmerman, Roger, Bull and Smith did not relate interruptions with any social issue*'. In order to accommodate this apparent shift in values the reader is required to insert an imagined concessive conjunction to signal this shift. The explicit inclusion of a concessive such as '*However*', as in the rewording below, clarifies this shift in values. This issue of the

role of concessives will be discussed in depth in chapter 6, but the function in relation to reinforcing a positive preceding stance, if it is followed by a negative evaluation, is apparent in the reworded text below.

S2 reworded

Roger, Bull and Smith (1988) studied interruption in another angle. They formed the Interruption Coding System (ICS) for the classification of interruptions. ... (detailed description of methodology).... *At last* there were *14* categories of interruptions *in total*. They were ... (list of categories).... These classifications were based on the structure of turn-taking.

However, compared with the work of West of Zimmerman, Roger, Bull and Smith did *not relate* interruptions with *any* social issue.

The changes reflected in the rewording result from more clearly established prosodies of value established initially in the phase of text, clarification of the kind of meaning that is graduated in a certain instance, and the explicit signalling of a shift in values within the phase of text.

S2 reworded

Roger, Bull and Smith (1988) **contributed** *another* angle to a study of interruption. They formed the Interruption Coding System (ICS) for the **detailed** classification of interruptions. ... (detailed description of methodology)... This process *resulted in a total of 14* categories of interruptions. They were ... (list of categories).... These classifications were based on the structure of turn-taking. However, compared with the work of West of Zimmerman, Roger, Bull and Smith did *not relate* interruptions with *any* social issue.

5.3.3 Summary of similarities and variations in the prosodic structuring of values in the published and student texts

The examples and discussion in this section highlight the complexity of the interrelationships between co-articulated resources of Attitude in phases of text, complexity that only becomes visible through a close and systematic analysis of Attitude in the discourse semantics of texts. Once visible, consideration can be given to how novice writers can be assisted to better manage the introduction and maintenance of prosodies of value as a key strategy in the construal of an evaluative stance in their academic writing.

An analysis of the prosodic structuring of Attitude in the published texts and student texts highlights the importance of the strategic use of explicit Attitude in establishing a prosodic domain, and the role that resources of Graduation can play in propagating the prosody across a phase of text. In some instances the strategic inclusion of a single explicit attitudinal term can function to give a positive value to a whole phase of text that would otherwise read as un-evaluated description, of the kind that is often criticised as belonging to an annotated bibliography. An analysis of the student texts in terms of prosodies of value also foregrounds the importance of harmonising co-articulated values across a phase of text to achieve an 'interpersonal coherence'. Also apparent is the role that prosodies of

value play in signalling phase shifts or stage boundaries in the texts. The pedagogic implications are addressed in more detail in chapter 7.

5.4 Attitude and Graduation from a textual perspective: the periodic structuring of interpersonal meaning

In the discussion of the prosodic patterning of attitudinal meanings in 5.3.1, I noted the contrasting strategies used by the writers of P1 and P2. In text P1 the writer encoded explicit Attitude in the opening of the phase of discourse. This set up a prosody of value that was then picked up and extended through resources of Graduation in the subsequent text. In contrast, the writer of P2 encoded few instances of non-amplified Attitude initially, but then built towards a stronger attitudinal stance at the end of the phase of text. The identification of points of attitudinal prominence at the beginnings or at the end of phases of text suggests the need to consider a third perspective on the organization of attitudinal meanings in texts, that of textual patterning.

Textual meanings are realised periodically in discourse, mirroring the wave-like structuring of theme and information at the clause level (Halliday 1994, Martin 1992, Pike 1982). Just as Theme and New create points of prominence at the beginning and end of clauses, so a Hyper-Theme or a Hyper-New constructs a point of prominence at the beginning or at the end of a phase of discourse. A Hyper-Theme predicts a set of Themes in the subsequent phase of text. A Hyper-New consolidates a set of News in the preceding phase of text. At higher levels of organization, a Macro-Theme can function predictively across a larger stretch of text, predicting a set of Hyper-Themes (Martin 1992b:437). Likewise, a Macro-New can consolidate a set of Hyper-News (Martin 1992b: 456). These points of prominence can be constructed wave upon wave in what Halliday referred to as a 'hierarchy or periodicity' (Halliday in Thibault 1997:612, Martin and Rose 2003).

While many studies of Theme, either at clause level or beyond the clause, in academic writing have predominantly focused on the structuring of information as ideational meanings (Drury 1991, Ravelli in press.), central to the notion of the textual metafunction is the organization of both ideational and interpersonal meanings (Halliday 1985, 1994). Recent work that addresses the role of interpersonal meaning in higher-level Themes in academic discourse includes that of Hunston (1995) and Thetala (1997), and more recently, Coffin and Hewings (in press).

In this section I will discuss analyses of Attitude in relation to higher-level Theme and New in the published texts, and consider how an analysis of the periodic patterning of Attitude contributes to a framework for the analysis of evaluative stance in student texts.

5.4.1 Periodic patterning of Attitude in the published texts

The periodic structuring of all of the published texts is included in appendix 3.a. An example of the analysis of one of the published texts (P1) is presented below in figure 5.2 as a point of reference for the following discussion. The analysis of P1 identifies all higher-level Themes and News. Instances of inscribed Attitude are coded in bold, and Attitude evoked through Graduation is in italics. Interpersonal resources other than Attitude (that is, resources of modality or counter-expectancy) are not discussed at this point but are considered in detail in chapter 6.

Fig. 5.2: Analysis of higher-level Theme and New in P1

P1

M-Th

Of the *many* who have looked at the relationship between age and performance in universities *none* has as yet *produced* a **definite** answer to the apparently **simple** question 'Do mature students do **better** or **worse** than younger students?'

H-Th

Harris (1940) in the United States found evidence to *suggest* that younger students tended to obtain **better** degree results.

H-Th

Where studies have involved samples containing *large numbers* of older students the results have *indicated* that the relationship between age and performance is not a linear one.

H-Th

Some studies have *shown* that whether mature students fare **better** or **worse** than younger students depends upon subject being studied.

H-Th

Walker's (1975) study of mature students at Warwick University represents **the best** British *attempt* to **unravel** the relationship between age and performance.

H-N

Several other differences were noted but they did *not achieve* statistical *significance* due to the *small numbers* involved. The mature student sample only contained *thirty-three* women, *twenty-six* science students and *thirty-seven* aged over thirty.

M-N/M-Th

The aim of the present study was to *extend* Walker's work to *all* British universities so that *these and other* relationships could be *tested out* on a *much larger* sample of mature students.

An analysis of the encoding of Attitude in higher-level Themes in the four published texts reveals that either inscribed or evoked Attitude is encoded in all Macro-Themes and in all Hyper-Themes in all texts except in P2. I will return to a more detailed analysis of Attitude and periodicity in P2 below, but first I will look more closely at the interaction of Attitude and periodicity in P1.

5.4.1.1 Attitude in Theme

The following attitudinal expressions are evident in the Macro-Theme in P1:

many
none
produced... answer
(not) **definite**
simple
better
worse

The reference to *many* researchers in the field (Graduation:amount) implies strong support, and hence significance. Resources of Attitude also encode a series of contrasting values: *many / none* [grad: amount]; *not definite / simple* [Appreciation]; *better / worse* [Appreciation], and potentially *answer / question* as a contrast in Graduation: fulfilment. These contrasting values represent different positions in relation to the same phenomenon. The implication is that there are contesting voices and knowledge claims and, by implication, grounds for research. It can be argued therefore that in this Macro-Theme the writer initiates the argument that his own research is warranted on two grounds. The first is that the general field of research is one of significance. The second is that the field is one of inconclusive, unresolved or contested knowledge.

The evaluation of the research focus as significant on the grounds of being well-supported is then reiterated in the Hyper-Themes in *large numbers* [Graduation: amount] as well as in a summative way, in the multiple references to research across subsequent Hyper-Themes, as in

Harris (1940)
Where studies
Some studies
Walker's (1975) study.

The evaluation of the research focus as 'complex' is inscribed in *unravel* [Appreciation: complexity], and the evaluation as 'unresolved' is encoded in resources of Graduation:fulfilment in *suggest; indicated; shown; attempt*. The reiteration in the Hyper-Themes of the attitudinal meanings encoded in the Macro-Theme in P1 indicates clearly that the higher-level Theme is not only predictive of ideational content but also of interpersonal meanings.

This is demonstrated again in the next level of periodicity in the text where Hyper-Themes are predictive of attitudinal meanings encoded in clause-level Themes. In the following phase of text the Hyper-Theme encodes an evaluation of the research focus as 'supported' and as 'complex' or 'unresolved' in

P1 H-Theme

Where studies have involved samples containing *large numbers* of older students the results have *indicated* that the relationship between age and performance is not a linear one.

This is reflected, albeit to a lesser extent, in thematic choices at clause level in,

P1 Themes

Philips and Cullen (1955), for instance

Sanders (1961)

then from about twenty-two onwards

The **problem** with these *two* studies

They

whose entry to university

and *many*

Also, while Eaton (1980)

which

there

Mountford (1957)

In addition to resources of Graduation functioning to signal the 'unresolvedness' of the research question, those of counter-expectancy (while) are also significant. The discussion of the text organisational functioning of these resources is discussed in detail in chapter 6.

5.4.1.2 Attitude in New

I noted above that text P2 differs from the other three published texts in that Attitude is not always encoded in higher-level themes. While the text opens with an extended Macro-Theme, it encodes minimal Attitude, as indicated in bold below.

P2

M-Th2

Peer review is a process where students read drafts written by their fellow students and give each other suggestions to improve the writing. Peer review, however, differs from peer editing, peer evaluation, and peer assessment in that the focus of the former is on the review process, which includes *not only editing, evaluating, and assessing, but also responding* to the content of the essay and how the essay is written (Mangelsdorf, 1992). Students' attention is focused on how meaning is created in writing and on

writing as a vehicle for communication, rather than writing as a formal product. Peer reviews, therefore, "support the shift from a product to a process emphasis in writing instruction" (DiPardo & Freedman, 1988, p.124). Such a technique in writing pedagogy is underpinned by writing research theories that advocate writing as a process of drafting and redrafting, as well as writing as process of communicating to a *real* audience. It is also in line with the goals of a learner-centred classroom, which *promote the development* of **autonomy** through collaborative learning.

A close examination of Attitude and periodicity in text (P2) reveals a different organisational principle being used from that in text P1. In P2 the writer encodes attitudinal stance predominantly in higher-level new position. The principle in this case is one of consolidation rather than prediction. The Hyper-New position can be seen to consolidate attitudinal meanings encoded in new position in the preceding phase of text and the Macro-New consolidates the meanings encoded in the preceding Hyper-News. This is illustrated in an analysis of a information in new position in the following phase of P2.

P2

In the **traditional** classroom, writing is often done in isolation - the students write on their own, hand in the product to the teacher, get written feedback from him or her, and *finally* put aside the writing. This is followed by another cycle and the pattern *persists*. Peer review is a technique that reverses such a **traditional** approach to writing. Students may still start off by writing on their own; however, once the first draft is done, they get their peers to read it and comment on it. Then they revise it, taking into account their peers' remarks. Writing becomes *more purposeful* and **meaningful** as it is read by an **authentic** audience (Mittan, 1989). Peer reviews reflect writing as a *truly* communicative process rather than an **artificial, lonely** exercise where students write for a **pseudo**-reader, the teacher, who reads students' essays *predominantly* for assessment purposes rather than for *real* communication.

New information encoded at clause level includes:

in isolation
 on their own
 the teacher
 from him or her
 put aside the writing
 another angle
persists
traditional approach to writing
 on their own
 done
 read it
 comment on it
 review it
 peers' remarks
more purposeful and **meaningful**
authentic audience

Attitudinal meanings encoding new information at clause level are then consolidated in the Hyper-New:

Peer reviews reflect writing as a *truly* communicative process rather than an **artificial, lonely** exercise where students write for a **pseudo**-reader, the teacher, who reads students' essays *predominantly* for assessment purposes rather than for *real* communication.

The preference in P2 is for consolidating evaluative stance in higher-level New position, or for 'end loading' Attitude.

5.4.1.3 Variations in periodicity and Attitude in the published texts

The variation evident in P1 and P2 in the ways in which Attitude is associated with periodicity reflects the discussion in 5.3.1 of the ways prosodies can be constructed differently, either prospectively or retrospectively. It also reflects differences noted in the analysis of Attitude and field in section 5.2. Text P2 represents the most domain-oriented published text and this is reflected in the periodicity structure (see appendix 3.a). The macro-Theme and most of the Hyper-Themes in this text are exclusively constructive of the domain (FD). However, little evaluation is encoded into these higher-level Themes. The preferred evaluative strategy for this writer is to arrive at an evaluative stance on the basis of discussion of the domain. Evaluation is therefore consolidating in nature, and is amplified as New information.

This contrasts markedly with text P1 in which all higher-level Themes include reference to the field of research (FR). In this text the writer frames discussion of the domain in terms of an evaluative stance towards research. The evaluation is 'up-front' and predictive, encoded in higher-level Themes.

Analyses of texts P3 and P4 (appendix 3.a) show that these writers use a strategy similar to that in P1. The different strategies for construing attitudinal stance evident in the texts could be summarised as: P1, P3, and P4 are relatively more research-oriented and more predictive in their periodic structuring, while P2 is strongly domain-oriented and consolidating in text structuring.

The final stage of each text represents a transition phase, both consolidating retrospectively and pointing forward to the rest of the thesis, as in

P1

The aim of the present study was to *extend* [scope] Walker's work to *all* [amount] *British* [distance] universities so that *these and other* [amount] relationships could be *tested out* [enhancement] on a *much larger* [amount] sample of mature students.

P3

With these points in mind I have experimented [enhancement] with four [amount] procedures involving peer-correction in student writing.

In this sense, the phase is coded as functioning both retrospectively as Macro-New to the preceding text, and prospectively as Macro-Theme to the forthcoming section or chapter. In these transition phases in the published texts, Attitude that predicts forward to the writer's own study is rarely explicit. It is most frequently encoded indirectly in the grading of an experiential meaning, as in the italicised terms in P1 above.

In P2 the writer chooses not to encode Attitude in the transition phase at the end of the text, and in so doing foregoes an opportunity to construe a positive stance towards her own contribution. This section is followed in the larger text by a description of the setting and data collection and analyses.

P2

The peer reviews described in this article took place in the Hong Kong Polytechnic University...

In summary, the periodic patterning of Attitude evident in the published texts shows that Attitude is encoded in almost all instances of higher-level Theme or New, and that Graduation a key resource in the reiteration of attitudinal meanings signalled in higher level periodicity. Periodic patterning is seen as interdependent with particulate structuring, and different kinds of organization of meanings occur depending on the orientation to one or other field.

5.4.2 Attitude and periodicity in the student texts

An analysis of the Macro- and Hyper-Theme, and Macro- and Hyper-New structure for one of the student texts is presented in figure 5.3. Analyses of the remaining student texts are provided in appendix 3.b.

Fig. 5.3: Analysis of higher-level Theme and New in S5

M-Th

Background

M-Th

Uniformed groups in Hong Kong refer to the organizations provide youth service and uniform is used to represent the symbol of membership identity. These kind of the organizations are to provide their members with the opportunities for physical, mental, intellectual, social and spiritual **development** as well as international understanding, so as to *enhance* them in self- **development** and to *foster* members' sense of **belonging** and community **spirit** (HKCSS, 1982).

H-Th

Red Cross Youth (RCY) is *one of* the **reputable** and *well-* established uniformed groups in Hong Kong.

H-Th

Managing the RCY members and organizing the RCY activities are the responsibility of *both* paid staff and voluntary staff.

H-N

With a *relatively small number* of paid staff to work with a *considerable number* of voluntary staff for the execution or implementation of various activities, indeed, is a **special** feature of this organization.

H-Th

There are *four* RCY Divisional Headquarters *and one* Activity Centre in Hong Kong,

H-N

Therefore, voluntary staff is **vital** to maintain the existence and to *achieve* the objectives of the RCY.

H-Th

Within the uniformed group, rank insignia is used to **clarify** the level of authority of the voluntary staff in Divisional Headquarters.

H-N

On that accord voluntary staff in *different* status are provided with opportunities for *fulfillment* and *self-actualization* through volunteering (Chen, 1992). Alternatively, the support of voluntary staff *drives* the RCY towards its goals and objectives.

H-Th

As a volunteer- based organization, voluntary staff is formed as a self- governing group, with the support of a *small number* of paid staff.

H-N

The **success** of the leaders to motivate their subordinates is based on whether their **leadership skill** can *reinforce* subordinates' **commitment** and **engagement** in doing voluntary work.

M-N

As a voluntary staff, it is my **interest** to *investigate* the leadership style of the voluntary staff at management level of the Hong Kong Red Cross Youth.

M-Th

Objectives

H-Th

This study intends to *investigate* the leadership style of voluntary staff at management level in the Red Cross Youth (RCY).

M-Th

Research Questions

Apparent from a review of Attitude and periodicity in the student texts is that the student writers also employ a range of organisational strategies similar to those seen in the published texts. In many instances the student writers organise their texts with higher-level Themes pointing forward to predict the ideational and interpersonal meanings in a phase of text. In S2, for example, the Hyper-Theme:

Conversation analytic research has been *flourishing* in around *these thirty years* since the emergence of conversation analysis in 70's.

can be seen to predict both ideationally and interpersonally the thematic choices in the subsequent phase. The ideational references to analysis of conversation are reiterated a number of times in clause thematic position as is the Attitude (Appreciation: valuation) evoked in references to quantity.

Studying the orders of the exchanges in conversations

The contexts chosen in *the large amount* of studies

As a *more convenient* and **economic** way to study

Radio talk

Many investigations

However the focuses of their papers and the methods adopted for analysis
Conversation Analysis(CA)

Similarly in the following extract from S3, the ideational focus of research into cultural adjustment for returnees, and the interpersonal stance of quantity (+ and -) evoking Appreciation:valuation in the Hyper-Theme are both reiterated in clause thematic choices in

S3 H-Th

It *seems* that cultural adjustment of living overseas is a *well*-understood phenomenon. However, the reverse part, returning home has received *relatively little* attention.

S3 Themes

Many returnee
when they
But this reverse culture **shock**
and it
Adler (1981) and Gullahorn & Gullahorn (1963)
that re-entry **difficulties**
Although *many* scholars
studies
Very few research

The following Macro-Theme in S3,

However, the **importance** of re-adaptation of Chinese returnee to Hong Kong society, *especially* children, should not be **neglected**.

is also effective as a prediction of attitudinal stance in subsequent Hyper-Themes.

Firstly, children are *more* **susceptible** to cultural influences.
Secondly, children are the human resources in the future.

The field orientation remains constant and the positive Appreciation of the significance of the domain is reiterated in the Attitude encoded in the Hyper-Themes. The writer of S3 also consolidates Attitude in a Macro-New at the end of this phase of text, in

The role of communication is *significantly* **important** to the process of adaptation, even in reverse part.

5.4.2.1 Variations in patterns of periodicity in the student texts

While all the student texts display some patterns of periodicity, they vary considerably in the extent to which Attitude is encoded in higher-level Theme. In S5, for example, (see figure 5.3) a number of the Hyper-Themes are very weakly encoded for Attitude, as in

S5 H-Th:

Managing the RCY members and organizing the RCY activities are the responsibility of *both* paid staff and voluntary staff,

and even this minimal expression of attitude is absent from clause level thematic choices in the subsequent phase of text, in

S5 Themes:

However, the level or responsibilities

The Department Head Office (Y&W) of the RCY
They
voluntary staff.

Even where more explicit Attitude is encoded in Hyper-Theme,

S5 H-Th

Red Cross Youth (RCY) is *one of* the **reputable** and *well-* established uniformed groups in Hong Kong,

it may not be taken up in subsequent clause level theme choices, as in

S5 Themes

The RCY
which
The RCY membership
It
The objectives of RCY.

What is significant about the organisational structure of S5, however, is that the writer makes more extensive use of higher level News, and it is within this structure that Attitude is encoded. In other words the writer relies less on the predication of an attitudinal stance in points of thematic prominence, and instead builds an argument that construes values associated with new information. These values are then consolidated in higher level New position. The accumulation of Attitude in clause level New position and consolidation of attitudinal stance in Hyper-New is illustrated below for one phase of S5.

S5 clause level New

a small number of paid staff
achievement in voluntary work
responsibilities and authority
the junior voluntary staff
leading and coaching the juniors
different
personal goals and *fulfillment* through volunteering

S5 H-New

The **success** of the leaders to motivate their subordinates is based on whether their **leadership skill** can *reinforce* subordinates' **commitment** and **enjoyment** in doing voluntary work.

Interestingly, both texts S5 and P2 represent the most extreme orientations to the domain (FD) within each set of texts (see table 5.11). That is, both texts rely predominantly on an evaluation of the domain as interesting or important in some sense, rather on evaluations of other research on the topic, and both build up evaluation of their respective domains implicitly throughout phases of text, culminating in a more explicit and loaded evaluation at the end of the phase. The strategy preferred by both writers is one of consolidation of an attitudinal stance rather than the predication of one. The variations in writer strategy evident across both sets of texts have implications for choosing model texts for pedagogic purposes, and for the effective deconstruction of those texts in guiding student writing.

A closer analysis of individual texts identifies the management of Attitude and periodicity as an area of difficulty for all of the students to some extent. Issues emerging from analyses of Attitude and periodicity in the student texts are discussed below.

5.4.2.2 Sustaining a hierarchy of periodicity

Evident in some student texts is an episodic structure to patterns of periodicity where they are not maintained beyond a single phase of text. So, for example, a Macro-Theme may predict only one Hyper-Theme rather than a series of Hyper-Themes. The resultant impact is that the text can appear to lack overall cohesion, in both an ideational and interpersonal sense. There is therefore an impact on the overall construction of evaluative stance.

In S3, for example, the initial Macro-Theme is heavily coded for Attitude. An argument for the research focus is predominantly made on the grounds of the negative impact on people, encoded as negative Affect (unhappiness and insecurity) and negative Appreciation (reaction). The orientation in this Macro-Theme is towards the domain (FD).

S3

The society is ever-changing. When someone has left a **familiar** place *for a certain years* or even just *a month* and then return, he/she will feel **uncomfortable** because of the **strangeness** of the city. So it is not surprising that *many* Chinese people who went overseas may **suffer** from **stress** and **disorientation** when they come back to Hong Kong. Even children are usually under **pressure** facing this “**strangeness**”. These Chinese returnee children sometimes may have the **unpleasant** experiences in interacting with peers in Hong Kong. *Many* returnee children cannot be accepted by the peers because of their fluent English. They may also find that they cannot understand each other although they speak in the same language - Cantonese. They find **difficulties** in sharing the values and the subcultures with peers and also they behave in **different** ways. These returnee children cannot build up a *close* relationship with peers in Hong Kong and hence they usually feel **isolated** and **depressed**.

However, the hierarchy of periodicity is interrupted at this point in the text. The Attitude encoded in the subsequent Hyper-Theme (as Graduation:amount) evokes a positive Appreciation of the research focus as well-supported:

It seems that cultural adjustment of living overseas is a *well*-understood phenomenon. However, the reverse part, returning home has received *relatively little* attention.

This represents an abrupt shift in orientation from FD to FR, as there is no reference to research in the preceding Macro-Theme. The subsequent Macro-Theme then reverts back to the FD focus in another apparently abrupt shift, in,

However, the **importance** of re-adaptation of Chinese returnee to Hong Kong society, *especially* children, should **not** be **neglected**.

These abrupt transitions function to disrupt the overall method of development of the writer's argument.

In S2, the hierarchies of periodicity function to predict ideationally, but they do not always establish an interpersonal point of departure, as illustrated in the sequence of Macro-Theme and Hyper-Themes in figure 5.4:

Fig. 5.4: Hierarchies of periodicity in text S2

M-Th	In conversation analysis, <i>many</i> [amount] studies have been done to investigate the asymmetrical relationship between the participants in interaction.
H-Th	<i>Different</i> [amount] studies defined 'asymmetry' in <i>different</i> [scope] ways which led to <i>different</i> [scope] focuses of their studies.
M-Th	Interruption is a source to investigate the asymmetry of power between the speakers and the addressees.
H-Th	Traditionally, interruptions are considered as an indicator of power, control or dominance.
H-Th	After the publication of their work, <i>many</i> [amount] studies have been done to investigate the rationale of their study. (<i>such as the studies done by Fishman 1980 1983, Leet-Pellegrin 1980 cited in Fasold 1996: 109-110</i>) [amount]

While ideationally the notion of 'asymmetry' connects higher-level waves of periodicity, the interpersonal stance of positive Appreciation, implied through resources of Graduation as amount in the opening Macro-Theme and Hyper-Theme, is interrupted in the second Macro-Theme. This could be rectified in a rewording of the second Macro-Theme, as,

A number [amount] of studies have focused on interruption as a source to investigate the asymmetry of power between the speakers and the addressees.

Such a rewording would function to provide the interpersonal connection to the subsequent phase of text.

5.4.2.3 Headings and the signalling of Attitude

The student writers make use of headings more frequently than do the published writers to signal shifts in text content. These headings have been included and analysed as higher-level Themes (see figure 5.3 and appendix 3.b). An interesting issue in the use of headings for the purpose of introducing a new phase of text is that this generally results in the omission of interpersonal meaning. A heading, such as 'Objectives' or 'Research questions' does not function as predictive in an attitudinal sense. For this reason a Macro-Theme of this kind is generally followed by an elaboration that incorporates an attitudinal meaning, as in

S2

M-Th

Literature Review

M-Th

In conversation analysis, *many* studies have been done to investigate the asymmetrical relationship between the participants in interaction.

S5

M-Th

Objectives

H-Th

This study intends to *investigate* the leadership style of voluntary staff at management level in the Red Cross Youth (RCY).

However, this is not always the case, as in text S3 (see appendix 3.b). Where an additional elaborating higher-level Theme is lacking so is an opportunity to encode attitudinal meaning in predicting an evaluative stance for the phase of text.

5.4.2.4 Managing the transition to the remainder of the text

As with the published texts, all of the student texts conclude with a transition to the writer's own study. This represents retrospectively a Macro-New, and prospectively a Macro-Theme. Most student writers take the opportunity to evoke a positive Appreciation of their own study at this point, encoding Graduation:enhancement, as in

explore (S7); *investigate* (S5).

In the case of S4, the Attitude is inscribed,

... I will discuss ... **in deep** (S4)

However, as was the case with P2, the opportunity to evoke a positive Appreciation of the writer's own research process is not always taken up in this final Macro-New/Macro-Theme transition in the student texts, as in

S6

Following the **logic**, it is assumed McGregor's (1957) Theory X and Theory Y are **applicable** to find out what management strategies/leadership styles are adopted by top management

where the bolded terms (*logic* and *applicable*) relate to the informing theory rather than the writer's own study.

The transition from Macro-New to Macro-Theme is also ambiguously realised in S4 with some potential for confusion in identifying boundaries. The last paragraph of the text is presented below with resources of Attitude underlined:

S4

To sum up, the shift in society from a literacy-based model to one based on the oral mode of discourse is the communication trend in some western countries. There are numerous factors which drive the development of written Cantonese in Hong Kong, here are only some. In section 4.2, I will discuss the forces driving the development of written Cantonese in newspaper advertisements **in deep**.

The use of the non-finite clause (*To sum up*) as the marked theme in the first sentence of the final paragraph of the text, suggests a shift to a concluding summative evaluation of the preceding review of the literature. However, the opening sentence functions as the Macro-New to the preceding two paragraphs only, that is, to the phase of argument related to the increased valuing of oral modes of communication (in other words it functions as a Hyper-New). It is the second sentence that functions as a summation of the chapter as a whole, presenting '*numerous factors*' for the development of written Cantonese. Confusion that might arise from formatting signals, in this case the absence of a paragraph break, are potentially sustained through the prosody that is then created from the evaluative choices across the first two sentences. The use of oral modes of discourse is evaluated as a '*trend*', that is, +quantity. This is followed immediately by the reference to '*numerous factors*', which again encodes +quantity. This prosody, together with the formatting, may lead the reader to anticipate an expansion into causes of the trend to oral modes of communication. The potential confusion of signals could be resolved by formatting changes, that is, by adding the first sentence to the end of the previous paragraph, and beginning the final paragraph with the second sentence. The orthographic signals would then align with the functional boundaries and would better serve to direct the reader.

If the final stage of the discourse is taken to be:

There are *numerous* factors which drive the *development* of written Cantonese in Hong Kong, here are only *some*. In section 4.2, I will discuss the forces *driving the development* of written Cantonese in newspaper advertisements **in deep**

the resources of Graduation (italicised and underlined) are again prominent in the construal of Attitude. The references to '*development*' represent an evaluative string throughout the text, establishing that the field of study, written Cantonese (WC) is one that is expanding in *scope* (spread) or *quantity*. The worthiness of WC as a field of study is established on these grounds. The references to '*development*' represent tokens of Appreciation:valuation. The reference to *numerous factors* is also evaluating the field of study but in this case as a token of Appreciation:composition (complexity).

However, the focus then shifts to an evaluation of the writer's literature review as having presented '*only some*'. The contrast between '*numerous*' and '*some*' constitutes a negative evaluation of the writer's literature review as being limited in some respect, and this is emphasised with the addition of the counter-expectancy marker '*only*'. It is unclear whether the writer intended this interpretation. There are many instances where writers point to limitations in research, in fact that is a conventional aspect of dissertation or thesis writing. However, this is most often accompanied by an explanation or justification for the limitations, something that is lacking here. In the reworking below the reference to '*some*' is

devoid of its counter-expectancy marker and is foregrounded and combined in a nominal group structure with ‘*numerous*’, so in a sense is bound to it rather than contrasted to it. The addition of ‘*more*’ in ‘*in more depth*’, adds explicit contrast through Graduation:scope and serves to situate the *limitation* of what has gone before in a more explicit relationship with the positive ‘*depth*’ to follow.

S4 reworded

In this review of the literature I have addressed *some* of the *numerous* factors that *drive* the development of written Cantonese in Hong Kong. In 4.2 I will discuss in *more depth* the forces that *drive* the development of written Cantonese in newspaper advertisements.

The third and final sentence in this text points forward to evaluate positively an aspect of the writers’ own thesis as discussing ‘*in deep*’. In this case, the reference forward is not to the thesis as a whole, as a reader familiar with the convention of the genre might anticipate, but to just one section (4.2).

One final issue in relation to this stage of the discourse is that it appears to contain no explicit positive evaluation of the writer’s research as a whole. There is a projection to one sub-section which is positively evaluated as offering an ‘in depth’ discussion. The subsection (4.2) in fact refers to the major discussion of analyses and results in the dissertation. This is an issue of scope. The writer’s reference signals minimal scope, whereas in fact it refers to the broad scope of the findings of the research. The writer could well have made more effective use of the resources of Graduation in this instance to positively evaluate her own research. A possible re-organisation and rewording to address these issues of ambiguity or potential misdirection of readers is provided below:

S4 reworded

(continuation of the preceding paragraph in the text)

...To sum up, the shift in society from a literacy-based model to one based on the oral mode of discourse is the communication trend in some western countries.

(new paragraph)

The literature reviewed in this chapter *points to* the *growth* of written Cantonese *especially* in the print media, and focuses on *some* of the *numerous* factors which *drive* the *development* of written Cantonese in Hong Kong. The research reported here *contributes further* empirical evidence of the *trend* to written Cantonese in print advertisements. I will discuss the forces *driving* the *development* of written Cantonese in newspaper advertisements *in depth* in the analysis and discussion to follow.

5.4.3 Summary of similarities and variations in the periodic patterning of evaluative stance in the published and student texts

The organisation of texts into ‘hierarchies of periodicity’ (Halliday in Thibault 1997, Martin and Rose 2003) clearly functions not only to foreground ideational meanings, but it is also an important means by which the writer encourages a particular attitudinal reading of

phases of text. This kind of structuring represents the final dimension in a metafunctional framework for explaining the discourse patterning of Attitude in the academic texts in this study.

From a perspective on structure as a periodic patterning, the published writers and the student writers again show similarities and differences. All writers employ a periodic structuring in their texts. However, there are differences in the extent to which Attitude is encoded in this structuring. The student texts are much less consistent in this regard, compared with the published texts. The student writers at times forego important opportunities to signal stance to their readers and to encourage an alignment with a particular attitudinal position.

There are some notable variations in the ways individual writers organise their texts periodically, and the different strategies evident in the published texts are also evident in the student texts. Some writers rely more on an organising principle of prediction of stance from higher-level Theme. Others tend to encode values in new information and consolidate with a more overt attitudinal stance in higher-level New. The former strategy characterises texts where the higher-level themes construe the field of research (FR), that is, where the writer is framing an argument for their own study in relation to other research. The latter strategy corresponds with texts where the higher-level themes construe the domain, that is, where the writer is framing an argument for their own study in terms of the topic (FD).

Variations identified in the ways writers foreground evaluative stance in periodic points of prominence in their texts provide another dimension to a framework for guiding and monitoring the construal of stance in the writing of novice academic writers. An analysis of the periodic patterning of Attitude, and of different writer strategies in this regard is one consideration in selecting published texts as models for student writing. By deconstructing the ways in which different writers make use of periodic structuring in construing attitudinal stance, we have a basis for more clearly articulating expectations to students writers, and for giving more effective feedback on their writing.

5.5 Conclusion

In this chapter I argue that the way Attitude is encoded in texts contributes significantly to the distinctive character of the discourse as one in which writers manage the dual demands of persuasion and 'objectivity' as they contextualize and argue for their own research. Critical to

the construal of an evaluative stance in this context are choices of the kind of Attitude that is expressed, how that Attitude is expressed, and where that Attitude is encoded in the text.

In the data in this study there are certain preferences and patterns in the encoding of Attitude that are characteristic of the discourse, and that can be seen to contribute to the impression of objective persuasion. These preferences are summarized as follows:

A preference for encoding explicit Attitude as *Appreciation*, rather than as *Affect* or *Judgement*, and for encoding Appreciation as *valuation*, rather than *reaction* contributes an 'impersonal' orientation to instances of explicit Attitude. Where Graduation is used to evoke Attitude, the Attitude that is implied is also predominantly Appreciation:valuation. The grading of Attitude is predominantly as amplification, and where this occurs it contributes to the construal of a more compelling argument.

Student texts are seen to mirror the published texts in respect to these preferences but do so to varying degrees. One difference of note is that while Appreciation is still the dominant means for encoding Attitude in the student texts, the student writers are more inclined than the published writers to evaluate the domain as Appreciation: reaction, and to include expressions of Affect or Judgement. The texts therefore construe a more personalized attitudinal stance.

While a summative picture of preferences provides an important indication of the general characteristics of the discourse, it does not explain how individual writers manage multiple resources throughout a text as they shape an argument for their own research. For such a perspective it is necessary to examine the distribution and patterning of expressions of Attitude across texts. The patterning of Attitude in this thesis is considered from a metafunctional perspective, firstly as a particulate distribution of Attitude in relation to field. Analyses reveal a number of interesting findings.

First, explicit Attitude is found to be dominantly oriented to the domain (FD). There are relatively very few instances of explicit Attitude that evaluate aspects of the field of research (FR) in either the published texts or the student texts. Secondly, the encoding of explicit Attitude (in FD) as oppositional pairs of values functions to construe the domain as one in which there are different possibilities, or in which knowledge is contested to some extent. This contributes a further dimension to the argument for research within this domain. The evaluation of the domain (FD) by means of explicit Attitude means that values are encoded dichotomously as either positive or negative. This functions to construe a particular kind of in-group/out-group solidarity.

While there are discussions in the literature on academic writing on the evaluative functioning of resources of quantity (Myers 1996, Biber and Conrad 2002), to this point grading of meanings as quantity has not been systematically related to evoking graded Attitudinal meanings. Appraisal theory enables this connection to be made for resources of *quantity* as well as other kinds of grading of experiential meanings. The grading of experiential meanings can thus be considered as systematically, though indirectly, attitudinal. When resources of Graduation are considered, the analyses reveal that the field of research (FR) is evaluated overwhelmingly by these indirect means, that is, by the grading of experiential meanings that function to evoke Attitude. Construing research as a graduated activity is one important means by which the objectified nature of the discourse is maintained. In fact, this does not represent a process of making meanings more objective, but rather one of investing experiential or 'objective' meanings with an interpersonal orientation. Such choices allow writers to avoid making explicit positive or negative evaluations of other research. The indirect evaluation of research by means of grading experiential meanings functions to encourage a different kind of solidarity from that associated with evaluation of the domain. The solidarity construed in relation to other research is one of relative positioning. It is by such means that academic writers can maintain solidarity with a research community while at the same time establishing difference, and therefore space for their own research.

Attitude is also patterned prosodically, with values spreading across phases of texts as resources encoding interpersonal meaning co-articulate with each other. Analyses reveal that a minimal use of explicit Attitude that is positioned strategically in the text can impact across a considerable stretch of text. Resources of Graduation play an important role in the 'propagating' (Lemke 1998) prosodies of value in this way. Managing prosodies of value requires an understanding of the importance of strategically encoding a minimal number of instances of explicit Attitude, as well as an understanding of the kinds of resources that can be employed in the propagation of prosodies. These prosodies of value can be construed both prospectively and retrospectively, and the preference for one or other strategy in the data seems to correspond to the dominance of one or other field (that is, FR or FD respectively). Both published and student writers display this systematic variation. However, analyses of the student texts reveal that opportunities to establish prosodies of value are not always taken up by the novice writers. This leaves the reader unable to establish writer stance in some phases of text. At times, the student texts also reveal disharmonies of value. This occurs where contradictory values are represented in the one phase of text.

Attitude is also an intrinsic aspect of the periodic or textual patterning of the discourse. Analyses show that in the published texts, Attitude encoded in higher-level Themes is typically reiterated in lower-level Themes, and Attitude that is encoded in lower-level New is typically consolidated in higher-level New. Encoding Attitude in 'hierarchies of periodicity' (Halliday in Thibault 1997, Martin and Rose 2003) creates an interpersonal 'point of departure' (Halliday 1985, 1994) or consolidation of evaluative stance for the text as a whole and for specific phases of text. Preferences for encoding Attitude in higher-level Theme or higher-level New seem to correspond with the orientation of the text to one or other field (FR or FD respectively). The final phase of the texts functions as a transition phase in that it represents both a Macro-New for the introductory section and a Macro-Theme for the remainder of the larger text, that is the complete article or dissertation.

Patterns of periodicity are also evident in the student texts, and are used predictively as well as to consolidate meanings in the discourse. However, in some cases the student writers do not encode Attitude in the periodic patterning of the discourse, and so forego important opportunities for establishing evaluative stance in their texts.

Another issue arising from an analysis of the student texts is that the student writers are more inclined to use headings to signal shifts from one phase to another. The headings function to predict ideational content, but do not foreground stance. In some cases, but not all, evaluative stance is indicated in the clause following the heading. Where this is not the case, an important opportunity to signal stance for a phase of text is lost to the writers.

While there are distinctive preferences in the expression of Attitude and in the way in which it is patterned, there is also considerable variation across texts. The variations are important means for identifying individual writer strategies. Different strategies may be seen as more or less effective or more or less preferred in different contexts. They may even suggest pathways for developing progressive control over the register, as they implicate different linguistic resources to a greater or lesser extent. These and other pedagogic implications are addressed in detail in chapter 7. However there is one further aspect of the nature of evaluative stance that requires investigation and that is the question of who makes the evaluation. This issue is the focus of the next chapter.