

**DEVELOPING THE EVALUATIVE LANGUAGE COMPETENCE
OF TEACHER EDUCATION STUDENTS IN TEACHING ENGLISH
AS A FOREIGN LANGUAGE (TEFL) COURSES IN VIETNAM**

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Abstract

This study aimed to investigate how tertiary TEFL teacher education students' evaluative language competence can be extended through explicit teaching of linguistic descriptions of resources for expressing attitudinal meanings in English. In particular, it sought to determine how tertiary TEFL courses informed by the Appraisal framework (Martin & White, 2005) and text-based pedagogy (Feez & De Silva Joyce, 2012) can be designed and implemented to improve students' evaluative language competence. It also aimed to examine how such courses can extend students' evaluative language repertoires, and how students can discuss their understanding and use of the language of evaluation using their metaknowledge of Appraisal.

In pursuit of these aims, I implemented over two fifteen-week interventions explicit teaching of evaluative resources, focusing on Attitude and Graduation within Appraisal to the same group of TEFL first-year teacher education students at Quy Nhon University, Vietnam. The explicit teaching of Attitude and Graduation followed the teaching sequences using the teaching-learning model I adapted based on integrating the Scaffolding interaction cycle (Martin & Rose, 2005) into the text-based cycle of teaching and learning (Feez & De Silva Joyce, 2012). I also adopted Appraisal as the coding scheme and the UAM Corpus Tool developed by Michael O'Donnell (2013) as an electronic linguistics annotation tool for investigating affordances of Attitude and Graduation resources in reading texts and in students' writing.

The study found that before the interventions, the students from both intervention and non-intervention groups had similar limited repertoires for evaluation expressions, which were reflected through their repetition of a restricted number of different instantiations for Attitude and frequent use of basic isolated grammatical items for Graduation. After the interventions, however, there was a significant development of the intervention students (IS) compared to the non-intervention students (NS) in Attitude and Graduation deployment. The IS employed not only more numerous different instantiations for Attitude, but also a more diverse range of semantic infusion, grammatical and lexical items for Graduation. More importantly, these IS could provide linguistic descriptions of some Appraisal aspects and employ their metaknowledge of Appraisal to talk about the development of their own deployment of Attitude and Graduation across the writing tests. Of particular interest is the impressive

improvement of the low achieving IS to approximate the performance of the high achieving IS and even to overtake the performance of the high achieving NS.

This empirical study has made a professional innovation to teaching pedagogies in that it adapted the teaching-learning model for explicit teaching of evaluation based on combining the Scaffolding interaction cycle (Martin & Rose, 2005) and the text-based cycle of teaching and learning (Feez & De Silva Joyce, 2012). It also has important professional implications in fundamental aspects of TEFL such as shifts in policies, professional development, teaching practices, English textbook design and English test assessment in the context of teaching and learning EFL in Vietnam. In terms of policy shift, it raises a call for review of several aspects of TEFL such as current teaching practices, curriculum, resources and teachers' expertise. With regard to professional development, it alerts university English teacher educators and practising teachers of English to be aware of the necessity to equip themselves with knowledge about English language and update with relevant pedagogical approaches in their lifelong professional development. In relation to English textbook design, evaluative language was found to be inadequately attended to in *Solutions Intermediate* and *Solutions Upper-Intermediate* (Falla & Davies, 2013a, 2013b), the textbooks of English being used in most tertiary institutions in Vietnam. The compensatory additional resources provided in the intervention can serve to inform curriculum designers and textbook editors of the need to incorporate intentionally selected reading texts and thoughtfully designed activities with the aim to make evaluative language more explicit. Regarding English language teaching, the study indicated the poor repertoires of evaluation expressions of even advanced students of English in Vietnam, and it demonstrated that the restricted repertoires of the students could be developed through implementing the courses I designed with various activities to engage students such as multimodal texts and video recording of student improvised drama and their reflective review of their work on the videos. In terms of assessment of English, the study draws attention to the need for test designers to include evaluative language within assessment criteria and make it an explicit requirement in designated test questions. These implications are expected to bridge the gap between teaching-learning experience in the English classroom, criteria in English assessment tests, and real-life English language demands.

Declaration of Original Authorship

This thesis contains no material that has been extracted in whole or in part from a thesis that I have submitted towards the award of any other degree or diploma in any other tertiary institution.

No other person's work has been used without due acknowledgment in the main text of the thesis.

All research procedures reported in the thesis received the approval of the relevant Ethics/Safety Committees (where required).

Signature:



Date: August, 2020

To my granddad - a professor of social sciences,

my dad - a teacher of English at secondary school,

my mom - a teacher at primary school,

**who lit up and nurtured in me an endless love for English language,
and transmitted to me their strong passion for teaching,**

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List of abbreviations

- APEC: Asia Pacific Economic Cooperation
- ASEAN: Association of South East Asian Nations
- ASEM: Asia-Europe Meeting
- CLT: Communicative Language Teaching
- EFL: English as a foreign language
- EOL: English as an official language
- ESL: English as a second language
- GBA: Genre-based approach
- HA: High achiever
- IELTS: International English Language Testing System
- IG: intervention group
- IS: intervention student
- L1: first language
- L2: second language
- LA: Low achiever
- MA: Medium achiever
- NG: non-intervention group
- NS: non-intervention student

R2L: Reading to Learn

RT1: Reading Test 1

RT2: Reading Test 2

RT3: Reading Test 3

SFL: Systemic Functional Linguistics

SFS: Systemic Functional Semiotics

SI1: Semi-structured Interview 1

SI2: Semi-structured Interview 2

TLC: teaching and learning cycle

TEFL: Teaching English as a Foreign Language

TESOL: Teaching English to speakers of other languages

TOEFL: Test of English as a Foreign Language

WT1: Writing Test 1

WT2: Writing Test 2

WT3: Writing Test 3

WTO: World Trade Organization

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CHAPTER 1. INTRODUCTION

1.1. Context of the study

In an era when internationalization, integration, and globalization are irrefutable trends in the arenas of politics, economics, science, technology and various aspects of social life, the role of English in Vietnam is ever more significant. English has become the major medium of communication between Vietnamese people and their foreign counterparts since Vietnam opened its doors to the rest of the world and the English language has increasingly demonstrated its crucial role in Vietnamese academic, civic and professional life. This is particularly the case since Vietnam joined the Association of South East Asian Nations (ASEAN) in 1995, Asia-Europe Meeting (ASEM) in 1996, Asia Pacific Economic Cooperation (APEC) in 1998, and World Trade Organization (WTO) in 2007. In preparation for the better integration of Vietnam into these global institutions, on September 30th, 2008 the Vietnamese Prime Minister approved a 12-year National Plan, known as Decision 1400-QĐ-TTg, for *Teaching and Learning Foreign Languages in the National Formal Educational System in the Period of 2008-2020*. The goal of this plan was „to renovate thoroughly the tasks of teaching and learning foreign languages within the national educational system, and to implement a new program on teaching and learning foreign language at every school level and training degree“ (Thủ tướng Chính phủ (Prime Minister), 2008, p. 1). This plan was followed by the ambitious National Foreign Languages 2020 Project, launched by the Vietnamese Ministry of Education and Training in 2011. With a major focus on English, this project aims to develop the English competence of the workforce and to upgrade its capacity to engage in a globalized world. To make English language teaching and learning in Vietnam more suitable, effective, and productive, the project has implemented several strategic approaches, including the improvement of education curriculum, the development of new textbooks and the training and retraining of teachers.

As stressed by World Bank in the 2014 Vietnam Development Report *Skilling Up Vietnam: Preparing the workforce for a modern market economy*, „a skilled workforce is central to Vietnam’s economic modernization“; however, there are currently acute skills gaps among Vietnamese workforce, including „technical skills“, „social and behavioural skills“ and „cognitive skills“ (World Bank, 2014, pp. xvii-xviii). The World Bank further identifies critical thinking skills and communication skills as crucial qualities that the employers require

from the white-collar workers. Due to work requirements in an international environment, young people working in different English-speaking contexts such as business, commerce, politics, technology, education, or tourism must have the capacity to express their opinions, judgments and appreciations in the most nuanced ways. Not only is evaluative language important in young people's academic success, it is also significant for their professional life and civic participation in an environment where critical thinking and expression are frequently required.

For the past twenty years, I worked as a lecturer in charge of training students of English major at Quy Nhon University, Vietnam and delivered lectures to teachers of English at primary, secondary and high schools in South-Central Vietnam within the National Foreign Languages 2020 Project. I also delivered academic courses from the International English Language Testing System (IELTS), Test of English as a Foreign Language (TOEFL) and Communication courses at two English centres in Quy Nhon city. During these classes, I recognised that a vast majority of English teachers and learners fail to express their attitudes in a critical and appropriate manner. This view is in line with the findings of other researchers that Vietnamese learners of English, despite their academic language proficiency, have limited attitudinal language repertoires to convey their feelings, opinions and attitudes appropriately (Ngo, 2013; Ngo, Unsworth, & Feez, 2012). One significant part of renovating English teaching in Vietnam is to pay attention to the issue of expanding the evaluative language repertoires for learners of English in Vietnam through enhancing pedagogical practices to foreground evaluative resources. The major concerns of this study are, therefore, the design and implementation of a tertiary TEFL teacher education course for improving students' evaluative language competence based on a powerful theory and an appropriate approach for explicit and systematic teaching of the language of evaluation in English.

The language of evaluation

Reflecting the high status of evaluative language, several linguists and researchers have analysed the language of evaluation using descriptions of Appraisal developed within Systemic Functional Linguistics (SFL) (Martin & White, 2005). Of particular interest to the study are Appraisal systems of ATTITUDE, which include values of Affect, Judgements of social esteem and social sanction, and Appreciation of the quality, significance and compositional nature of phenomena and the systems of GRADUATION, which consist of ways to scale up or down attitude. The Appraisal framework has been deployed to effectively

examine the language of evaluation in a large number of studies on written texts (Coffin, 2003, 2006; Guoyan, 2015; Hao & Humphrey, 2012; Hood, 2004, 2006, 2010; Humphrey, 2010, 2013, 2015; Humphrey & Economou, 2015; Humphrey, Sharpe, & Cullen, 2015; Li, 2016; Macken-Horarik, 2003a, 2004; Macken-Horarik & Isaac, 2014; Martin, 2004a, 2004b; Martin & Rose, 2007; Ngo et al., 2012; Page, 2003; Painter, 2003; Rothery & Stenglin, 2000; Thomson & White, 2008; Vo, 2011; White, 1998), as well as texts which are spoken (Adendorff & Klerk, 2007; Becker, 2009; Cardwell, 2009; Eggins, 2000; Hood & Forey, 2008; Ngo, 2013; Ngo & Unsworth, 2015; Ngo et al., 2012), and multimodal texts (Bednarek & Caple, 2012; Caple, 2008b, 2010; Y. Chen, 2008; Economou, 2006, 2009, 2012; Lin & Cheng, 2010; Martin, 2001, 2008a, 2008c; Swain, 2012; Unsworth, 2013a; White, 2014). Appraisal has also demonstrated its values on the teaching of evaluative language in teaching English as a foreign language (TEFL) contexts (Chuanfeng, 2008; Geng & Wharton, 2016; Giles & Busseniers, 2012; Guoyan, 2015; Haromi, 2014; X. Liu, 2010, 2013; X. Liu & Thompson, 2009; Loi, Lim, & Wharton, 2016; R. Wang, 2016; Xie, 2016; Yang, 2016a). The abundance of studies related to Appraisal in educational contexts indicates its significance for understanding the resources needed for evaluative meaning making in this domain.

Evaluative meanings in visual images

Thanks to immense achievements in modern media technology in recent decades, images have been found to be increasingly prominent in texts read by students and in a very significant proportion of the texts students encounter, the expressions of judgement and evaluation frequently occur in contexts of language-image interaction (Unsworth, 2014a). In the interaction of language and image, images have the function of co-articulating attitude, thus playing an important role in arousing readers' feeling towards issues presented in multimodal texts (Martin, 2001). The contribution of images to meaning making has been widely recognised and the understanding of image-language interactions has become a crucial aspect of literacy in English speaking countries (Andrew, 2004; Bednarek & Caple, 2012; Bezemer & Kress, 2008; Caple, 2008b, 2010; Economou, 2009, 2012, 2013; Hull & Nelson, 2005; Kress, 2000a, 2000b, 2000c; Leu, Kinzer, Corio, Castek, & Henry, 2013; Luke, 2003; Mayer, 2008; Mills & Unsworth, 2018; Rowsell, Kress, Pahl, & Street, 2013; Russell, 2000; Unsworth, 2007b, 2013b, 2014a, 2015; Unsworth & Mills, 2020; Walsh, 2006, 2010; White, 2014). As learning the strategies of making meaning from image - language relations has increased in importance (Unsworth & Ngo, 2015), analysis of evaluative language in multimodal texts in English textbooks can partly contribute to the improvement of English

teaching. Therefore, while the focus of this study is on evaluative resources in language, descriptions of multimodality (Kress & van Leeuwen, 2006; Painter, Martin, & Unsworth, 2013) and the Visual Appraisal framework (Economou, 2009; White, 2014) were drawn on to appreciate more fully the evaluative meaning in multimodal reading texts in the textbooks. Particularly, multimodal analysis of texts in the *Solutions* textbooks (Falla & Davies, 2013a, 2013b) informed me as a researcher and teacher of potential evaluative meaning images may convey either alone or in combination with language in these texts. Such information facilitated my generation of some of the lesson materials I used in the two interventions.

The metalanguage about the Appraisal framework

Metalanguage is the term used to describe a language for talking about language (Macken-Horarik, Love, & Unsworth, 2011) or a sort of language which teachers and students employ to talk about English, teaching and learning (British Council, 2017). In the context of SFL in language education, metalanguage as a language for talking about language is interconnected with metalanguage as a language that teachers and students use to talk about how meanings are communicated in various contexts of language use (Schleppegrell, 2013). In order to support students' ability to identify and to use contextually nuanced evaluative language and to explain such choices, it is necessary for teachers to develop students' competence to use a shared metalanguage. This need is greater in the context of this study where the target students are preparatory English teachers. This is because the systematic and consistent metalanguage about Appraisal not only enables them as students to learn about the language of evaluation effectively but also allows them as future teachers to deploy such knowledge to teach and to talk with their potential students about this aspect of language.

The demand to build metalanguage and knowledge about language; however, is not adequately addressed in the current teaching approaches in Vietnam. For example, Communicative Language Teaching (CLT), the most widely approved teaching approach (M. Lewis & McCook, 2002; Mai & Iwashita, 2012; A. H. T. Nguyen, 2002; B. T. Pham, 2014; H. H. Pham, 2007), understands language education as a process of thought and inquiry and believes that the outcome of the learning process depends largely on the cognitive abilities of individual learners. These characteristics suggest that the pedagogy is not always transparent (Burns & De Silva Joyce, 2007, 2008) and may be insufficient for creating and envisioning „the kind of coherent, comprehensive and principled curricula“ (Byrnes, 2012, p. 1), which would be necessary for building knowledge about language and metalinguistic knowledge. To

be transparent, it is important to work out a kind of language education that provides students with a theory of language in use and a metalanguage to make language resources in use visible through functional terminology and talk about context of language (Burns & De Silva Joyce, 2007; Byrnes, 2012; Humphrey & Macnaught, 2011; L. de Oliveira & Schleppegrell, 2015; Macken-Horarik, Love, & Unsworth, 2011; Palincsar & Schleppegrell, 2014; Schleppegrell, 2016). It is therefore essential that CLT be enhanced with pedagogies that have a theory of language in use and provide teachers with a visible teaching approach to help them meet the demand of the target students in this study.

The genre-based pedagogies

Since the 1970s, several countries have started to employ genre-based pedagogies as alternative approaches to CLT. Of particular interest in this study is the Sydney-school genre-based literacy pedagogy, which is an application of SFL (Halliday, 1994) and genre theory (Martin & Rose, 2008) to teaching practice. Under this approach, explicit knowledge about genres and their specific language features are provided to students through teaching-learning cycles. It is argued by genre theorists that language learning is not simply providing opportunities for the development of innate knowledge but it is achieved in contexts where language is used to generate meanings through a process termed scaffolding and clear explicit explanation by other more qualified language users (Hammond & Gibbons, 2001). Derewianka (2003) argues that explicit teaching provides students with an insight into how to control differentiate genres and equips them with important relevant language resources for generating effective written texts. The significance of explicit teaching about genre was also documented in a report by Hammond and Macken-Horarik (2001) that most teachers in Australia claim that the teaching and learning of „text-types“ is efficient for their explicit and systematic literacy teaching (p.116).

The Sydney-school genre-based approach was first developed in Australia since 1980s and has undergone three phases of development (i.e. *Writing Project*, *Write it Right project* and *Reading to Learn*). After three decades of implementation in different contexts, it is evaluated as the most influential genre-based approach at the primary and secondary school contexts (Rose & Martin, 2012). Especially, it proved to be an efficient approach to developing students“ metalinguistic knowledge (Derewianka & Jones, 2012; Humphrey & Feez, 2016; Humphrey & Macnaught, 2011) and particularly effective in bridging the gaps between high and low achieving students (Martin & Rose, 2005; Rose, 2015; Rose & Martin, 2012). Not

only has the genre-based approach demonstrated its value in English native language speaking countries where English is taught in English-embedded classrooms (Burns, 1990; Callaghan & Rothery, 1988; Fan, 2014; Fowler, 2002b; Hallenstein, 1994; E. Ho, 2009; Humphrey & Feez, 2016; Humphrey & Macnaught, 2011; Humphrey et al., 2015; Jackson, 2006; P. Jones, 1993; I. Lee, 2012; C. Lewis, 1999; Lucantonio, 1991; Polias, 2005b; Walker, 2010), it has also proved to be effective in English-medium classrooms in ESL contexts in Hong Kong and Singapore (Fan, 2014; Graves & Garton, 2017a; I. Lee, 2012; Polias, 2007), and in a number of Asian countries where English is spoken as a foreign language and taught as a subject such as Thailand (Chaisiri, 2010; Kongpetch, 2003; Krisnachinda, 2006; Payaprom, 2012; Srinon, 2011; Wisootruchira, 2002), Indonesia (Emilia, 2005; Luardini & Asi, 2014; Omoetan, 2008; Pribady, 2012; Rozimela, 2005; Sukyadi, 2014; Syarifah & Gunawan, 2015), Japan (Myskow & Gordon, 2010; Yasuda, 2011, 2015), China (J. Chen, 2010; Liang & Liang, 2010; Liqun, 2007; C. Tian, 2010; C. Wang, 2013; Yang, 2016b; Zeng & Chen, 2014) and Vietnam (Luu, 2011; Trinh & Nguyen, 2014a; Truong, 2017). However, there have been very restricted number of studies on using genre-based approach to improve students' comprehension of evaluative resources (Liqun, 2007) and to enhance their use of evaluative resources in writing (Payaprom, 2012). Especially, genre-based literacy approaches have never been employed to develop students' evaluative language competence in Vietnam.

1.2. Aims and research questions

The aim of this project is to investigate how tertiary TEFL teacher education students' evaluative language competence can be extended through explicit teaching of linguistic descriptions of resources for expressing attitudinal meanings in English.

In pursuit of this aim, three research questions are addressed:

1. How can tertiary TEFL teacher education courses be designed and implemented to improve students' evaluative language competence?
2. To what extent can the evaluative language repertoires of tertiary TEFL teacher education students be expanded in pre-service teacher preparation programs?
3. How can tertiary TEFL teacher education students use a metalanguage informed by linguistic descriptions of evaluative resources to discuss their understanding and use of the language of evaluation?

1.3. Research approach

This quasi-experimental study took a largely qualitative approach, which is supported by quantitative description. The qualitative approach provided an insightful exploration into students' deployment of evaluative resources and strategies and the complexity of their repertoires for evaluative expressions in English. Moreover, the qualitative approach allowed a deep understanding of the intervention students' ability to use their metalinguistic knowledge about the Appraisal framework for learning about evaluation in English after the interventions. To complement the principally qualitative methodology, a quantitative approach using the UAM Corpus Tool (O'Donnell, 2013) was employed for statistical analysis of the results of students' performance on writing tests and interviews to determine the extent to which their repertoires of evaluative resources were expanded.

1.4. Significance of the study

The significance of this study is twofold. Firstly, the study provides evidence of innovative professional practice in tertiary TEFL teacher education courses. It demonstrates the efficacy of the courses designed and implemented using teaching-learning model for explicit teaching of evaluative language. Secondly, the study has significant professional implications for different dimensions of the current teaching of English in Vietnam ranging from the shift in TEFL policies, TEFL professional development, TEFL pedagogic practices, English textbook designs and English language competence tests.

1.5. Organisation of the thesis

The thesis is organized into six chapters as described below.

The current chapter, Chapter 1 provides an overview of the research background, highlighting the significance of evaluative language, the position of metalanguage and the value of the Sydney-school genre-based pedagogies in modern English teaching. This section also outlines the aims, research questions, research approach, research significance and organization of the thesis.

Chapter 2 establishes the theoretical framework utilized in the thesis for the analysis of evaluative resources in the textbooks, supplementary materials and students' work. After a brief discussion of some theoretical perspectives on the evaluative functions of language, the

chapter focuses on the clarification of the SFL-based Verbal Appraisal framework (Martin & White, 2005), on the incorporation of the Visual Appraisal framework (Economou, 2009; White, 2014) and the notions of Convergence and Divergence by Painter, Martin and Unsworth (2013). The chapter ends with a brief review of influential approaches to language teaching and theoretical bases underpinning these approaches such as Communicative Language Teaching and Communicative Competence (Canale, 1983; Hymes, 1967), and the Sydney genre-based approach and genre-based theory (Martin & Rose, 2008; Rose & Martin, 2012; Rothery, 1994).

Chapter 3 is a review of foundational applications of Appraisal and the Sydney-school genre-based pedagogies. Starting with an overview of the position of Appraisal in the teaching of English as an official and as a second language, the chapter continues with the review of the role of Appraisal in the context of TEFL. The chapter ends with a review of literature on the application of genre-based approaches in classrooms where English is taught as a first, second and foreign language.

Chapter 4 is a detailed explanation of research design and methodology. The chapter begins with a clarification of the context of study, followed by an explanation of the selection and analysis of teaching resources and the design of sequence of teaching. The later section of the chapter describes the data collection, data transcription and data analysis procedures. The chapter ends with the outline of strategies conducted to address the research questions.

Chapter 5 is a report on the findings withdrawn from the data from the textbook analysis, the classroom interactions, the mid-intervention survey questionnaires, and the paper tests and semi-structured interviews collected prior to and after the intervention. The report paves the way for discussions of findings in the study.

Chapter 6 discusses the efficacy of the courses designed and implemented during the teaching intervention. In particular, the Appraisal framework and the text-based pedagogies have accounted for the significant development of the intervention students' repertoires of evaluative language compared to the minimal development of the non-intervention students. Chapter 6 then concludes the thesis by summarizing the major findings and highlighting the professional innovations and implications of the thesis, and outlining some limitations of the study and recommendations for further research.

CHAPTER 2. THEORETICAL FRAMEWORKS

2.0. Introduction

The overarching aim of the thesis is to investigate how tertiary TEFL teacher education students' evaluative language competence can be extended through explicit teaching of linguistic descriptions of resources for expressing attitudinal meanings in English. The study has a pivotal role in tertiary TEFL due to the fact that the limited capacity of EFL students to express their feelings and judgements in nuanced and subtle ways in English inhibits their personal and social engagement and the success of their academic and professional or business pursuits. To determine how TEFL can address this issue, a review of theoretical accounts of the nature of the evaluative resources of English and of images in multimodal texts will form the basis for an investigation of how evaluative resources are dealt with in TEFL textbooks and in existing studies of EFL teaching and curricula. The outcomes of this investigation will inform textbook adaptations and augmentations and the generation of pedagogic designs, which will be progressively implemented and iteratively refined to develop extended repertoires of evaluative language among tertiary TEFL students.

Section 2.1 will discuss the evaluative functions of language from the perspectives of communicative competence and pragmatics. Section 2.2 will then focus on Systemic Functional Semiotic perspectives on these functions, beginning with an introduction of the basic tenets of SFL in Part 2.2.1 and then a review of the Appraisal framework proposed by Martin and White (2005) in Part 2.2.2. Following an outline of the interpersonal meaning potential of images and the Grammar of Visual Design (Kress & van Leeuwen, 2006), Section 2.3 will continue with a brief review of the Visual Appraisal framework suggested by Economou (2009) and White (2014). The review will then address, in Part 2.3.3, the construction of evaluation through the interactions between images and language as proposed by Painter et al. (2013). The critical review will serve as the basis for proposing frameworks for analysing evaluative meaning in multimodal EFL textbooks and supplementary texts used in tertiary TEFL. The chapter ends with Section 2.3, which reviews influential pedagogical approaches to language teaching together with the theoretical bases underpinning these approaches such as Communicative Language Teaching and Communicative Competence (Canale, 1983; Hymes, 1967), and the Sydney-school genre-based approach (Martin & Rose, 2008; Rose & Martin, 2012; Rothery, 1994). The review provides the rationale for the

implementation of the teaching and learning cycle in this project, which will be detailed in Chapter 4.

2.1. Theoretical perspectives on the evaluative functions of language

Evaluation has long been recognized as an aspect of language worthy of study as its functions are not only to express opinion, but also a means to establish and maintain relations between the speaker/writer and the listener/reader (Thompson & Hunston, 2000). The functions of evaluative language in language teaching have been established in theories such as Communicative Competence and Pragmatics.

In Pragmatics, several approaches have dealt with this aspect of language such as Relational Pragmatics (Kopytko, 2000), General Pragmatics (Leech, 1983), Politeness Theory (Brown & Levinson, 1987; Watts, 2003), Rapport Management (Spencer-Oatey, 2000), and Speech Act Theory (Gass, 2006). These theories generally aim at establishing tactical interpersonal principles and strategies to help conversational achievers mitigate threat to their own „face“ or the „face“ of their conversational partners, thus helping them to negotiate particular contexts to avoid cross-cultural communication breakdowns.

The evaluative aspect of language is also a major concern in the theory of Communicative Competence (Celce-Murcia, 2007). First introduced by Hymes (1967), and further developed and refined by researchers such as Canale (1983), Canale and Swain (1980), Celce-Murcia (2007), Celce-Murcia, Dörnyei, and Thurrell (1995), Communicative Competence is considered the theoretical basis for Communicative Language Teaching, the most prominent language teaching approach. The most detailed and comprehensive model of Communicative Competence (Celce-Murcia, 2007) depicts Communicative Competence diagrammatically as shown in Figure 2.1.

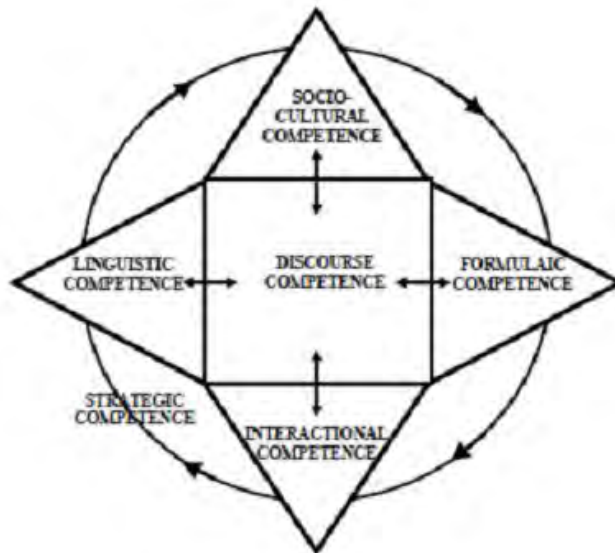


Figure 2.1. The model of Communicative Competence (adapted from Celce-Murcia, 2007, p. 45 and Ngo, 2013, p.11)

Figure 2.1 depicts Communicative Competence as an umbrella consisting of Linguistic Competence, Sociolinguistic Competence, Formulaic Competence and Interactional Competence. The four competences surround Discourse Competence and are interrelated by Strategic Competence. All components of the model interact with each other, and the progress of one single component results in the improvement of the overall Communicative Competence.

Discourse Competence is defined as „the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message“ (Celce-Murcia, 2007, p. 46), Discourse Competence consists of significant variables such as *cohesion*, *deixis*, *coherence* and *generic structure*. Discourse Competence is surrounded by four other competences as:

- (i) Linguistic Competence is concerned with the language knowledge of *phonology*, *lexis*, *morphology* and *syntax*.
- (ii) Socio-cultural Competence depicts speaker’s pragmatic knowledge, including *cultural factors*, *social contextual factors* and *stylistics appropriateness*.
- (iii) Formulaic Competence involves the “fixed and refabricated chunks of language that speakers use heavily in everyday interactions” and it includes *fixed phrases*, *collocations*, *idioms* and *lexical frames*.
- (iv) Interactional Competence consists of three sub-components, namely “Conversational Competence”, “Actional Competence” and “Non-verbal/ paralinguistic competence”.

Of great interest to this research is Interactional Competence because it comprises the aspect of attitudinal expressions by EFL learners. The section will discuss its three sub-components with emphasis on Actional Competence, the most relevant competence to this study.

The first sub-component of Interactional Competence is Conversational Competence, which is inherent to the turn taking system in conversation and the dialogic genres such as „how to open and close conversations“, „how to interrupt“, „how to change topics“ (Celce-Murcia, 2007, p. 48). Second is Non-verbal/paralinguistic competence, which deals with all non-verbal aspects of the communication process including body language, space, gestures, haptic behavior and interactional non-linguistic utterances (Celce-Murcia, 2007, p. 49). The final sub-component of Interactional Competence, Actional Competence, is concerned with „the knowledge of how to perform common speech acts and speech act sets in the target language involving interactions such as information exchanges, interpersonal exchanges, expression of opinions and feelings, problems, future scenarios“ (Celce-Murcia, 2007, p. 48). Table 2.1 details the components of Actional Competence.

Table 2.1. Detailed components of Actional Competence (Celce-Murcia et al., 1995)

<p>KNOWLEDGE OF LANGUAGE FUNCTIONS</p> <ul style="list-style-type: none">- INTERPERSONAL EXCHANGE<ul style="list-style-type: none">- Greeting and leave-taking- Making introductions, identifying oneself- Extending, accepting and declining invitations and offers- Making and breaking engagements- Expressing and acknowledging gratitude- Complimenting and congratulating- Reacting to the interlocutor's speech<ul style="list-style-type: none">+ showing attention, interest, surprise, sympathy, happiness, disbelief, disappointment- INFORMATION<ul style="list-style-type: none">- Asking for and giving information- Reporting (describing and narrating)- Remembering- Explaining and discussing- OPINIONS<ul style="list-style-type: none">- Expressing and finding out about opinions and attitudes- Agreeing "and disagreeing- Approving and disapproving- Showing satisfaction and dissatisfaction- FEELINGS<ul style="list-style-type: none">- Expressing and finding out about feelings<ul style="list-style-type: none">+ love, happiness, sadness, pleasure, anxiety, anger, embarrassment, pain relief, fear+ annoyance, surprise, etc.- SUASION<ul style="list-style-type: none">- Suggesting, requesting and instructing- Giving orders, advising and warning- Persuading, encouraging and discouraging- Asking for, granting and withholding permission- PROBLEMS<ul style="list-style-type: none">- Complaining and criticizing- Blaming and accusing- Admitting and denying- Regretting- Apologizing and forgiving- FUTURE SCENARIOS<ul style="list-style-type: none">- Expressing and finding out about wishes, hopes, and desires- Expressing and eliciting plans, goals, and intentions- Promising- Predicting and speculating- Discussing possibilities and capabilities of doing something <p>KNOWLEDGE OF SPEECH ACT SETS</p>
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One aspect of Actional Competence that raises issues for teaching evaluative language relates to methods of categorization. For example, there seem to be no clear criteria for categorizing expressions of opinions, feelings and attitude within this competence such as *hope, desire, happiness, sadness, fear, interest, surprise, satisfaction, dissatisfaction, agreement, disagreement, etc.* In fact, the multiple feelings could be incorporated into categories such as happiness, satisfaction, insecurity, etc. or in a way that is recognized as a framework to assist

language teachers to organize their teaching efficiently and to assist the students to develop their repertoires of evaluative resources of language in a systematic way.

A further issue is concerned with the overgeneralization of the notion of opinion. Within Actional Competence, opinion is dealt with in a very general way, which is not in line with the reality that people sometimes express their opinions about the issue of morality or aversion in a more sophisticated way in different contexts. Delicate attitudinal expressions necessitate the various resources for dealing with different kinds of opinions and for amplifying these opinions in an appropriate manner. Overgeneralization also causes potential challenges to teachers in making linguistic resources visible to students in texts, in pinpointing the exact linguistic aspects of success or failure in students' performance, or in identifying the precise linguistic issues for subsequent instruction or remediation (Fang & Wang, 2011).

In conclusion, the usefulness of Communicative Competence in teaching the language of evaluation is limited due to its methods of categorization and overgeneralization. Such limitations can be obviated by the robust unified, systemic and synoptic Appraisal framework (Martin & White, 2005), which is based on Systemic Functional Linguistics (SFL).

2.2. Systemic Functional Semiotic perspectives on the evaluative functions of language

The framework of evaluation used in this study, Appraisal, is one of several discourse semantic systems within the broader theory of Systemic Functional Linguistic (SFL). What follows is the discussion of SFL theory and the SFL-based Verbal Appraisal and Visual Appraisal frameworks.

2.2.1. Systemic Functional Linguistic Theory

This section will briefly outline Systemic Functional Linguistic (SFL) theory, with the focus on key tenets of SFL known as realisation, instantiation and metafunction.

SFL was first developed by the linguist Michael Halliday (Halliday, 1978; Halliday & Matthiessen, 2004) as an approach to language that focuses on exploring „both how people use language in different contexts, and how language is structured for use as a semiotic system“ (Eggins, 2004). Halliday (1978) explains that language is a system because it is

stratified as a three-level coding system consisting of semantics, lexicogrammar and phonology and graphology. Its semantic system is organized into metafunctional components, namely ideational, interpersonal and textual functions. These three kinds of meaning are constructed via a number of strata of language, which realize a particular social context (register). The social context includes field, tenor and mode. Field is concerned with what is happening, what or who is involved, and the circumstances surrounding the activity; tenor refers to the people involved and the relationship between them; mode is the channel of communication deployed. These three dimensions are crucial in determining the language choices people make (Halliday, 1978).

Martin (1992) proposes an additional contextual stratum to account for the cultural context which he names genre. Genre theory will be detailed in Section 2.3.2. The components of the language and contextual strata are displayed in Figure 2.2.

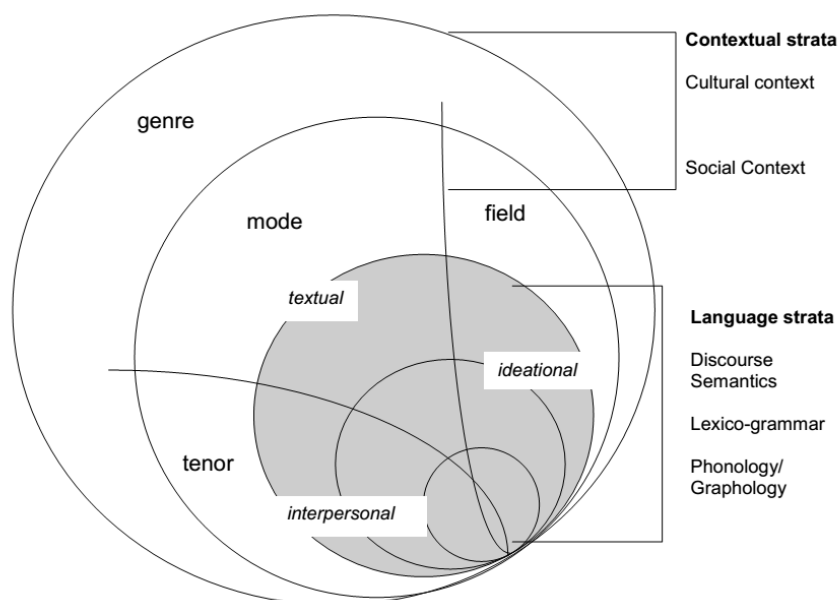


Figure 2.2. The language stratification and meta-functions (adapted from Martin and White, 2005)

As shown in Figure 2.2, the three language strata of phonology/graphology, lexico-grammar and discourse semantics are language resources that realize ideational, interpersonal and textual meaning. The phonology/graphology stratum realizes the lexico-grammar and the lexico-grammar realizes meanings at the discourse semantic stratum. The lexico-grammar deals with the meaning at the level of clause whereas discourse semantics, as positioned in the higher strata, is concerned with the meaning beyond clause or at text level. Table 2.2

summarizes some key linguistic elements at the three strata of discourse semantics, lexico-grammar and graphology/phonology according to metafunction.

Table 2.2. Strata, systems and metafunctions (adapted from Economou, 2009; Humphrey & Economou, 2015; Martin, 1992; Martin & Rose, 2007)

Metafunction Stratum	Ideational	Interpersonal	Textual
Discourse Semantics	Ideation - patterns of lexis - relations of taxonomy & synonymy in lexical strings External conjunction - logical connection between events (addition comparison, sequence, cause)	Negotiation - exchange of structure patterns across text Appraisal - types of attitude values - levels of intensification - types of inter-textual positioning Involvement - solidarity vs. exclusion markers	Identification - introducing & tracking participants in reference chains Internal conjunction - logical connection between parts of discourse Periodicity - information flow organised across text by scaffolding smaller units into a larger
Lexico-grammar	Transitivity – Process, Participant, Circumstance	Mood, Modality, Polarity, Comment, Vocation.	Theme and Information; tense and deixis; ellipsis and substitution
Phonology/ Graphology	tone sequence sentence	tone, voice quality, formatting, colour emoticons	punctuation, layout tonality, tonicity

The three kinds of meaning described as metafunctions are realized simultaneously in every utterance and written text and each has equal status (Hasan, 2009). Of particular interest to this research is the discourse semantic level that realizes interpersonal meaning.

The interpersonal metafunction is concerned with the construction of social relationship through the ways people use language to interact with each other as well as the way people take their own position through expressions of feelings and attitudes. According to Martin and White (2005, pp. 33-35), at the level of discourse semantics, interpersonal meaning deals with *Negotiation* (focusing on the interactive aspects of discourse, speech function and exchange structure), *Involvement* (focusing on non-gradable resources for negotiating tenor relations), and *Appraisal* (focusing on Attitude, including emotions communicating how we feel, judgements we make about human behaviors and appreciation as we assess inanimate phenomena, on Engagement and on Graduation). Engagement and Graduation are two means that contribute indirectly to attitudinal meanings. Engagement is concerned with different ways in which attitude or values are sourced to the external voices or to the author’s internal voice whereas Graduation involves language resources for scaling up or down the degree of attitudinal expressions. Due to the limited time allocated for the teaching intervention and the extensive and intensive analysis required in dealing with the Attitude section, the current study concentrates on Attitude and Graduation only. The following section discusses the

Attitude system and its realisation, focusing firstly on the verbal framework in Section 2.2.2 and on visual resources in Section 2.2.3.

The restricted time of the intervention only enabled focusing on teaching Attitude and Graduation in a number of genres which deploy the language of evaluation as the main linguistic features such as anecdote, narrative, biographical recount, exposition and review (Derewianka & Jones, 2016). Therefore, the scope of study is limited to developing students' repertoires of Attitude and Graduation, the two out of three aspects of the Appraisal framework in the five genres mentioned above.

2.2.2. The Verbal Appraisal framework

Appraisal is a framework that is used to describe and explain the ways text producers establish particular authorial identities, the ways they (dis)align themselves with respondents and the way they construct an ideal audience for their texts (Martin & White, 2005). First proposed by Martin (2000), the system of Appraisal was fully developed by Martin and White (2005) and has been refined in critical studies by Hood and Martin (2007), Bednarek (2008), Hood (2010), Hao and Humphrey (2012), Ngo (2013), Macken-Horarik and Isaac (2014) and Ngo and Unsworth (2015). One of the reasons for the popularity and efficiency of the Appraisal framework in recent studies on discourse analysis is that it offers researchers resources for interpersonal meaning analysis at the discourse level rather than at lexicogrammatical level. Not only does it address emotional, ethical and aesthetic evaluative aspects, but it also allows us to investigate the play of voices and describes how to adjust the amplitude and precision of attitude in both direct and indirect expressions of evaluation (Macken-Horarik & Isaac, 2014).

As illustrated in Figure 2.3, the Appraisal framework is structured into three sub-systems, namely *Attitude*, *Engagement* and *Graduation*, which are concerned with our feelings, our play of voices and our amplification strategy, respectively.

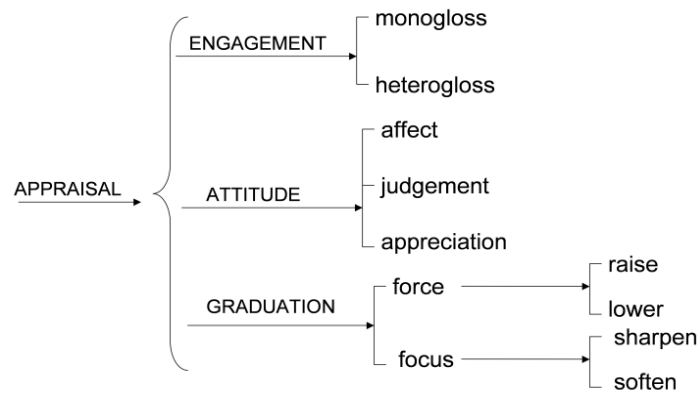


Figure 2.3. An overview of Appraisal resources (Martin & White, 2005, p. 38)

The overarching focus of this study is on Attitude and the Graduation of Attitude; therefore, the sub-system of Engagement is not discussed in this review. Section 2.2.2.1 provides an overview of key resources of the Attitude system with Graduation discussed in Section 2.2.2.2.

2.2.2.1. The Attitude system

At the heart of the Appraisal system is Attitude, which deals with our feelings, including emotional reactions (*Affect*), judgements of behavior (*Judgement*) and evaluation of inanimate phenomena (*Appreciation*) (Martin & White, 2005). The attitudinal resources can be implicitly (invoked) or explicitly (inscribed) realized in a positive or negative way.

2.2.2.1.1. Affect

Affect consists of language resources to evaluate the emotions of people, things, happenings, processes or states of affairs. Martin and White (2005, pp. 45-51) explain that Affect is a resource for text producers to express emotion and it may be realized:

- (i) As choices of dis/inclination, un/happiness, in/security, dis/satisfaction, which is illustrated in Figure 2.4.

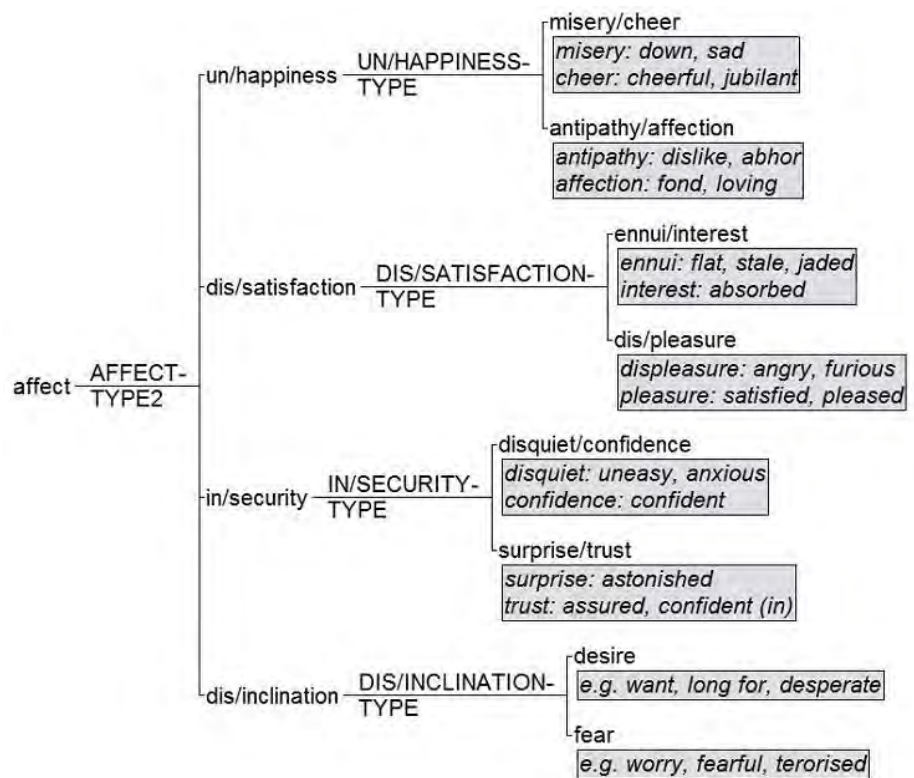


Figure 2.4. Lexical instantiations of Affect (Martin & White, 2005, p. 51)

- (ii) Positively (e.g. the captain was *happy*) or negatively (e.g. the captain was *sad*);
- (iii) As a behavioral surge (e.g. the captain *wept*) or an ongoing mental process/state (e.g. the captain felt *sad*);
- (iv) As a reaction to a specific emotional trigger (e.g. the captain *disliked* leaving) or an undirected mood (e.g. the captain was *sad*);
- (v) As realis (e.g. the captain *disliked* leaving) or irrealis stimulus (e.g. the captain *feared* leaving). While realis Affect is concerned with desiderative mental process, irrealis Affect deals with emotive mental process (e.g. *dislike* as opposed to *fear*);
- (vi) As graded feelings from the lower valued end of a scale of intensity (e.g. the captain *disliked* leaving) towards the higher valued end (e.g. the captain *detested* leaving) or somewhere between (e.g. the captain *hated* leaving).

2.2.2.1.2. Judgement

Judgement includes resources to evaluate ethical issues regarding human behaviors and actions which can be positively or negatively, morally or legally judged by social norms. Judgement consists of two sub-systems of Social Esteem and Social Sanction. Whereas Social Esteem is concerned with what Martin and White (2005, p. 52) label „Normality“ (how unusual someone is) „Capacity“, (how capable someone is) and „Tenacity“ (how resolute someone is), Social Sanction includes „Veracity“ (how truthful someone is) and „Propriety“ (how ethical someone is). The system of Judgement is presented in Figure 2.5.

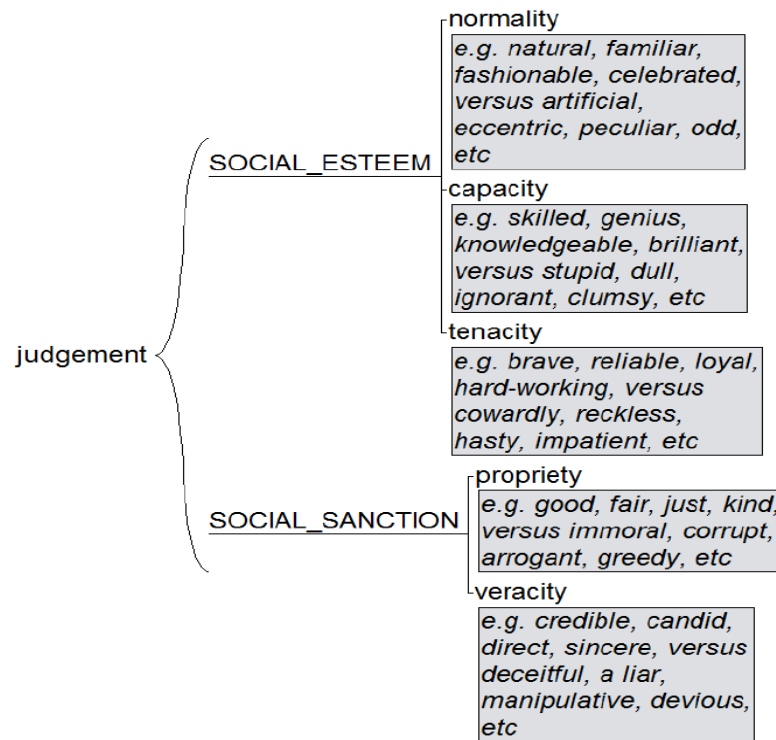


Figure 2.5. The Judgement system

2.2.2.1.3. Appreciation

Appreciation encompasses resources to evaluate things, processes and states of affairs aesthetically. While Judgement is concerned with the behavior of conscious participants, Appreciation targets inanimate phenomena. Like Affect and Judgement, Appreciation can be evaluated positively or negatively, directly or indirectly and sub-classified into detailed categories labeled Reaction, Composition and Valuation. Reaction is related to the appeal of phenomena to us and is further sub-categorized into Impact and Quality; Composition is concerned with our view of order and sub-classified into Balance and Complexity; Valuation deals with our considered opinion of the significance of phenomena. Figure 2.6 demonstrates sub-categories, the questions for and some lexical instantiations of the Appreciation system.

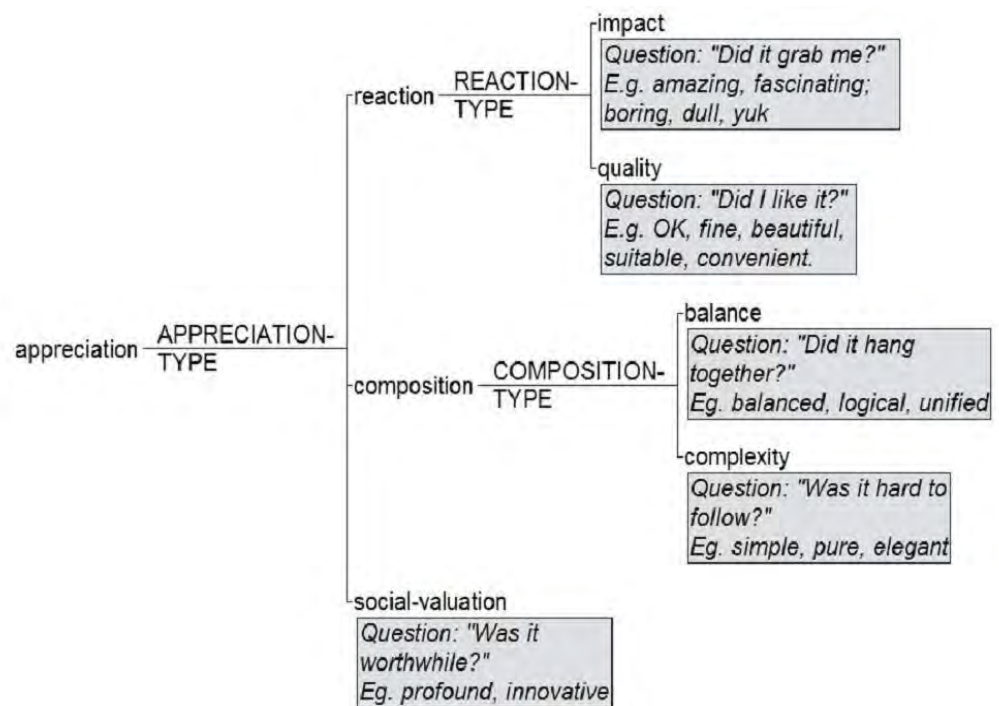


Figure 2.6. The Appreciation system

2.2.2.1.4. Realisations of Attitude

Attitude can be conveyed explicitly in texts (Inscribed) or it can be inferred from the texts (Invoked). The realisations of Inscribed and Invoked Attitude will be presented in the following sections.

a. Realisations of Inscribed Attitude

Attitude can be expressed directly via a wide range of grammatical resources. We can realize Affect in various grammatical functions such as Epithet, Attribute, Circumstance, Process, Modal Adjunct, Subject or Object. As exemplified in Table 2.3, in the form of Epithet, Attribute or Circumstance, Affect is considered as „quality“; in process, it is as „process: mental“; in nominal groups, it is realized as „quality“ and „process“. Similarly, we can assess Judgement via modalizations. Martin and White (2005, pp. 54-55) relate modalities of usuality to Judgement of Normality; modalities of ability to Capacity; modulations of inclination to Tenacity; modulations of probability to Veracity and modulations of obligation to Propriety. Table 2.3 summarizes various grammatical forms that realize Attitude.

Table 2.3. Grammatical forms realising Affect and Judgement

	Grammatical functions	Realisations	Examples
Affect	Epithet	Affect as „quality“	<i>a sad boy</i>
	Attribute	Affect as „quality“	<i>He was sad.</i>
	Circumstance	Affect as „quality“	<i>The boy left sadly.</i>
	Process	Affect as „process: behavioural“	<i>He cried.</i>
	Noun group (as Subject or Object)	Affect as „quality“ Affect as „process“	<i>his sadness</i> <i>grief in his heart</i>
Judgement	Modalities of usuality	Judgement of Normality	<i>It's usual for him to be naughty.</i>
	Modalities of ability	Judgement of Capacity	<i>He is able to go.</i>
	Modulations of inclination	Judgement of Tenacity	<i>I will go.</i>
	Modulations of probability	Judgement of Veracity	<i>It is true that he is naughty.</i>
	Modulations of obligation	Judgement of Propriety	<i>You are supposed to go.</i>

Work by Carter (1987, 2012) distinguishing core and non-core vocabulary is helpful in understanding the restricted repertoires of evaluative language of students learning English as a foreign language. For example, Carter (1987) argues that the more core a word is, the more lexical items it collocates with; therefore, „*lustrious*“ is non-core because it is used in limited contexts in contrast with the core word „*beautiful*“ which can be used to describe a much wider range of phenomena.

b. Instantiation: Commitment

While realisation is a scale of abstraction, instantiation is a scale of generalization (Martin & White, 2005). As shown in Figure 2.7, instantiation is a cline relating system and text. At one pole of the cline of instantiation is language that is seen as a generalized system of meaning-making potential, and at the other end is the actual reading of the audience in each particular text.

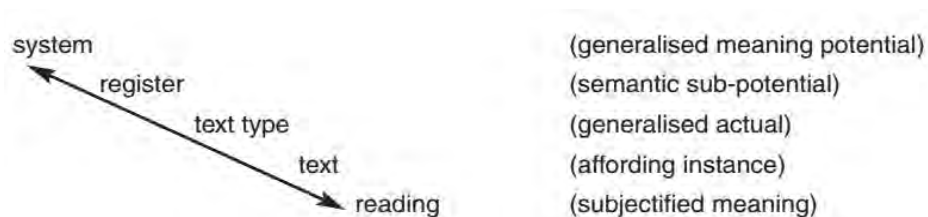


Figure 2.7. Cline of instantiation (Martin & White, 2005, p. 25)

In a similar way, as further argued by Martin and White (2005), Appraisal can be seen as a system, „the global potential of the language for making evaluative meaning“ whereas at the other pole is reaction, which is the audience’s comprehension of evaluative meanings in a text. The cline of instantiation of evaluation is explained in Figure 2.8.

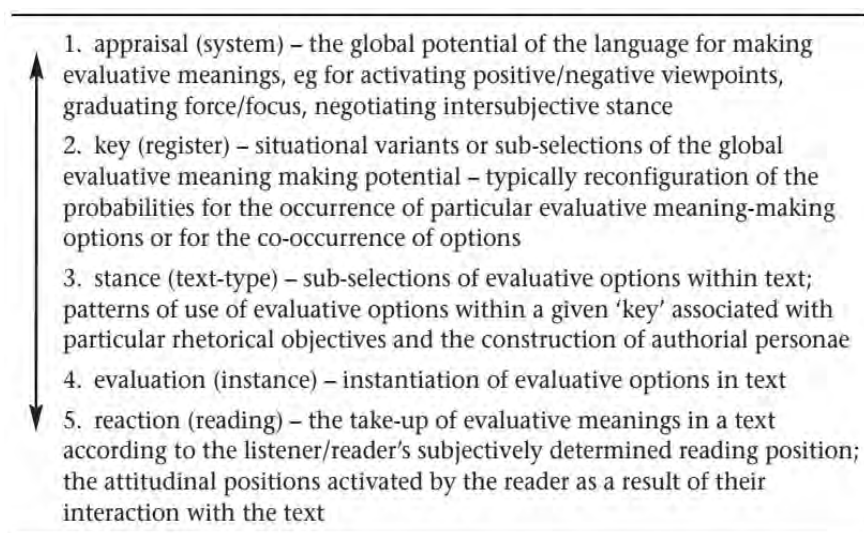


Figure 2.8. Cline of instantiation - Appraisal (Martin & White, 2005, p. 164)

While instantiation as a relatively underdeveloped research area, some scholars (Hood, 2008; Martin, 2008b) have developed the concept of *Commitment* to further understandings of relationships of meaning involved. According to Martin (2008b), commitment is the degree to which meanings are instantiated in a text and the degree of delicacy chosen. Hood (2008, p. 356) further develops this definition to indicate the „degree of meaning potential instantiated in one instance or another“. In other words, commitment refers to the way we commit more or different types of meanings. In terms of textual and ideational meanings, Hood identifies relations of core and less core meaning implicated in summary writing to include infusion/defusion. Infusion is a way of committing more meaning by adding more or less circumstantial meanings to a word. For example *reassess* can be interpreted as representing meanings of „consider“ along with additional circumstantial meanings of frequency and of manner (*reassess* = consider + again + with evaluation). In terms of interpersonal meanings, Hood maintains that Inscribed Attitude commits more interpersonal meaning than does an instance of Graduation invoking Attitude. However, she says this is complex when we are thinking about prosodies when „arguably a single inscription commits evaluative meanings in a less committed way than an accumulating prosody of co-articulating instances“ Hood (2008, p. 362).

Taking the Appraisal system into account, core and non-core vocabulary may be understood as variations in degrees of commitment to help reinterpret potential degrees of explicitness of attitudinal expressions. For example, the core word „*change*“ has no inscribed attitudinal meaning, the expression of „*make a breakthrough*“, which means change + suddenly + from a place that confines, committing circumstantial meanings of manner and location, can be

interpreted attitudinally (i.e. Appreciation: social valuation) because of the circumstance of manner infused in the lexical metaphor. Another example is the core word „*accept*“ and the non-core „*embrace*“, which means „accept“ + satisfaction (i.e. accept eagerly). A further example is the case of the pair of core „*good*“ and non-core word „*mouth-watering*“ deployed to describe the dish of a restaurant. While the core word „*good*“ inscribes very simple and basic positive appreciation of the high quality of the food, the non-core „*mouth-watering*“ may convey several meanings such as good + eye catching + tasty, thereby committing different types of attitudinal meanings appreciating the taste and flavor of the food or the way the dish is decorated.

Overall, it can be argued that the notions of „core“ and „non-core“ vocabulary suggested by Carter (1987, 2012) are consistent with the SFL concept of commitment proposed by Martin (2008b) and developed by Hood (2008). The distinction of core and non-core or less core words was of crucial significance in this study because it enabled me to investigate the development of my students“ evaluative language competence through their deployment of evaluative resources (i.e. core or non-core words, words with basic evaluative meaning committed or with several delicate meanings committed, or attitudinal resources un-graduated or graduated with different Force and Focus).

c. Realisations of Invoked Attitude

In contrast to inscribed Attitude, invoked Attitude can be expressed implicitly without being explicitly stated. The perception of evaluative meanings in invoked choices depends more on reading position than those that are inscribed (Macken-Horarik & Isaac, 2014). Martin and White (2005, p. 67) identify three types of invoked Attitude on a cline of different degrees of indirectness. As is shown in Figure 2.9, at the less indirect end of the cline is Provoke, with Flag and Afford increasingly more indirect.

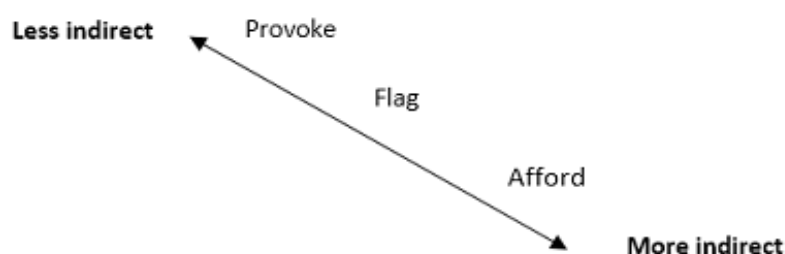


Figure 2.9. The cline of invoked Attitude

Provoked Attitude is realized by lexical similes (e.g. to him, getting married is *like entering a cage*) and metaphors (e.g. arriving in Australia is reaching *a new horizon* with hope and happiness). Resources for Flagging Attitude may be non-core words that infuse intensification into a core word that has similar lexical meaning (e.g. *whisper* and *scream* and *say*). As the most open to interpretation, Afforded Attitude is assessed by co-textual information (e.g. *Did you hear that? Mary will be here tonight*). The attitudinal meaning of this utterance might be interpreted as surprise, happiness or security depending on the position of the reader or listener.

The Attitude framework proposed by Martin and White (2005) as shown in Figure 2.10 will be used for data analysis in this study.

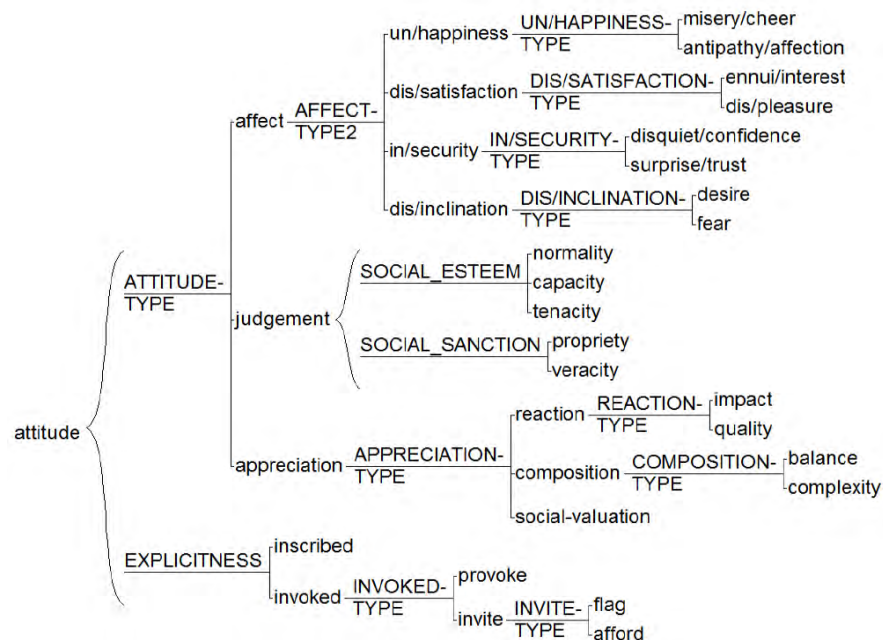


Figure 2.10. The analytical framework for Attitude

2.2.2.1.5. Prosodies of Attitude

The notion of prosody in evaluation was first introduced by Martin and White (2005). According to Martin and White, three kinds of ideational, textual and interpersonal meanings are associated with three patterns of structure termed particulate, periodic and prosodic, respectively. Particulate structure organizes text into an orbital or serial pattern; periodic structure organizes texts into a wave-like pattern; prosodic structure organizes texts into a non-segmental pattern and spreads across text. Martin and White further classify three kinds of prosodic realisation as saturation, intensification, and domination. Saturation is viewed as

„opportunistic“ and it „manifests where it can“ (p. 19). Intensification involves amplification and in this kind of prosody, „the volume is turned up so that the prosody makes a bigger splash which reverberates through surrounding discourse“ (p. 20). Domination is the kind of prosody associated with „meanings that have other meanings under their scope“ (p. 20).

The three kinds of prosodic patterns were further elaborated by Hood (2010). Hood points out that Prosodies of domination flow prospectively and retrospectively from the hyper-Theme and hyper-New (p. 157). For example, in the sentence „Over the *past two decades*, there has been *a great deal* of research investigating *student motivation and engagement*“, the prosody flows prospectively from a hyper-Theme. The positive Appreciation of Valuation is invoked through graduation resources such as „past two decades“ (+scope) and „a great deal“ (+amount). In the meanwhile, this implied evaluation of significance also couples with the ideational meaning from „student motivation and engagement“.

Hood shares Martin and White’s view that prosodies of saturation are „opportunistic“ and she further explains that each attitudinal instance can be interpreted to evaluate a specific issue from a static aspect. However, from a dynamic aspect, these instances and evaluations accumulate and resonate as the text is unpacked to radiate the whole discourse with a particular value. Evaluative instances in the unfolding text share the values previously encoded, reinforcing the prosody. Therefore, a part of text can be saturated with a range of instances that share similar evaluative meaning. For example, in the discourse „... writing as process of communicating to a *real* audience ... Writing becomes *more purposeful and meaningful* as it is read by *authentic* audience ... Peer reviews reflect writing as a *truly* communicative process rather than an *artificial, lonely* exercise where students write for *pseudo*-reader ..., the teacher, who read students’ essays predominantly for assessment purposes rather than for *real* communication“, the graduation resources (i.e. truly, real) sharpen the categorical boundaries of „writing as a communicative process“ and they resonate with inscriptions (i.e. authentic, artificial, pseudo). The positive evaluative meaning of „more purposeful and meaningful“ enables appropriate interpretation of the meaning of „real“. As a whole, these resources work together to saturate the positive evaluation toward „writing“.

Hood also argues that prosodies of intensification „rely on highly charged attitudinal choices“ (p. 159) and they may be achieved by a single or multiple expressions of attitude in a list. For example, amplification can be achieved by a single pre-modifier (i.e. extremely beautiful) or a

2.2.2.2.1. Force

As can be seen in Figure 2.11, Force is a means of assessing the degree of intensity (Intensification) and the amount (Quantification). With respect to Intensification, the assessment can be undertaken on the up/down-scaling of Quality (e.g. *a bit* tired, *extremely* tired) or the up/down-scaling of Process (e.g. *somewhat* abruptly, *very* abruptly). Martin and White (2005) explain that Intensification can be realized through Isolated lexemes, Semantic Infusion and Repetition. Isolated lexemes are grammatical or lexical items (e.g. *very* crowded, *crystal* clear) whereas Semantic Infusion is concerned with lexical items that are infused with intensification by non-core meaning vocabulary (e.g. *profound* knowledge) and Repetition refers to the repeating of one word or the listing of semantically related lexical items (e.g. They *laughed* and *laughed* and *laughed*; He breathed a *long, deep, exhausted* sigh.)

In the case of Quantification, the evaluation can be made through Number (e.g. *a few* students, *many* students), Mass/Presence (e.g. *a small amount of* sugar, *a huge amount of* sugar), and Extent of Proximity of time and space (e.g. *recent* years, *nearby* university), and of Distribution of time and space (e.g. *short-termed* memory, *global* warming). Slightly different from Intensification, Qualification is realized through the deployment of just Isolated lexemes (e.g. *long-lasting* friendship) and Semantic Infusion. While Isolated lexemes are easily recognized terms acting as modifiers (e.g. *long-lasting* friendship), Semantic Infusion is diversified estimation of quantity headed by the noun in the noun phrase (e.g. She is a *slip* of a girl; There was a *profusion* of pink at the festival.)

Hood (2010) makes two proposals to refine the Force type by proposing (i) an addition of Proposal into Intensification; and a modification and extension of Quantification. Considering Halliday's term of „proposal“ as a „demand for goods and services“, Hood (2010, p. 93) argues that „modalisation functions to grade probability and usuality in propositions, and modulation functions to grade obligation and inclination in proposals.“ In the two illustrated examples „It *should* be taken into account“ and „It *has to* be taken into account“, it is obvious that the proposal of „take into account“ in the second one is of higher degree of obligation.

With regard to the extension of Qualification, Hood (2010) suggests the addition of Amount and Frequency. While Amount is in fact the umbrella term covering the three previous items of Number, Volume and Mass, Frequency is the novel sub-classification that is concerned with more or less prevalent process (e.g. I *often* encouraged them to speak their heritage language at home.)

The study adopted the above modifications because the addition of Proposal into Intensification, Amount and Frequency into Quantification helps to shape a more elaborate Force network, thus providing me with a more comprehensive framework for thorough data analysis. Force is particularly valuable for this study as it enabled me to categorize a wide variety of resources for intensifying attitude in the reading texts in textbooks, in order to introduce these resources to my students in an explicit and systematic manner. Especially, it allowed me to make fine-tuned descriptions of my students’ use of evaluative language in terms of commitment. Figure 2.12 demonstrates the adapted network of Force.

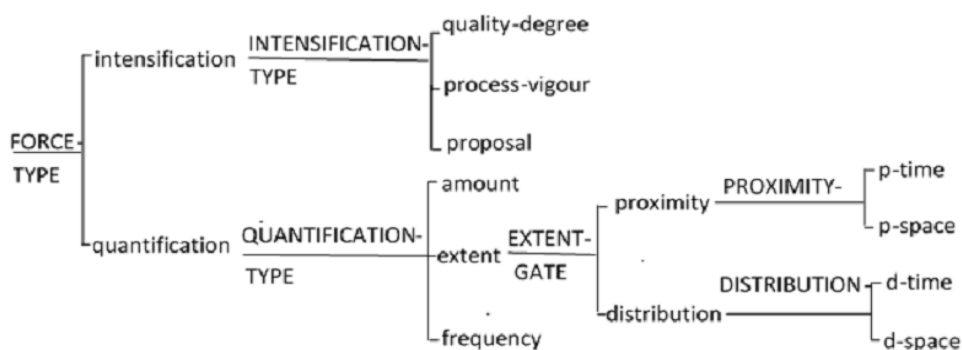


Figure 2.12. The adapted Force network

In terms of realisation of the Force system, the current study adopted three strategies for realizing Force called Isolated lexemes, Semantic-Infusion and Repetition as suggested by Martin and White (2005). Figure 2.13 indicates the realisation strategies of Force.

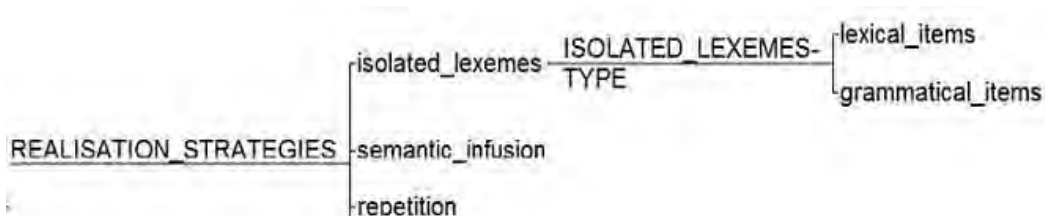


Figure 2.13. The network of Force realisation strategies

2.2.2.2.2. Focus

The Focus network plays a similar role to Force in terms of supporting my investigation of textbooks and my students’ development in using evaluative resources. However, unlike Force, Focus is a non-gradable language resource that „has the effect of adjusting the strength of boundaries between categories, constructing core and peripheral types of things“ (Martin & White, 2005, p. 37). However, Focus and Force share the same scalability feature. The two

sub-categories of Focus are Soften and Sharpen, which are realized via value downscaling locutions such as *kind of*, *sort of* and *somewhat* (e.g. They drank wine, *sort of*) or value upscaling locutions like *true*, *real* and *genuine* (e.g. They drank *real* wine).

Martin and Rose (2007) extend the Focus network within the boundaries of Entities by adding the softening and sharpening of Number (e.g. *about* two weeks) and Qualities (e.g. *reddish* color) into the category termed Valeur. This line of elaboration was then refined by Hood (2010) through the grouping of Number and Qualities into Specificity and Authenticity. As proposed by Hood (2010), Focus of Specificity serves the purpose of softening or sharpening Entities (e.g. the *general* thrust of conclusion) and Number (e.g. *about* two weeks) whereas Focus of Authenticity is to soften or sharpen Entities (e.g. a *truly* communicative process) and Qualities (e.g. *reddish* color).

Not only are there changes in the boundaries of Entities, the boundaries of Process also undergo refinement when Hood (2010) grades the boundaries of a process in relation to the degrees of a process Completion (e.g. Davies *attempts to* compare; Tsang *manages to* show that) and of a process Actualisation (e.g. He *seems to* be arguing that; There is evidence to *point to*). The adapted Focus network for data analysis in this study is presented in Figure 2.14.

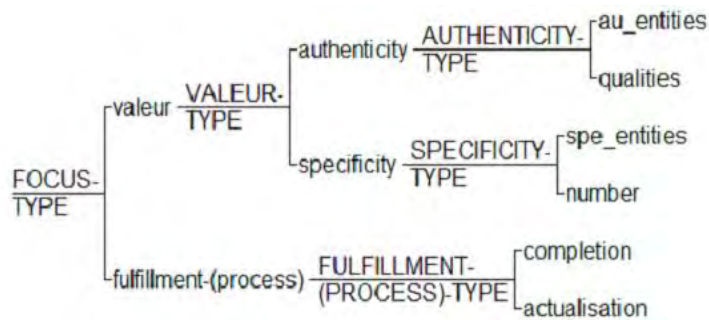


Figure 2.14. The adapted Focus network

The above refinements are incorporated into the adapted Graduation system in Figure 2.15, which serves as the data analysis framework in the current study.

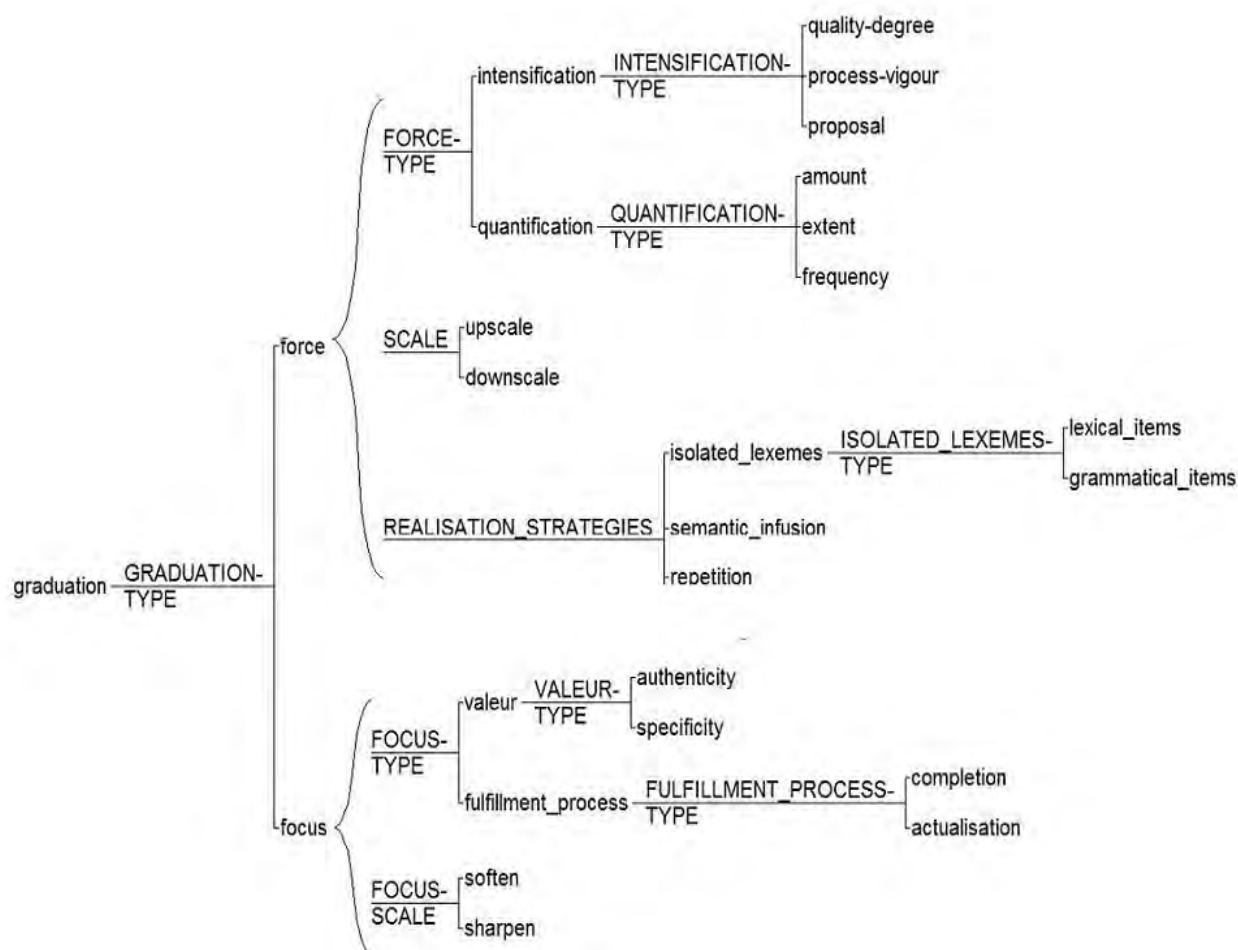


Figure 2.15. The analytical framework for Graduation

In conclusion, the SFL-based Appraisal framework has a number of benefits over the way evaluation is dealt with by the Actional Competence model within the Communicative Competence approach. Appraisal details different dimensions of evaluation such as evaluation of people’s feeling, judgement of both social esteem and social sanction, and appreciation of the quality, significance and composition of things and phenomena in a comprehensive and systematic way. What is more, specific linguistic strategies proposed in the Appraisal framework such as Isolation, Repetition or Semantic Infusion indicate to language teachers and learners how English language speakers and writers intensify the linguistic expressions of emotional feeling, moral judgement and aesthetic appreciation in the most effective and appropriate manner. The various ways evaluative meanings are committed suggested within Appraisal also provides teachers with valuable tools to investigate the delicacy of the evaluative resources available in the textbooks and to measure students’ development in using the language of evaluation.

2.2.3. Evaluative meaning in images and image-language relations from Systemic Functional Semiotic (SFS) perspective

Images can communicate evaluative meaning either alone or in combination with language. Within the scope of this study which focuses on using multimodal texts to develop students' capacity to deploy evaluative resources in language, this section succinctly presents issues that are relevant to address the purpose of the study, particularly the Grammar of Visual Design (Kress & van Leeuwen, 2006), the frameworks for analyzing evaluative meaning potential in images (Economou, 2009; White, 2014), and the notions of Convergence and Divergence (Painter et al., 2013). These frameworks and notions were used to analyze evaluative meaning potentials in images in the reading texts in *Solutions* textbooks (Falla & Davies, 2013a, 2013b), which supported my generation of some of the lesson material I used in the intervention as described in Chapter 4.

2.2.3.1. Theorisation of meaning making resources in images

In order to discuss how Attitude and Graduation in the Appraisal framework in SFS has been applied to images, it is first necessary to outline how SFS theorizes the meaning-making resources of images.

Profoundly influenced by the Hallidayan social semiotic approach to language (Halliday, 1973, 1978; Halliday & Matthiessen, 2004; Martin, 1992), some semioticians argue that the SFS approach may be applied to modes of communication other than language such as music and sound (van Leeuwen, 1999), architecture (O'Toole, 1994; Stenglin, 2004), mathematical symbolism (O'Halloran, 2005, 2007), spatial design (Martin & Stenglin, 2007), action and gesture (Hood, 2007; Martinec, 1998, 2000, 2001, 2004) and especially visual images (Kress & van Leeuwen, 2001; Kress & van Leeuwen, 2002; Kress & van Leeuwen, 2006; Lemke, 1998b; Martin, 2001; O'Toole, 1990, 1994; Painter et al., 2013; Royce, 1998, 1999, 2007; Unsworth, 2001). The mapping of functionality across modalities for verbiage and image can be outlined in Table 2.5 that follows.

Table 2.5. Multifunctionality for the modalities of verbiage and image (adapted from Martin, 2001; Painter et al., 2013; Royce, 1999)

Author	Data analysed	Metafunction		
		Naturalising reality	Enacting social relations	Organising text
Verbiage - Halliday: 1994	Language	Ideational	Interpersonal	Textual
Image - Kress and van Leeuwen: 1996 [2001/2006] - O'Toole: 1994 - Lemke: 1998b, 2002 - Royce, 1999, 2007	All kinds of images Fine art paintings Websites Magazines	Ideational (Representation) Representational Prepresentational Ideational	Interpersonal (Interaction and Modality) Modal Orientational Interpersonal	Composition Compositional Organisational Compositional

Table 2.5 indicates that from the viewpoint of Kress and van Leeuwen, while the notion of *Representation* refers to the metafunction of construing material and mental reality, the terms of *Interaction/Modality* have the metafunction of enacting social relations and the concept of *Composition* is responsible for the metafunction of organizing text. The three metafunctions of *Representation*, *Interaction/Modality* and *Composition* in describing visual images are equivalent to the *Ideational*, *Interpersonal* and *Textual* metafunctions respectively in relation to language. Questioning the validity of placing emphasis on interactional meaning in the personal, Martin (2001) argues that text-image relations are more concerned with evaluative meaning, thus suggesting the use of appraisal in the analysis of visual images. To explore the extent to which images afford appraisal in a similar way that verbal texts include evaluative meaning in the textbooks, this thesis adopts Martin's view, but at the same time, it draws on the account by Kress and van Leeuwen (2006) of the resources of images that realise the visual interactive/interpersonal meaning. What follows is a summary presentation of resources for realizing interpersonal meaning in images.

2.2.3.1.1. Representation

Attitude can be invoked through representational meaning. There are two kinds of representational meaning called narrative representations and conceptual representations (Kress & van Leeuwen, 2006). Conceptual representations show generalized, stable and timeless concepts, whereas narrative representations „present unfolding actions and events, processes of change, and transitory spatial arrangements“ (Kress & van Leeuwen, 2006, p. 59). In narrative images, the participants are related to one another through the so-called vectors, which are invisible diagonal or oblique lines connecting participants, such as the

direction of characters' gaze towards each other or the outstretched hand as a greeting. Thanks to the vectors, the viewers know that the participants in the images are interacting with each other. It is the presence of vectors that help distinguish narrative from conceptual representations (Kress & van Leeuwen, 2006). While Kress and van Leeuwen claim that narrative processes always involve vectors, Painter and her colleagues argue that experiential meaning in an image can be interpreted based on our real-world knowledge and the depicted context. Participants in a visual story may be interpreted as „doing something“ whether there are prominent vectors or not (Painter et al., 2013, p. 68). In each narrative image, there are usually two participants: the active and the passive. The active participant, technically termed the Actor, the one from whom or which the vector emanates and the passive participant, called the Goal, is the one at which the vector is directed. Based on the kinds of vectors and the number or types of participants involved in the process, Kress and van Leeuwen identify four sub-categorized narrative representations namely action process, reactional process, speech and mental process, and conversion process. Depending on each subtype of narrative processes, participants are assigned different roles such as Actor, Goal, Reactor, Phenomenon, Senser, Speaker or Relays.

Conceptual representation is sub-classified into classificational process, analytical process and symbolic process. In a classification process, a set of participants are related to the others in terms of a taxonomy in which one set of participants acts as Subordinate with respect to the other one known as Superordinate. Depending on the presence of superordinate in the image, a classificational process is either an overt taxonomy or covert taxonomy. Secondly, an analytical process refers to one where participants are related in terms of a part-to-whole relation. In this relation, the whole is termed a Carrier whereas the parts that make up the whole are named Possessive Attributes. An analytical process is Structured when the carrier and its possessive attributes are easily realized in the visual image. In case only the possessive attributes are identified without the way they are combined to make up a whole, the process is then classified as Unstructured. Finally, a symbolic process represents the identity establishment in the relation between the Carrier and the Symbolic Attribute. The Carrier is defined as the participant whose identity is set in the relation while the Symbolic Attribute is the participant representing the identity itself. This type of symbolic process is called symbolic attributive. The other type termed symbolic suggestive refers to a process in which there is only one participant, the Carrier and the symbolic meaning is established within the participant itself.

2.2.3.1.2. Interaction

The Interactive meaning system proposed by Kress and van Leeuwen (2006) consists of three main simultaneous options, each of which is subdivided into additional more delicate options as illustrated in Figure 2.16.

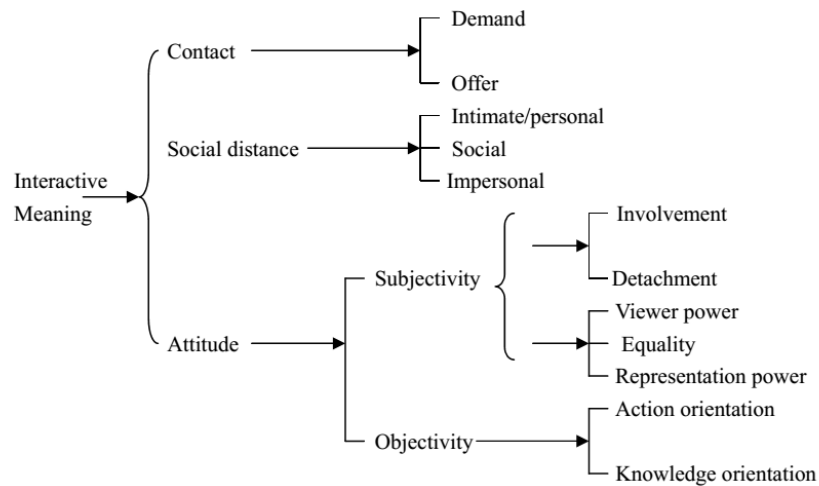


Figure 2.16. Interactive meaning in images (Kress & van Leeuwen, 2006, p. 149)

As can be seen from Figure 2.16, the interactive meaning of images can be examined from three perspectives namely Contact, Social distance and Attitude (a different technical term from the homonym in the Appraisal system). Contact refers to the gaze of the people in the images (the represented participants) and the viewers (the interactive participants), and it may be a Demand (gaze at the viewers) or Offer (absence of gaze at the viewers). Social distance deals with the ways the people, things or places in the images are depicted as close to or far away from the viewers. Depending on the „size of frame“ of the images, Social distance can be subcategorized into Intimate/ Personal, Social or Impersonal. The closer the shot of the image is, the more intimate social relation the image reflects. For instance, the very close shot that includes only the face and the head of the subject implies very intimate distance. The close shot that shows the head and the shoulders indicates a close personal relation. While the medium close shot that cuts off the subjects roughly at the waist expresses close personal distance, the medium long shot showing the whole figure reveals a far social relation. In a similar way, the long shot and the very long shot showing the whole figure of the subjects with space around it or the torso of many people may be interpreted as far social distance and public distance, respectively (Hall, 1964, 1966; Kress & van Leeuwen, 2006). Finally, the term Attitude is concerned with the „point of view“ or angle from which the viewers see the image. Specifically, from the horizontal camera axis, a frontal angle positions viewers to be

maximally involved with the represented participants as they are more directly confronted with the participants (Involvement) whereas the oblique angle hinders viewers from what is represented, thus positioning them as a detached onlookers (Detachment). The vertical camera axis determines whether the symbolic power is given to the viewers or the represented participants. When the participants are depicted from a low angle, the viewers need to look up at them; therefore, the power belongs to the participants. The viewers gain the power in case the participants are depicted from a high angle. At the eye-level angle, the relation of equality is realized. It can be concluded that size of frame, horizontal camera angle and vertical camera angle are criteria that help determine the three subcategories of Social Distance, Involvement and Power, respectively.

These ideas are further elaborated by Painter et al. (2013) into the visual Focalisation framework illustrated in Figure 2.17.

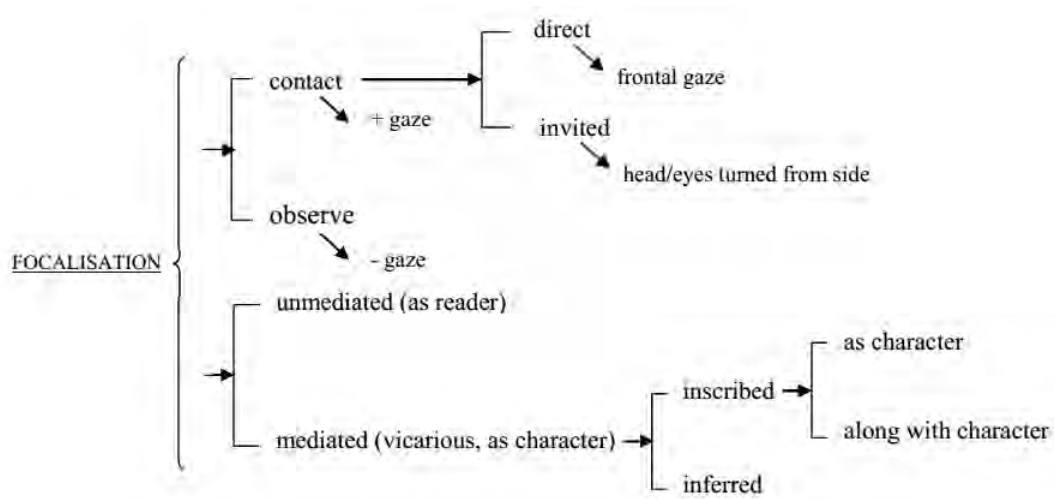


Figure 2.17. Visual options for Focalisation

Focalisation considers the point of view. It refers to how the viewer is positioned to be either an observer or the viewer may be positioned to see as if the viewers is the character in the depiction or sees along with the character. In other words, Focalisation may position viewers to see themselves in having the same perspectives of people being depicted in images. When it comes to evaluative resources, Focalisation is a significant aspect to consider because it is a technique that can be employed to align the readers or viewers with the textual message conveyed in multimodal texts. The Focalisation system has been applied for image analysis in a variety of contexts ranging from narratives in picture books (Martin, 2008a; Painter et al., 2013) to comics (Mikkonen, 2012), fictional films (Schlickers, 2009) and animated movies (Unsworth, 2014b). As Focalisation can be used to strengthen the likelihood of the viewer

accepting evaluation that is in the text, this system will be employed in this thesis to interpret evaluative meaning in images in the reading texts in textbooks and additional materials.

2.2.3.1.3. Modality

Modality is concerned with the scale of reliability or factualness or credibility of the ideational meaning of messages in social semiotics. Modality can be expressed visually through various resources that indicate increases or decreases in „as how real the image should be taken” (van Leeuwen, 2005, p. 166). Kress and van Leeuwen (2006, pp. 160-163) propose eight gradable modality markers for describing images in various aspects related to modality judgement as summarised in Table 2.6 that follows.

Table 2.6. Gradable modality markers for image description (adapted from Kress and van Leeuwen (2006, pp. 160-163))

Modality Markers	Scale
Color saturation	from full colour saturation to the absence of colour
Color differentiation	from a maximally diversified range of colours to monochrome
Color modulation	from fully modulated colour to plain, unmodulated colour
Contextualization	from the absence of background to the most fully articulated and detailed background
Representation	from maximum abstraction to maximum representation of pictorial detail
Depth	from the absence of depth to maximally deep perspective
Illumination	from the fullest representation of the play of light and shade to its absence
Brightness	from a maximum number of different degrees of brightness to just two degrees such as black and white, or dark grey and lighter grey, or two brightness values of the same colour

It is noticeable that each of the above modality markers can be adjusted by degree, providing a wide range of choices from its „full abstraction” to „no abstraction” and to its „amplification” or „exaggeration” (Kress & van Leeuwen, 2006, pp. 166-167). For instance, color can be exaggerated by raising saturation, differentiation and modulation levels, and abstracted by decreasing these levels.

2.2.3.1.4. Composition

Composition refers to the way the representational and interactive components are integrated into a unified meaningful whole through three interrelated systems known as information value, salience and framing (Kress & van Leeuwen, 2006, pp. 176-177).

Information value deals with the values endowed to the visual elements in relation to their location in the image (i.e. the left or right, top or bottom and center or margin). For example, as a norm in most western cultures, the reading direction is from left to right, so the “left-

right” placement is understood as the “Given-New” value in which Given is something familiar or known and New is something new or not agreed upon. Based on the vertical axis of the image, the upper part represents what is Ideal or what might be whereas the lower section shows what is Real or what it is. Finally, a visual element located in the center of the image certainly gains higher value over the marginal elements placed around it.

Salience is concerned with the way a visual element maximizes its prominence to viewer. Factors that can be used to make a visual element more eye-catching than others include size, sharpness of focus, color, tonal contrast, perspective, overlap and certain specific cultural factors such as the presence of a potent cultural symbol or a human figure (Kress & van Leeuwen, 2006, p. 202).

Framing relates to the connection or disconnection between visual elements in an image. Connection of elements can be established by the vectors that connect them, the absence of framing devices or the commonality or continuities of color. In contrast, disconnection effect is achieved by various techniques such as empty space surrounding an element, framing devices or contrast or discontinuity of color.

2.2.3.2. Evaluative meaning potential in images

This section proposes analytical frameworks for Attitude inscription and evocation in visual images and for realisation of Attitude and Graduation in visual images, derived from a review of relevant studies on evaluative meaning in images.

2.2.3.2.1. Review of relevant studies on evaluative meaning in images

The deployment of the interpersonal metafunction in construing meaning in images has received considerable attention in the literature (Bednarek & Caple, 2012; Caple, 2008a, 2008b, 2010; Economou, 2006, 2008, 2009, 2012, 2013; Iedema, Feez, & White, 1994; Kress & van Leeuwen, 2006; Macken-Horarik, 2003b, 2003c, 2004; Martin, 2001, 2004b, 2008a; O'Toole, 1994; Painter et al., 2013; Swain, 2012; Thibault, 2000; P. Tian, 2011; Unsworth, 2001, 2007a, 2007b, 2014a, 2015; Unsworth & Ngo, 2015; White, 2014). Of particular interest to the current thesis are some studies that have considered the aspect of evaluative meaning as part of interpersonal meaning (Caple, 2008a, 2008b, 2010; Economou, 2009, 2012, 2013; Macken-Horarik, 2003c, 2004; Martin, 2001, 2008a; Unsworth, 2015; White, 2014). To serve the overall purpose of this study, the following section focuses on discussing

three relevant studies which have proposed frameworks for the deployment of evaluative meaning in the metafunctional analysis of images (Economou, 2009; Unsworth, 2015; White, 2014).

On analyzing photos in the news from an Australian newspaper and a Greek newspaper, Economou (2006, 2008, 2009) asserts that attitudinal meanings can be provoked by various choices in interaction, content and composition. Recognizing the potential of images to express attitudinal meanings, Economou argues that the Appraisal framework (Martin & White, 2005) can be employed to analyze visual images in a manner similar to its application with verbal texts. In these photos, attitude can be afforded by visual ideational tokens, flagged by visual graduation and provoked by visual ideational metaphor. Attitude can also be inscribed through depiction of embodied attitude. Figure 2.18 summarizes the strategies for inscription and evocation of attitude in visual images.

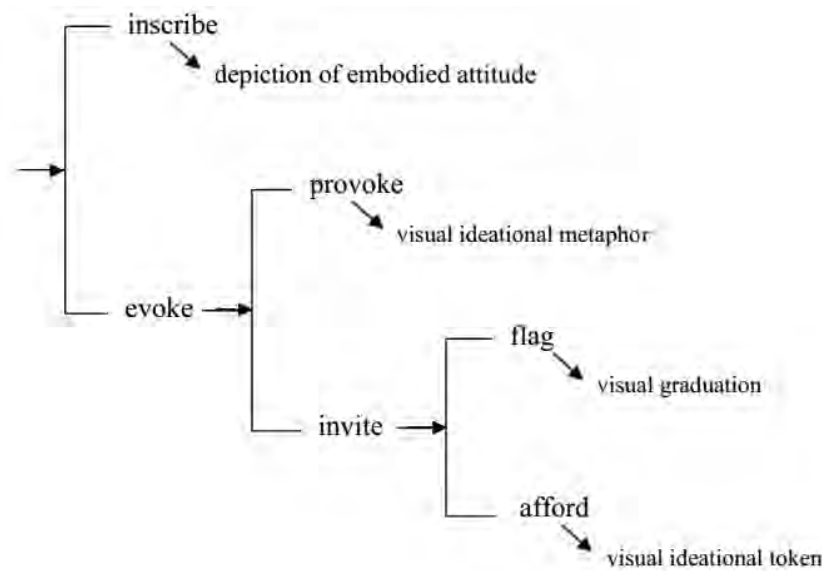


Figure 2.18. Strategies for inscription and evocation of attitude in visual images(Economou, 2009, p. 109)

Drawing on some factors for analysis of visual meaning suggested by Kress and van Leeuwen (2006) combined with the Appraisal framework for analyzing verbal texts (Martin & White, 2005), Economou (2009) proposes the visual appraisal system for analyzing images in terms of Attitude, Graduation and Engagement. Of particular interest to the thesis are the systems of Attitude and Graduation, which are presented in Figure 2.19.

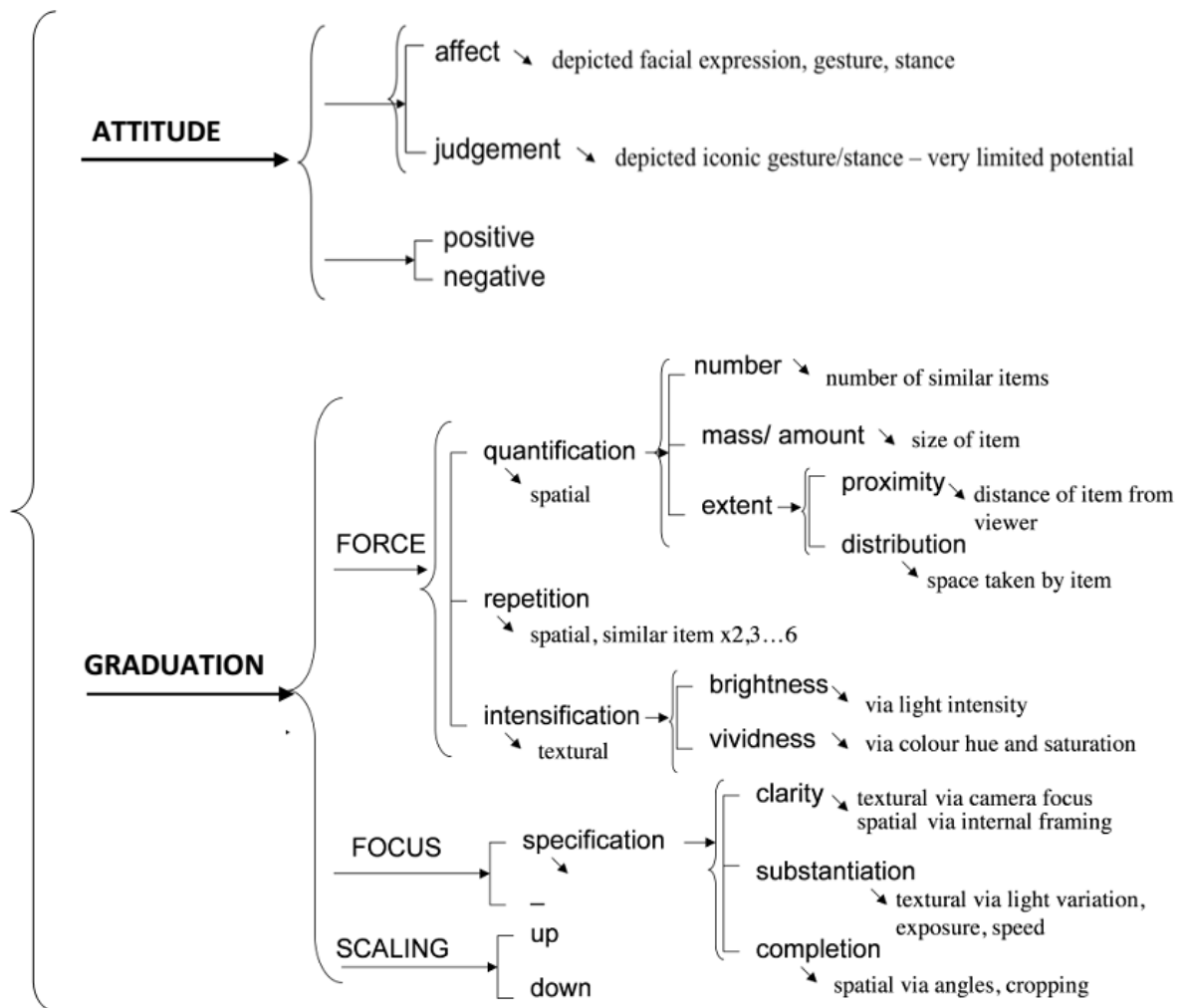


Figure 2.19. The Visual Appraisal framework: Attitude and Graduation (Economou, 2009, p. 261)

As can be seen from Figure 2.19, images can convey both positive and negative attitudinal meanings. Our embodied emotions (Affect) can be depicted via facial expression, gesture and stance. For example, basic emotions of happiness, sadness, fear can be explicitly realized through universally understood expressions on the human face. Happiness can be recognized when the lips go up, the cheeks rise, the outside corner of the brows pull down and the muscle circles the eye contracts. Fear can be depicted with distinctive features such as eyebrows raised, pulled together wide-opened eyes, opened mouth and lips stretched back toward ears (Ekman, 2003). Our assessment of human behavior (Judgement of social esteem), in a few cases, is realized through iconic gesture or stance. For instance, behaviors such as clapping hands or a clenched fist together with a smile may be explicitly understood as an approval or the image of a group of smiling men raising high on their shoulders a man holding a trophy can be inscriptively interpreted as an admiration. Due to lack of options for inscription of Judgement of social sanction (ethics) and Appreciation (our evaluation of material and

abstract things), realisations of Judgement of social sanctions and Appreciation are not incorporated in the framework. In line with Economou's work, this thesis will consider explicitly inscribed Affect and Judgement of social esteem because there are relatively common instances of occurrences of these in images while the inscription of Judgement of social sanction and Appreciation seems to be quite rare (Martin, 2008a).

The system also indicates various resources to raise or lower the attitude values invoked by an item in an image. To amplify the effect of a component in an image, Force can be in terms of Quantification by making it bigger, Intensification by making it brighter and Repetition by duplicating it into two or several similar ones. To diminish the impact of an item, however, just Quantification and/or Intensification can be employed by making it smaller and/or duller, respectively. Recognized as the only subtype of Focus, Specification is concerned with Clarity (textural via camera focus and/or spatial via internal framing), Substantiation (textual via light variation, speed and/or exposure) and Completion (spatial via angles and/or cropping).

Following the work of Economou (2009), White (2014) also takes the Verbal Appraisal framework as the point of departure to analyze all types of journalistic images ranging from photo journalistic images to pictorial arrangements, political cartooning and illustrative artwork, seeking visual-verbal attitudinal analogues. He argues that there are „visual analogues of verbal inscription and of verbal invocation of attitude“ and „there are visual analogues of the more delicate sub-categories of verbal invocation, specifically of the mechanisms by which attitude is provoked, flagged and afforded“ (White, 2014, p. 40).

Based on such referential criteria as the salience of the author as attitudinal agent, the stability of the expression in conveying a viewpoint across different contexts of use and the degree of the reader's involvement in drawing attitudinal conclusions from the material included, White proposed a taxonomy of options for communicating attitude in images as summarized in Table 2.7 that follows.

Table 2.7. Taxonomy of visual attitude (adapted from White, 2014, pp. 38-39)

(Key: *Italics* indicates factors typically in association with visual inscription of attitude whereas **normal font** implies those associated with invocation)

Types	Saliency of author	Attitudinal associations	Author-viewer solidarity	“responsibility” for the attitudinal meaning
Inscribing	<i>author revealed as attitudinal agent who commits to a particular attitudinal position</i>	<i>largely stable across different contexts of use</i>	<i>put at risk</i>	<i>no reader „responsibility“</i>
Inscribing/ Invoking (Provoking)	<i>author revealed as attitudinal agent who commits to a particular attitudinal position</i>	less stable than in prototypical inscriptions	<i>put at risk</i>	some reader „responsibility“
Provoking	author revealed as subjective, interpretative presence, but not as categorically committed to a particular attitudinal position	contingent on the current context and not stable across different contexts of use	potential to be put at risk	some reader „responsibility“
Flagging	author revealed as evaluative/interpretative presence but not as attitudinal agent	contingent on contextualization and reading position	not at risk around a specific attitudinal position	shared author and reader „responsibility“
Affording	author not revealed as interpretative, evaluative or attitudinal agent	entirely contingent on contextualization and reader position	not at risk around a specific attitudinal position	reader „responsibility“ for attitudinal inferences

As can be seen in Table 2.7, context of use and reader position plays an important part in helping distinguish inscribed attitude from various degrees of invoked attitude. These criteria will be taken into account in the researcher’s incorporation of a visual evaluative meaning framework in the next section.

2.2.3.2.2. The frameworks for analysing evaluative meaning in images in this study

The strategies for inscription and evocation of Attitude in visual images I used for data analysis in this current study is the modified extrapolation from the strategies for Attitude inscription and evocation in language that is elaborated from the frameworks and taxonomy suggested by Economou (2009) and White (2014). The inscription and evocation strategies are illustrated in Figure 2.20.

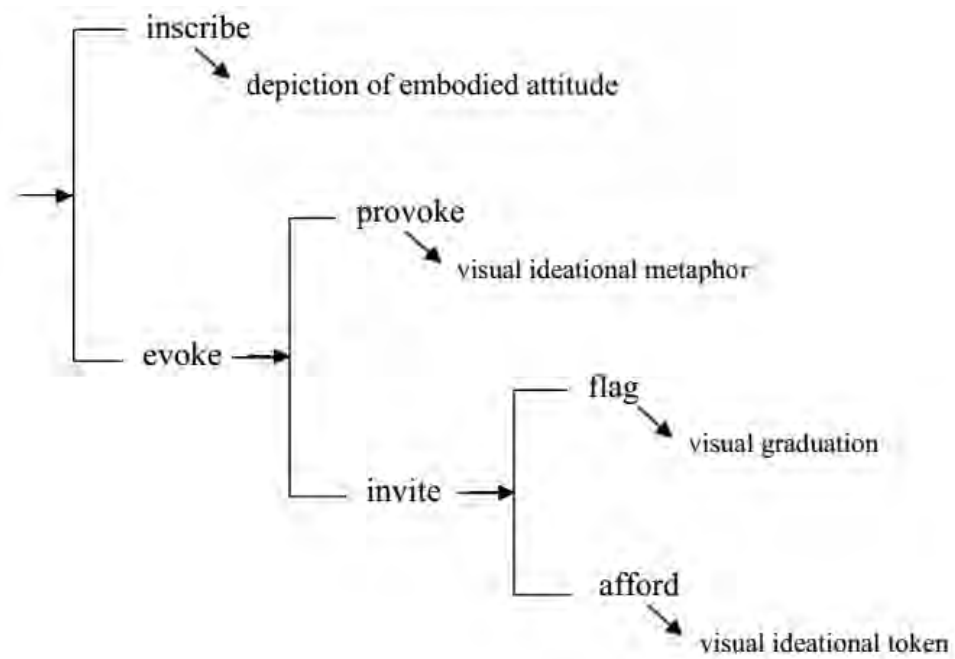


Figure 2.20. Analytical framework for Attitude inscription and evocation in visual images (Economou, 2009, p. 109; White, 2014)

As can be seen from Figure 2.20, in visual images attitude can be positively or negatively inscribed or evoked. Attitude inscription is realized by depiction of embodied attitude, which is recognized through facial features and bodily stance. Attitude invocation is sub-classified into two sub-branches labeled Provoke and Invite. In the Provoke option, the viewer has more freedom to interpret an evaluative meaning from visual ideational metaphors. However, there is less interpretative freedom by the viewer permitted in the Invite option, which includes Flag, realized by visual graduation (i.e. mass, number, extent, etc.) and Afford, realized by ideational tokens (i.e. the case when the image shows no authorial subjective presence and evaluative meaning will be interpreted by contextualisation and reader position).

With regard to the analysis of visual evaluative meaning, the thesis will employ the adapted framework proposed by Economou (2009) as follows.

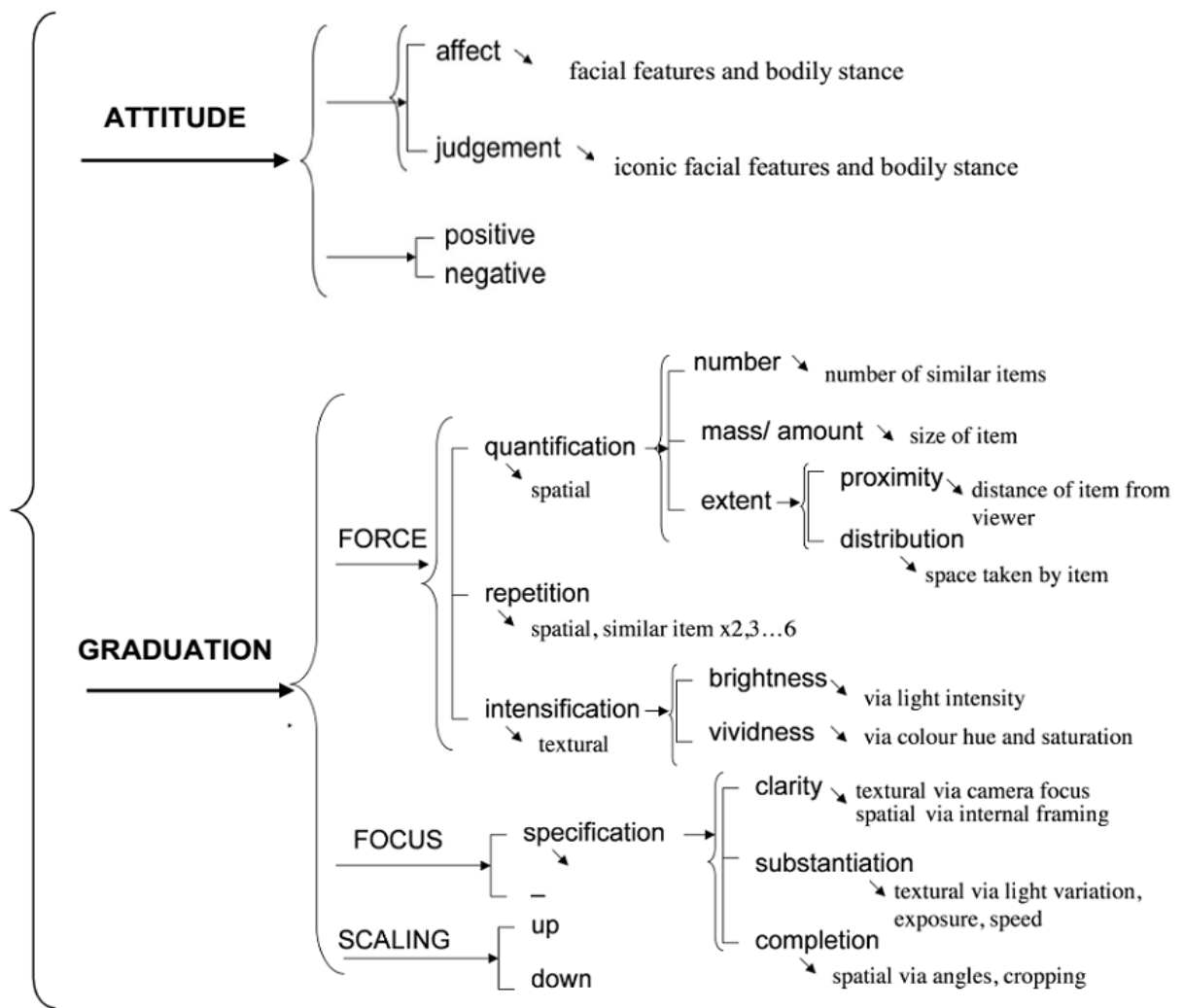


Figure 2.21. Analytical framework for visual evaluative meaning: Attitude and Graduation (adapted from Economou, 2009, p. 261)

2.2.3.3. Intersemiosis: Evaluation at the interface of image and language

Intersemiosis, the study of the relations between linguistic and non-linguistic meaning-making, has been attracting increasing academic concern in recent years. Motivated by the pervasiveness of multimodal texts, since the beginning of the twentieth century, several studies have been implemented to uncover the meaning potentials construed from this interaction, ranging from work on verbal-visual print texts (Baldry & Thibault, 2006; Bateman, 2008, 2014; Bateman, Delin, & Henschel, 2004; Caple, 2008a, 2008b, 2010; Kong, 2006; Kress & van Leeuwen, 2006; Y. Liu & O'Halloran, 2009; Martin, 2001, 2004b, 2008a; Martinec, 2004; Martinec & Salway, 2005; O'Halloran, 2005, 2008; Painter et al., 2013; Royce, 1998, 1999, 2007; Unsworth, 2007a; Unsworth & Cleirigh, 2009; van Leeuwen, 2005) to 3D sites (Pang, 2004; Ravelli, 2000; Stenglin, 2004) and electronic, films and videogames

text (Baldry & Thibault, 2006; Djonov, 2006; Lemke, 2002; Lowien, 2016). Several frameworks and models have been incorporated for the descriptions of intersemiosis.

To examine how images and language jointly construct evaluative meaning in the reading texts, this study adopted the notions of „*coupling*“ because of its efficiency as an analytic tool in investigating potential evaluative meanings at the interface of image and language (Painter & Martin, 2011; Painter et al., 2013). Coupling refers to the repeated co-patterning in a text of realisations from two or more systems and it can be identified not only within a metafunction but also between metafunctions, and even across strata and rank (Painter et al., 2013). When it comes to text-image relations, coupling can be within or across metafunctions and across different semiotic modalities (Painter et al., 2013). In multimodal texts, when language and image amplify one another to multiply the corresponding meaning, the coupling is considered as *convergence*. Ideationally, converging couplings create „concurrency“; interpersonally, converging couplings create „resonance“; textually, converging couplings create „synchrony“ across all or part of the text (Painter et al., 2013, p. 144). In contrast, *divergence* occurs when the meanings of language and image differ, which can also have the function of creating new meanings at the intersection of image and language.

When it comes to the examination of evaluation at the interface of language and image, there are some cases when evaluation is communicated in neither language nor image. Instead, appraisal is implicitly interpreted from the combination of both language and image. A widely-known example of this case is the depiction of the characteristic of a father in a picture book namely “Zoo” (Browne, 1994). As can be seen from the text on the left-hand side page in Figure 2.22 when the narrator and his brother Harry ask to eat the chocolates that their mother has brought with them to the zoo, their father does not allow them to eat the chocolates without giving any clear reason. However, the chocolate wrappers at the foot of the father in the picture on the right-hand side page suggest that the father has eaten the chocolate. It is the cooperation of the text on the left-hand side page and the image on the right-hand side that positions the readers in inferring not only what happened but also invoking evaluation of the father’s bullying, selfishness and greediness. In this case, the intersemiosis or the relation between text and image is the basis for inferring what happens, thereby evoking negative judgement of social sanction. The divergent coupling has apparently enriched meanings construed from the two semiotic systems.

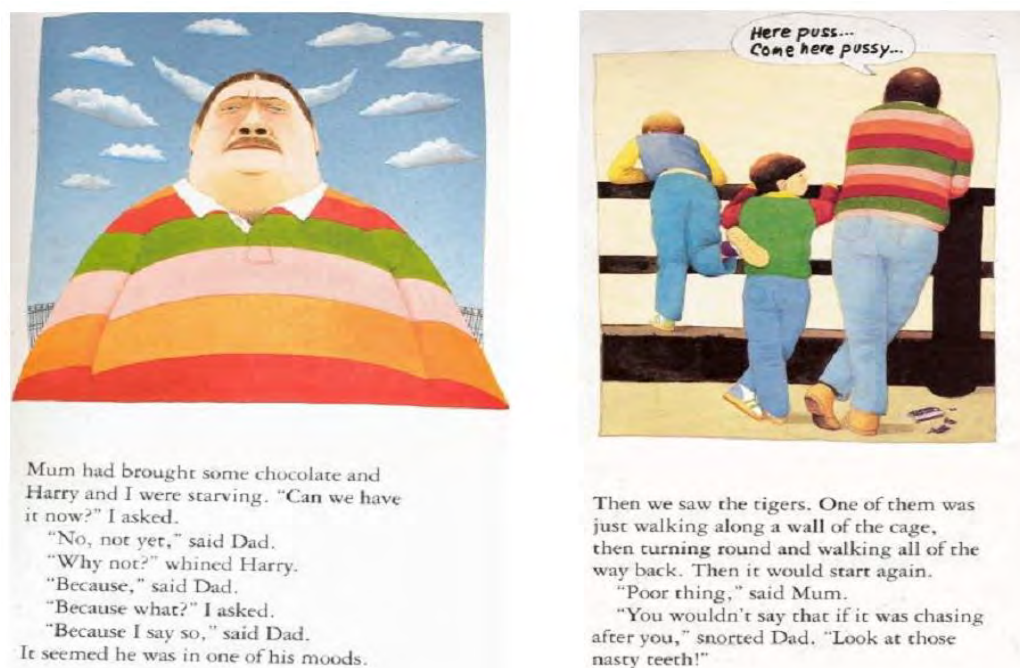


Figure 2.22. The boys asking for chocolate in 'Zoo' (Browne, 1994)

The next section will discuss some influential approaches to language teaching, which establishes the foundation for the approach I adopt in this study.

2.3. Pedagogical approaches to language teaching

This section begins with a brief description of the main features and some limitations of Communicative Language Teaching (CLT), the dominant approach to language teaching in Vietnam, which is informed by theories of Communicative Competence discussed in Section 2.1. It will then provide an introduction to the Sydney-school genre-based literacy approach and discussion of the advantages of this approach over CLT in these respects.

2.3.1. Communicative Language Teaching

CLT is currently the most widely adopted approach to teaching English in Asia, particularly in Vietnam (Graves & Garton, 2017b; M. Lewis & McCook, 2002; Mai & Iwashita, 2012; A. H. T. Nguyen, 2002; B. T. Pham, 2014; H. H. Pham, 2007). The concern of CLT is on developing learners' communicative competence in specific contexts rather than the mastery of linguistic features (Butler, 2011). Central to this approach is, therefore, communicative competence. As demonstrated in Section 2.1, some aspects of communicative competence such as communication of attitude and opinion competence are restricted due to its methods of categorization and overgeneralization. Communicative competence is interested in the

learners' capability to know rather than why or how they know. Underpinned by the interest of communicative competence, CLT views language acquisition as a process of thought and inquiry and claims that the outcome of the learning process depends largely on the cognitive abilities of individual learners. These characteristics suggest that CLT is not always transparent (Burns & De Silva Joyce, 2007, 2008) and may be insufficient for creating and envisioning „the kind of coherent, comprehensive and principled curricula“ (Byrnes, 2012, p. 1), which would be necessary for building knowledge about language and metalinguistic knowledge.

Context plays an important role in CLT; however, it is difficult to discern the role of context in CLT. Graves and Garton (2017b, p. 449) claim that „context-dependent variations in language use (in CLT) are clearly too numerous to identify and impossible to teach“ and „grammar rules still tend to be the main organizing principle of the CLT curriculum“. While the purpose of CLT is to teach learners how to use language appropriately in specific situations with a focus on developing their communicative competence rather than linguistic forms, the curriculum is organized based on grammatical rules (Graves & Garton, 2017b).

The approach taken to assessment of learners' comprehension and use of language is another disadvantage of CLT. Essentially, the aim of a communicative test is on testing learners' use rather than usage of a language. In other words, it assesses learners' ability to understand and employ language rather than their understanding about its system (Morrow, 2012). However, it is extremely challenging to determine what and how to test, and communicative testing becomes a test of isolated skills such as listening, speaking, reading, and writing, rather than a test of language facility in context (Morrow, 2012, p. 140). This reductive approach is exacerbated in Vietnam due to the lack of human resources and facilities, and assessment of vocabulary, grammar, reading and writing skills occurs through one pen and paper test. While the aim of CLT is to teach learners' competence to communicate in range of social situations rather than teaching linguistic forms, the assessment simply involves some skills and grammatical rules (Graves & Garton, 2017b).

In conclusion, CLT demonstrates its limitations as a non-transparent pedagogy with inconsistent curriculum organization and ineffective assessment. To be transparent, it is important to work out language education pedagogies that provide students with a theory of language in use and a metalanguage which makes language in use visible through functional terminology and talk about context of language (Burns & De Silva Joyce, 2007; Byrnes,

2012; de Oliveira & Schleppegrell, 2015; Humphrey & Macnaught, 2011; Macken-Horarik et al., 2011; Palincsar & Schleppegrell, 2014; Schleppegrell, 2016). It is, therefore, essential that CLT be enhanced with pedagogies which have a theory of language in use and provide teachers with a visible teaching approach to help them meet the needs of students including those such as the future TEFL teachers in this study.

In the next section, I will give a brief description of SFL-informed Sydney-school genre-based pedagogy and argue for the value of this pedagogy in the above-mentioned respects.

2.3.2. The Sydney-school genre-based pedagogy

A number of schools of genre-based approaches have been developed since the 1970s such as English for specific purpose school, North American school, and Sydney school (Hyon, 1996). This section focuses on discussing the Sydney-school genre-based literacy pedagogy, which is evaluated as the most influential genre-based approach in the primary and secondary school contexts (Hyland & Shaw, 2016). First developed in Australia in the 1980s, the Sydney genre-based approach is the application of SFL (Halliday, 1994) and genre theory (Martin & Rose, 2008) to teaching practice.

As mentioned earlier in Section 2.2.1, SFL theory recognizes that the language choices deployed to make meaning in any specific text are shaped by the immediate context of situation and the more global context of culture in which the language is being employed. The context of situation (register) consists of what the text is about (field), the people involved and their relationship (tenor) and how the text is structured (mode). The context of culture refers to values, beliefs or behaviors of a particular culture which influence the way we shape texts. As different cultures deploy language in different ways for different purposes, people of each culture need to develop their capability to use language in an appropriate way to accomplish the intended purposes (Christie & Unsworth, 2000). Text types or „genres“ were developed to help people achieve social purposes (Rose & Martin, 2012) and different purposes are achieved by different genres. For example, the purpose of an anecdote is to share an emotional reaction in a story whereas the purpose of an exposition is to argue for a point of view. Each genre is a „staged, goal-oriented, social process“ (Martin & Rose, 2008, p. 20).

In school contexts, a range of genres have been identified as necessary for academic success, including stories, histories, explanations, procedures, reports, arguments and text responses

(Rose & Martin, 2012). The social purposes and stages of these genres are summarized in Table 2.8.

Table 2.8. Social purposes and stages of genres typically used in school context (Rose & Martin, 2012, p. 130)

Genre		Purpose	Stages
Stories	Recount	recounting events	Orientation ^ Records of events
	Narrative	resolving a complication in a story	Orientation ^ Complication ^ Resolution
	Exemplum	judging character or behaviour in a story	Orientation ^ Incident ^ Interpretation
	Anecdote	sharing an emotional reaction in a story	Orientation ^ Remarkable event ^ Reaction
Histories	Autobiographical recount	recounting life events	Orientation ^ Record of stages
	Biographical recount	recounting life stages	Orientation ^ Record of stages
	Historical recount	recounting historical events	Background ^ Record of stages
	Historical account	explaining historical events	Background ^ Accounts of stages
Explanations	Sequential explanation	explaining a sequence	Phenomenon ^ Explanation
	Conditional explanation	alternative causes and effects	Phenomenon ^ Explanation
	Factorial explanation	explaining multiple causes	Phenomenon: outcome ^ Explanation: factors
	Consequential explanation	explaining multiple effects	Phenomenon: causes ^ Explanation: consequences
Procedures	Procedure	how to do experiments and observations	Purpose ^ Equipment ^ Steps
	Procedure recount	recounting experiments and observations	Purpose ^ Method ^ Results
Reports	Descriptive report	classifying and describing a phenomenon	Classification ^ Description
	Classifying report	classifying and describing types of phenomena	Classification ^ Description: types
	Compositional report	describing parts of wholes	Classification ^ Description: parts
Arguments	Exposition	arguing for a point of view	Thesis ^ Arguments ^ Reiteration
	Discussion	discussing two or more points of view	Issue ^ Sides ^ Resolution
Text Responses	Review	evaluating a literary, visual or musical text	Context ^ Description of text ^ Judgement
	Interpretation	interpreting a message of a text	Evaluation ^ Synopsis of text ^ Reaffirmation
	Critical response	challenging the message of a text	Evaluation ^ Deconstruction ^ Challenge

In order to control a particular genre, language users need to master particular language resources. This is because different genres are achieved through different language features (Derewianka & Jones, 2016; Humphrey, Droga, & Feez, 2012; Martin & Rose, 2008; Rose &

Martin, 2012). For example, the procedure genre involves employment of key grammatical features such as (i) action processes, generalized and technical participants, circumstances and dependent clauses for expressing ideas, (ii) dependent clauses in complex sentences and text connectives for connecting ideas, (iii) imperative clauses for interaction, and (iv) action processes in theme position and circumstance and dependent clauses as marked themes for creating cohesion. The exposition genre generally requires efficient use of key grammatical features such as (i) relating, action, sensing processes and general, abstract and technical participants expressed as extended noun groups as evidence for expressing ideas, (ii) simple sentences and complex sentences using embedded clauses, and relating verbs, connectives and dependent clauses for logical connection of cause and effect, (iii) concession, modality and attribution for acknowledging or rebutting issues, evaluative language, and interpersonal metaphor to express opinions in a less straightforward way, (iv) text and paragraph openers and some text connectives for signal, zig-zag theme patterns for connecting and elaborating on ideas on preceding sentences, passive voice, and nominalisation for summary of events and naming of abstract phenomena (Humphrey et al., 2012). As the aim of this study is to extend students' evaluative language competence, it focuses on genres which mainly use this aspect of language, particularly narratives, anecdotes, autobiographical recount, expositions and reviews.

Underpinned by the belief that the language choices for making meanings in any particular text are influenced by the context of situation and the context of culture, genre-theorists argue that language acquisition is achieved through the process of learning language, learning through language and learning about language (Halliday, 2004). In other words, learners are able to develop their grammatical and lexical repertoires (learn language), gain and build up new content and knowledge (learn through language), and explore the way language builds up the content (learn about language) in the class. These learning experiences are conducted through classroom activities which are designed to engage learners in the interpretation and production of a wide range of school genres (Rose, 2015). Language is acquired in a spiral way from learners' daily understanding of the world in spoken register to more abstract understandings in written academic register, both of which are built up through language. To accomplish this purpose, language needs to be taught in an explicit manner to provide all students with equality of education.

The genre-based pedagogy is also underpinned by the notion of the *Zone of Proximal Development* (Vygotsky, 1978). When learners are developing skills or knowledge in any

classroom, they pass two levels of performance: potential performance and independent performance. The potential performance is the level where learners are able to think through problems and accomplish tasks with support from more experienced learners. The independent performance is the level where they can think through problems and fulfill tasks without assistance. The Zone of Proximal Development is the region between these two levels. The interaction and collaboration between the learners and more capable others could support learners to solve problems and fulfill tasks, thus leading them to higher levels of capability.

The Sydney genre-based approach (GBA) has been applied in the classroom through a teaching and learning model known as the teaching-learning cycle (Rose & Martin, 2012). The teaching-learning cycle (TLC) consists of three steps namely Deconstruction, Joint Construction and Independent Construction as displayed in Figure 2.23.

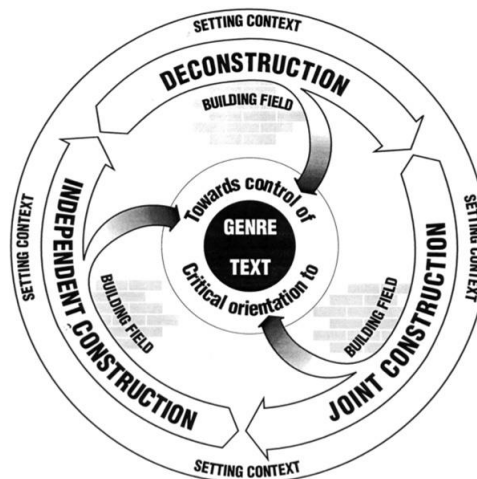


Figure 2.23. The teaching-learning cycle (Rothery, 1994)

Deconstruction aims to develop shared understandings between the teacher and students about texts, including a shared knowledge of metaknowledge, which subsequent collaborative interaction draws upon. This step includes the contextualization, analysis and annotation of the model texts. Through the process of text analysis, the purpose, the stages and the way particular language features or resources work to build up a specific genre is explicitly introduced and discussed.

Joint construction is the step where the teacher and students deploy the shared knowledge which has been developed in *Deconstruction* to co-create a similar text to the focus genre. Once the students are able to produce a successful text with explicit guidance from the teacher, they are prepared to continue with the third step, *Independent construction*. In this

step, they work independently to write a text of the focus genre using the knowledge they have gained and the skills they have developed in the previous steps.

In genre-based pedagogy, the overall curriculum is organized around the genres of schooling. The genre-mapping enables educators to work out the genres to be taught at different grades as well as the language features needed to be controlled with each genre (Custance, 2006). The teacher's working with a specific genre is based on the teaching-learning cycle. As genre features are addressed in a visible manner, assessment in GBA is transparent and explicit (Brisk, 2015; Gibbons, 2002; Graves & Garton, 2017b; Rose, 2015). The teacher can evaluate the progress of the students via „pre-teaching“ and „post-teaching“ performance texts (White, Mammone, & Caldwell, 2015). The „pre-teaching“ and „post-teaching“ performance texts are assessed using a rubric including specific criteria related to genre. The assessment criteria can examine the purpose of the whole texts as the point of departure, then taking a closer look at the stages of genres at discourse level, before evaluating language features typically used for the focus genre or other issues such as spelling, punctuation, and layout (Brisk, 2015; Rose, 2015). It is the clear criteria guiding the teaching and learning process that enables exact, concrete and transparent assessments of students' achievement and specific aspects for remediation.

Text-based pedagogy is a version of genre-based pedagogy (Feez & De Silva Joyce, 2012). It provides a valuable starting point for developing a pedagogic model for this study because of the focus on unpacking the linguistic resources that construct texts and particularly the emphasis on language as a resource for meaning making. First developed in Australia in the 1980s, text-based pedagogies have been widely used and refined and adapted to a range of teaching and learning contexts, especially the two models called the Teaching-Learning Cycle (TLC) and Reading to Learn (R2L) (Martin, 1999; Martin & Rose, 2008; Rose & Martin, 2012; Rothery, 1996). As this study is concerned with the examination of evaluative language in various texts across genres, the characterization of the pedagogy as text-based proposed by Feez and De Silva Joyce (2012) is adopted as a more apposite term.

Text-based pedagogies are particularly relevant to support the target students to systematically and gradually build up their repertoire of evaluative resources. This is because they are underpinned by understandings that language and learning is (1) a social activity and the result of cooperation with more qualified language users such as teachers or learning partners; (2) a process consisting of a number of developmental phases, each of which builds on the

preceding one and introduces a different perspective of language use; and (3) highly efficient when teachers employ explicit teaching and share a metalanguage for talking about language with their students (Feez & De Silva Joyce, 2012). Of particularly relevance to the target students are practices included in a text-based TLC designed for TESOL students proposed by Feez and De Silva Joyce (2012) and the R2L model designed by Rose and Martin (Rose, 2005; Rose & Martin 2012).

The text-based cycle of teaching and learning proposed by Feez and De Silva Joyce (2012) is composed of three main phases: Modelled practice, Guided practice and Independent practice. Infused across these phases are practices of setting the context, establishing the expected outcomes of the teaching process and field-building activities to build students' knowledge on the learning topic. In the Modelled practice phase, the teacher and students work with models of text where the language features that contribute to the success of the text are explicitly presented. This is the phase when students' metalanguage is built up through purposeful and explicit text modelling activities. According to Feez and De Silva Joyce (2012), the teacher may include such activities as reading the text, introducing the text purpose and explicitly teaching knowledge about language at surface level (spelling, punctuation and layout), at micro level (grammar in combining words, phrases, groups, clauses and sentences), at meso level (e.g. paragraphs and cohesive devices such as reference, word strings and text connectives), and at macro level (e.g. text stages, phases and images). Knowledge of language at surface level has been found to support students to decode conventions and fundamental features of sound-letter correspondence and elements of images such as lines, directions, colors, framing, shapes, placement, etc.; knowledge of language at micro level to help students to comprehend literal meanings through activities like predicting, skimming for gist, scanning for detail and looking for responses to questions; and knowledge at meso and macro level to facilitate students' ability to use meanings functionally and evaluate and transform meanings and their effect (Feez & De Silva Joyce, 2012, as adapted from Luke and Freebody, 1999). Particularly, thanks to understandings of meso-level and macro-level language elements, students are able to recognize the purpose of the text, infer meanings by making connections across paragraphs, apply their own experience to interpreting meanings, analyze and critique the writer's perspective, and give opinions on the purpose or meaning of the text (Feez & De Silva Joyce, 2012, as adapted from Luke and Freebody, 1999).

The Guided practice phase provides students with support to practise the knowledge of language gained in the Modelled practice phase as efficiently as possible through varied

activities generated and led by the teacher. It is in this phase that the teacher and students use the previously developed shared metalanguage. The teacher involves students in activities that help them to practise the repertoires of reading practices in terms of spelling and punctuation (surface level), wordings in sentences (micro level), meaning across paragraphs (meso level) and structure and context (macro level). To improve students' reading skill, the teacher will provide students with collaborative reading practices and talk about the writer's language use across the text (Feez & De Silva Joyce, 2012, p. 119). To enhance students' speaking skill, the teacher may ask students to retell the text. To teach students' writing skill, the teacher may act as a scribe to draft a text and illustrate how the drafting unfolds. Rather than dominating, the teacher encourages students to contribute their ideas, suggestions and comments to adjusting and recasting the draft (Feez & De Silva Joyce, 2012, p. 127).

In the Independent practice phase, students are encouraged to engage in independent writing about similar topics through which they can reflect on how to apply what they have learnt in other ways and contexts. While assessment infuses all phases, it is in the independent practice phase that teachers can assess their students' achievement and evaluate the teaching and learning quality. A variety of activities associated with each phase will develop students' skill, knowledge and confidence in using the four levels of language learnt from the text.

It can be seen from the description of the text-based teaching and learning cycle that the three phases of the cycle provide teachers with valuable tools to develop students' metalanguage at surface, micro, meso and macro levels. While purposeful and explicit text modelling activities help build up students' metalanguage, guided activities encourage students' use of the recently gained metalanguage and independent practice provides students with opportunities to consolidate the metalanguage and reflect on how to use such metalanguage in other ways and contexts. In the context of this study, practices of these three phases of TLC will be of great importance in helping the teacher give explicit instructions of evaluative resources and their use in the texts to construct evaluative meanings, thereby developing the target students' metalanguage of evaluative resources.

While the engagement with meanings provided through the practices of the TLC has been found to support all language and literacy development, most documented applications of the model focus on its use for writing (Burns, 1990; Burns, De Silva Joyce, & Gollin, 1996; Callaghan & Rothery, 1988; Christie & Martin, 1997; Cornish, 1992; Dare & Polias, 2001; Derewianka, 1990; Feez & De Silva Joyce, 1998; Gibbons, 2002; Hammond, Burns, Joyce,

Brosnan, & Gerot, 1992; Hammond & Gibbons, 2001; Humphrey, 1996; Humphrey & Feez, 2016; Humphrey & Macnaught, 2011; Humphrey et al., 2015; Martin, 1999; Rothery, 1996). Arguing that the TLC does not provide sufficient scaffolding for reading, Rose designed a new model termed Reading to learn (R2L) to assist students of different academic backgrounds to comprehend the texts more efficiently (Rose & Martin, 2012).

R2L aims to engage and support learners of different degrees of competence to unpack linguistic features and information in reading texts through scaffolding interaction practices (Martin & Rose, 2005; Rose & Martin, 2012). Central to R2L is the scaffolding interaction cycle that enables teachers to focus on explicitly introducing the linguistic resources which support students' comprehension of the text. The scaffolding interaction cycle includes three moves: Prepare, Identify and Elaborate. Prepare indicates the teacher's activities to assist the students' comprehension of the text by providing them with adequate support to recognize the meaning of wordings within sentences. This can be achieved through teacher's preparation cues such as summary of sentence meaning, prompting position of the wording in the sentence or offering the meaning of the wording in general terms. Identify refers to the affirmation of students' answers to questions and highlighting of the affirmed wording within sentence. Finally, Elaboration involves the teacher defining technical wordings, explaining metaphors or new concepts or discussing experience that is relevant to learners. The elaboration of word meaning is to deepen learners' understanding of meaning beyond the sentence, thus unpacking the complexity of linguistic patterns in the texts in manageable steps (Martin & Rose, 2005). R2L is currently being used by thousands of teachers in Australia (Culican, 2006; Rose, 2015) and in many other parts of the world (Aga Khan Foundation, 2015; Coffin, Acevedo, & Löfstedt, 2015) because of its efficiency in engaging and supporting students of various levels of linguistic competence to read and learn from reading.

It is obvious from the above discussion that the Prepare-Identify-Elaborate moves of the scaffolding interaction cycle are valuable in that they provide teachers with effective approaches to prepare students of different academic levels for text comprehension (Rose & Martin, 2012). When it comes to the teaching of evaluative resources, the scaffolding interaction cycle offers a reading oriented approach that allows the target students to easily comprehend the logogenetic unfolding of the field of the text (i.e. what the text is about) and at the same time enabling evaluative resources to be made explicit. Therefore, the scaffolding interaction cycle should enable all of the students to understand how evaluative resources are being marshaled across the texts to build evaluative stances.

Overall, while CLT sometimes appears to be a non-transparent pedagogy with inconsistent curriculum organization and assessment, the text-based approach within GBA seems to be an appropriate pedagogy that can be adopted to enhance CLT. In particular, it is based on SFL and genre theory, the powerful theories of language, which provide teachers with functional terminology to make language in use explicit to students (Burns & De Silva Joyce, 2007; Byrnes, 2012; Humphrey & Macnaught, 2011). The curriculum is organized around genres of schooling, and the materials and learning experiences are designed on the basis of students' prior knowledge and the steps of the teaching-learning cycle. The assessment is transparent and concrete based on the clear criteria guiding the teaching and learning of the focus genre. Because of these strengths, this study adopts the text-based approach for explicit teaching of evaluative resources to the target students in the intervention. The design of the teaching and learning sequences and the implementation of this approach will be detailed in Chapter 4.

2.4. Conclusion

In this chapter, I have established the basis for adopting the Appraisal framework as a powerful theoretical foundation and the Sydney genre-based pedagogy as an appropriate approach to the teaching of evaluative resources in this thesis. In particular, I have highlighted the significance of the Appraisal framework in dealing with the evaluative functions of language. Based on theoretical resources provided by Systemic Functional Linguistics and pertinent work on evaluative meaning in language and images from the Systemic Functional Semiotic perspective, I have proposed analytical frameworks for Attitude and Graduation in language (Martin & White, 2005) and for evaluative meaning in image (Economou, 2009). I have then proposed an analytical framework for Attitude inscription and evocation strategies in visual images from a critical review of recent work by Economou (2009) and White (2014). I have also suggested convergent and divergent couplings (Painter et al., 2013) as an approach to analysis of evaluative meaning at the interface of image and language. These frameworks supported my analysis of evaluative meaning potentials in the reading texts, which enabled me to generate some of the lesson materials I used during the intervention. Finally, I have argued for the adoption of the text-based approach within GBA in this study because of its strengths over CLT as a visible pedagogy with explicit teaching, consistent curriculum organization and transparent assessing criteria.

In the next chapter, I will review on the application of Appraisal and GBA in language education.

CHAPTER 3. FOUNDATIONAL APPLICATIONS OF APPRAISAL AND GENRE-BASED PEDAGOGY

3.0. Introduction

In pursuit of the overarching thesis aim of understanding how to extend tertiary students' evaluative language competence, Chapter 2 has established the Appraisal framework and the Sydney genre-based approach (GBA) as the theoretical background for the study. This chapter will provide a review of the application of the Appraisal framework and GBA in the contexts of teaching English language as an official, second and foreign language in Sections 3.1 and 3.2, respectively.

3.1. Application of Appraisal to English teaching

This section will provide a review of prominent work on the application and implications of the Appraisal framework in ELT as an official language, a second language and a foreign language.

3.1.1. Appraisal and its impact on the teaching of English as an official and second language

A great variety of research has investigated the applications of the Appraisal framework in teaching English as an official (EOL) and as a second language (ESL) in a wide range of contexts, from childhood education (Painter, 2003), to the schooling period (Chu, 2014; C. Ho & Ong, 2007; Humphrey, Love, & Droga, 2011; Love, 2008; Macken-Horarik, 2003a; Macken-Horarik & Isaac, 2014; Macken-Horarik et al., 2011; Matruglio, 2014; Mills & Unsworth, 2018; Morton & Llinares, 2018; Ngo, 2016; Rothery & Stenglin, 2006; Unsworth & Mills, 2020), undergraduate education (Brooke, 2014; S. Lee, 2008, 2010; S. H. Lee, 2009) and higher research and in civic and academic discourse (Hao & Humphrey, 2012; Hood, 2004, 2005, 2006, 2010; Humphrey, 2010, 2015; Humphrey & Economou, 2015; S. Lam & P. Crosthwaite, 2018). To determine specific aspects of evaluative language that students are expected to engage with in the academic, civic and personal life domains, this section will focus on reviewing three prominent bodies of work that examined evaluation in narratives, in academic and in civic domains. The review will identify specific aspects of the Appraisal framework that have been investigated in a range of domains and discourses, which will then

be followed by a review of a number of studies in the teaching of writing in English as an official and as a second language.

3.1.1.1. Appraisal in narratives

The language of evaluation has been positioned as a crucial part throughout the Australian Curriculum: English. In the early years of schooling, the Curriculum puts emphasis on educating expressions of basic daily feelings:

Understand that language can be used to explore ways of expressing needs, likes, dislikes (Foundation, Identification code ACELA 1429). (ACARA, 2012)

and

Explore different ways of expressing emotions, including verbal... (Year 1, Identification code ACELA1787) (ACARA, 2012)

The next phase of the curriculum focuses on the training of a range of ways of grading up or down human feelings, opinions and evaluations:

Examining how evaluative language can be varied to be more or less forceful (Year 3, Identification code ACELA1477). (ACARA, 2012)

It then takes further steps reflecting strategies of engaging with other views and voices to extend the bases of evaluation:

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (Year 5, Identification code ACELA1502). (ACARA, 2012)

In later years, senior students are expected to understand more sophisticated language used to explicitly and implicitly evaluate the qualities of people, things and texts:

Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (Year 7, Identification code ACELA1782). (ACARA, 2012)

and

Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (Year 9, Identification code ACELA1552). (ACARA, 2012)

In fact, the role of Appraisal in interpreting literature has been a major concern in Australian pedagogical context since the turn of the twenty first century. Rothery and Stenglin (2000) were among the first researchers to adopt the Appraisal theory to examine evaluative language

in typical excellent responses written in the final examination for English about the darker side of human nature by secondary schooling students in New South Wales. In their study, Judgement was found to be the predominant appraisal resources employed throughout the texts, which can be partly explained by the propriety and ethical values emphasized in the Key Learning Area of English. Interestingly, there was a remarkable imbalance in the distribution of choices of Judgement subsystem resources when there are 118 instantiations of Judgement of Propriety in comparison with only one for Veracity. Another finding worthy to consider is the less frequent use of Appreciation, which was at odds with the researchers' expectation in that they looked forward to students' detailed discussion of techniques and strategies employed in the literary work studied by the students. Affect is the subsystem of Attitude that recorded the least distribution frequency. The point about the students' choice of appraisal is that they were only responding in terms of the characters as if they were actually people and the fact that they failed to use Appreciation reflects their lack of engagement with the aesthetics of the text as an artistic construction. From the findings, Rothery and Stenglin raised the issue of applying tools like the Appraisal system to develop a critical literacy.

Macken-Horarik and Issac (2014) examined the viability of Attitude and Graduation frameworks for analyzing appraisal in narratives and students' responses to these. The data for their analysis are two short narratives namely „*Click*“ and „*The letter*“ and their interpretation by sixteen-year-old Australian students and non-native speaker undergraduates. From the analysis of the Attitude and Graduation resources, Macken-Horarik and Issac identified some challenges in the process of appraisal examination and proposed how to deal with these obstacles. To solve the first challenge concerning the need to analyze both inscribed and invoked evaluation and to understand their combination in contributing to reader positioning, they suggested not attending just to one particular explicit token of Attitude, but its combination with instances of implicit Affect, Judgement or Appreciation. With respect to the second challenge regarding the need to code evaluation locally or globally, they recommended coding lexical evaluation in synoptic and dynamic ways in order to show how narrative worlds and the attitudes voiced by characters are built up during our reading process. Their suggestions provide me with an insight into the deployment of appraisal in narratives for better analysis of evaluative resources in narrative texts as well as in students' created texts.

3.1.1.2. *Appraisal in academic discourse*

Of several studies on the application of Appraisal in English academic language pedagogy, the work of Hood (2004, 2006, 2010) has been the most influential. From her examination of how evaluation is expressed through attitudinal expressions in published research articles, Hood (2004) found that Appreciation is the most predominant type of Attitude deployed. In terms of explicitness, inscribed Attitude is typically associated with the „object of research“ whereas invoked Attitude is strongly associated with the research process itself. Based on the findings, she identified characteristic preferences for the ways in which writers manage the demand of writing critically while still appearing „objective“ as standard requirements in academic writing. These findings have important implications for language pedagogy in that the models of the discourse structuring of evaluative stance can support novice research writers in their communication of evaluative positions in academic writing.

A further relevant aspect of Hood's work relates to the concept of prosodies of interpersonal meaning (Hood, 2006). She drew on findings of Lemke (1998a) to describe the way in which values radiate in different kinds of argument in research papers and dissertations. Hood applied the Appraisal framework to the examination of Attitude and Graduation in academic research writers' argument for their object of study, for a need for new knowledge and for their own contribution to the literature. Hood found that there is an interplay of Attitude and Graduation that helps generate and maintain prosodies of value in different types of argument in the introduction of academic research papers. For example, multiple instances of inscribed negative Affect (e.g. *concerned, dissatisfied, frustration, opposed*) and Appreciation (e.g. *lack of autonomy, demanding, cramped*) are employed in the descriptive stage of the study field to highlight the object of study as problematic. However, to argue for the worthiness of the study, positive Appreciation (e.g. *better, positive*) and Judgement (e.g. *confidence, independence*) together with various Graduation resources (e.g. *boost, gain more, develop greater*) are adopted. When it comes to the stage of acknowledging other relevant research that serves as the basis for establishing the gap in research to be resolved, academic writers tend to minimize the use of inscribed Attitude. Of interest is Hood's finding that no inscribed positive evaluation is employed to appraise the writer's own contribution to the literature. Instead, a positive prosody is found through multiple encodings of Graduation involving quantity of amount (e.g. *much larger, all*) of extent (e.g. *extend*). Based on her findings, Hood suggested strategies for novice academic writers to effectively construct their different kinds of arguments with the appropriate deployment of Attitude and Graduation strategies and

resources. The first strategy is the use of contrasting color or different degrees of explicitness to positively and negatively code the spread of value. Different degrees of explicitness in attitudinal expressions would be adopted in different phases in the introduction, which allows readers to easily locate the most compelling arguments and shifts in alignment. Attitude may be graded by the intensity of degrees of attitude in an explicit or implicit way through Graduation resources. For example, to argue for the worthiness of the study, the rationale may begin with inscribed positive Appreciation (e.g. *provide opportunities*), then go on with a resonance of this positive attitude as the text unfolds such as positive Appreciation (e.g. *better, positive*) or positive Judgement (e.g. *independence, confidence*). The second is the manipulation of the values encoded in texts through the addition/diminution of Force or sharpening/softening of Focus. For example, a positive appreciation of a study may begin with a positive inscribed Appreciation *intensive* and positive flagged Appreciation „*recent*“ (e.g. *recent intensive study*). It is then amplified with the use of multiple instances of Graduation which intensify quantity of amount and scope (e.g. *more, ten different, a number of, broader*) and enhancement (e.g. *exploration*). The importance of these findings to language pedagogy is that they serve as affordances of the description of evaluative resources, thus enabling patterns to be made explicit to students.

Hood (2010) also made significant contributions to the refinements of the Appraisal framework (Martin & White, 2005) in terms of Graduation resources. Specifically, the Force network has been extended with the addition of Proposal into Intensification, and Amount and Frequency into Quantification. The Focus system has also been modified through the grouping of Number and Qualities into Specificity and Authenticity and the categorizing of a Process into Completion and Actualisation. These refinements have been discussed and visualized in Figures 2.12 and 2.14 in Chapter 2. Hood also elaborated the notion of prosodies in evaluation which Martin and White suggested. For example, prosodies of domination flow prospectively and retrospectively from the hyper-Theme and hyper-New or prosodies of intensification „rely on highly charged attitudinal choices“ (p. 159). These notions have been detailed and exemplified in Section 2.2.2.1.5. The refinements have incorporated a more elaborated system and a more appropriate coding methodology that provides this study with an enhanced framework to thoroughly investigate evaluation in the textbooks and from the data collected from the students“ writing. For this reason, the refinements have been detailed from pages 24 to 30 in Chapter 2 and were employed for analysis of evaluative meaning in this thesis.

3.1.1.3. Appraisal in the civic domain

Paying special attention to the pivotal role of Appraisal in the civic domain, Humphrey (2010) examined how teenage asylum seekers coming to Australia by boat with their families were able to command the attention of great audiences through their use of evaluative language even though they had very little actual social power within the Australian cultural and political context. In terms of evaluation, Humphrey's study demonstrated that appraisal resources vary across stages and phrases of texts to develop persuasive prosodies. Humphrey later sought to facilitate the teaching of evaluation in English classes by drawing on SFL and Appraisal to compose a course book entitled „*Working Grammar*“ for secondary school English teachers (Humphrey et al., 2011). Chapter 6 of the book presents evaluative resources for expressing and grading attitudes in the simplest and most explicit ways to schoolteachers. Starting with grammar resources and explicit and implicit evaluative vocabulary and its meaning, the chapter then provides readers with strategies to intensify attitudes by using grading adverbials, graded core vocabulary and indirect graders such as simile/metaphor, word repetition, listing, parallelism and punctuation. The book can serve as an efficient toolkit that assists teachers and learners of English as an official, a second and a foreign language in identifying the way evaluative resources are combined throughout key phases of narratives, text responses and exposition, thus having an influential impact on the development of students' writing. This book helped shape ideas for my programming and implementation of the pedagogic sequences for explicit teaching of evaluative resources in a wide range of texts during the interventions conducted in this study.

3.1.1.4. Appraisal in the teaching of writing in English as an official and second language

A small number of studies have been conducted seeking to improve the use of the language of evaluation in teaching English as an official language in Australia (Mills & Unsworth, 2018; Ngo, 2016; Unsworth & Mills, 2020). Ngo (2016) implemented a case study with focus on the explicit teaching of strategies for intensifying attitudes to improve the quality of creative writing of one high-performing Year-7 student. During the intervention, she conducted an explicit structured feedback to evaluate and help the student build on her work. The structured feedback includes five phases: evaluation, teaching, task setting, student redrafting, and student's reflection. It was found that the explicit teaching brought the student's use of semantically infused items and repetition to consciousness. It allowed the student to enhance

the precision and sophistication of her attitudinal expressions through deliberate choices of semantic infusion items. It also enabled her to employ a repetition strategy from repetition at word level of the same word (e.g. *A determined person ... determined in the mind ... determined in the heart*), repetition of semantically related words (e.g. *Mother. Father. Sister.*) to repetition of syntactic structure (e.g. *The snow was a crimson red. Red like Father's book cover on that day. Red like Mother's dress on that day. And red like Sister's hair ... Red like their blood*). The positive outcome of Ngo's study has implications for the focus on the teaching of intensification strategies to enhance students' deployment of evaluative language. It also emphasized the need to improve teachers' knowledge about linguistics as an aspect of English teachers' pedagogical content knowledge.

Mills and Unsworth (2018) employed the Appraisal framework to develop students' ability to invoke and amplify emotions in multimodal communication through drawing animations on iPads. In their project, the students of twelve years of age who were from a socially disadvantaged school in a suburb of Brisbane were taught a twelve-hour program over ten weeks. The lessons aimed to build up a multimodal language for expressing emotions such as images, gestures, facial expressions or body language through a variety of media as well as verbal resources for expressing the Affect sub-categories in the Attitude framework. It was found that the students were able to create characters with differentiated postures, body language, facial expressions and movement to express different gradients and dispositions of emotions. More importantly, they demonstrated impressive improvement in using verbal resources to depict these emotions in a more nuanced and delicate manner. These findings were further confirmed in their more recent project (Unsworth & Mills, 2020) over one school term, in which they developed year five students' repertoires for evaluative expressions. These studies suggest that more research should be carried out to investigate the development of all three aspects of the Attitude framework across different media and modes. They also alert teachers and educators to enrich their knowledge of the grammar of visual images to deploy this kind of knowledge skillfully in their teaching practices.

3.1.2. Appraisal and its impact on the teaching English as a foreign language

Inspired by previous research informed by Appraisal, many linguists, researchers and educators have applied this framework to explore its value on the teaching of evaluative language in TEFL context. These studies have had a great impact on the teaching of this aspect of language in language skills such as writing (Geng & Wharton, 2016; Giles &

Busseniers, 2012; Guoyan, 2015; X. Liu, 2013; X. Liu & Thompson, 2009; Loi et al., 2016; Payaprom, 2012; Xie, 2016; Yang, 2016a) and reading (Haromi, 2014; X. Liu, 2010; R. Wang, 2016), and on the examination of evaluative language in spoken discourse (Ngo, 2013; Ngo & Unsworth, 2015; Ngo, Unsworth, & Feez, 2012). The following review of these three bodies of research will establish a foundation for my application of Appraisal to the teaching and assessing activities during the interventions.

3.1.2.1. Appraisal in spoken discourse

Recent work by Ngo and her colleagues (Ngo, 2013; Ngo & Unsworth, 2015; Ngo et al., 2012) are the only studies in the literature that employ the Appraisal framework to address the language of evaluation in both English and Vietnamese spoken discourse. The article Ngo co-authored with Unsworth and Feez (2012) is a pilot study of Ngo's thesis (2013), which aims to explore differences in the employment of Appraisal resources by Vietnamese students doing postgraduate study in Australia in Vietnamese and English oral discussions of popular topics. It was found that Vietnamese students, in spite of their high academic proficiency and high IELTS scores, often fail to convey their attitudes due to their limited attitudinal language repertoire. For example, there is a tendency to the employment of basic core vocabulary (e.g. *big city*), repetition of words (e.g. *big city* with *big streets* and *big parks*), amplification of meaning by limited sources (i.e. Intensification by isolated grammatical items (e.g. *very big buildings*) rather than infused manner lexical resources (e.g. a *metropolitan city* with *huge buildings*, *gigantic* shopping centers, and *monumental* statues). Based on the findings, they called for the incorporation of the teaching evaluative language through reading and writing in the language teaching curriculum. This suggestion for the inclusion of evaluative language in the teaching of language was further strengthened in Ngo's thesis (2013). In this thesis, Ngo thoroughly investigated the differences in advanced English users' deployment of Attitude and Graduation in the two languages. From the commonalities and differences found, she suggested applying knowledge of Appraisal to changes in various fields ranging from Vietnamese language literacy and TEFL pedagogy to English-Vietnamese translation and interpretation, and the development of an online dictionary. The studies of Ngo and her colleagues have informed me of the current situation of the EFL Vietnamese learners' poor repertoires for attitudinal expressions. More importantly, they have sparked in me the idea of using the systematic and comprehensive Appraisal framework for developing tertiary TEFL students' awareness of the delicate aspects of evaluation in English and their ability to deploy differentiated expressions of evaluation.

3.1.2.2. Appraisal and its impact on the teaching of reading in TEFL context

The Appraisal framework has also been applied to examine the acquisition of evaluative language and its role in developing tertiary students' critical reading skill in recent studies by X. Liu (2010), Haromi (2014), and R. Wang (2016).

Recruiting 100 non-English major students from Herbing Engineering University, China as participants, Xiaolin Liu (2010) randomly divided them into the experimental group and the control group of fifty. After the thirty-six-hour intervention period within eighteen weeks during which the experimental group was taught the language of evaluation whereas the control group was taught in the usual way, the students in both groups were given a reading comprehension test. The positive test results established the basis for Liu to conclude that the teaching of evaluative resources has a powerful influence on the efficiency of teaching reading. One of the limitations of the study is that Liu drew his conclusion from the comparison only of the mean score of the two groups; therefore, the findings are very general, thus not reflecting the precise impact of Appraisal knowledge on specific aspect of reading skills.

Using a similar but more sophisticated method, Haromi (2014) investigated tertiary students' reading proficiency based on the results of the pre-intervention and post-intervention tests given to two groups of thirty junior students undertaking English majors at Institute for Higher Education ACECR Khouzestan, Iran. Between the two tests is one intervention period when students in the experimental group were introduced to the Engagement system in their reading class time and the control group was taught in the traditional way. It was found that the students in the experimental group made substantial progress in their critical reading comprehension, especially in their ability to recognize the writer's evaluation and position among the mist of multiple voices discussed in the reading texts. The results obviously confirmed the contribution of teaching appraisal resources to the development of EFL student's reading skill. The study was restricted to investigating the impact of the Engagement system on critical reading skill. The findings would be more convincing if the study involved the teaching of Attitude and Graduation and the investigation of the impact of these systems on the students' improvement.

Romeo Wang (2016) focused on analysing sample reading texts included in a course book designed as a resource for teaching critical reading in terms of evaluative resources using Appraisal. Considering critical reading as a high reading level requiring the readers'

understanding and evaluation of the discourse through the Appraisal system, Wang argued that linguistic knowledge, particularly the Appraisal framework could promote students' reading skill and linguistic application capability. He analyzed Attitude, Engagement and Graduation resources in an 800-word sample text taken from *New Horizon College English, Book 2* (Zong, 2002) to explore the sophisticated nature of Appraisal resources in critical reading texts. From the analysis, he proposed the necessity of including Appraisal in teaching reading so as to support EFL learners to recognize the critical judgement and identification of writers' values, affect, positioning and creative purpose in critical reading texts. A limitation of this paper is the lack of empirical study undertaken to show the effectiveness of the approach; hence, it leaves the gaps for further research in the evaluation of the approach to teaching critical reading pedagogy.

Overall, the studies reviewed so far have established that knowledge of Appraisal may contribute to EFL students' improvement of reading skills, including the location of the main idea of the text, the identification of the writer's position and critical reading. The efficiency of applying Appraisal to the teaching of reading reinforces my belief in the efficacy of this framework in improving students' ability to comprehend attitudinal expressions, contributing to the development of their repertoires of evaluative resources.

3.1.2.3. Appraisal and its impact on the teaching of writing in TEFL context

Engaging significant attention from researchers in TEFL context is the impact of the applications of the Appraisal framework on teaching English writing. These studies can be grouped into those of analysis of students' academic writing without intervention and those with intervention.

3.1.2.3.1. Issues related to evaluative language in students' academic writing

A number of researchers who have been concerned with argumentative writing carried out comparative analysis of appraisal resources, including comparisons of resources deployed in argumentative texts written in the source language (Chinese) and in the target language (English) (Xinghua Liu & Thompson, 2009), those deployed in high-rated and low-rated English argumentative essays generated by tertiary EFL students (X. Liu, 2013), and those deployed in English argumentative writing produced by undergraduate EFL and native English speaking writers (Guoyan, 2015; Yang, 2016a).

Xinghua Liu and Thompson (2009) drew on the Appraisal framework to explore the commonalities and differences in the distribution of attitudinal values in one argumentative text written in Chinese and one written in English on the same topic by the same Chinese EFL student who has learned English for nine years. It was found from the English essay that Judgement resources are most frequently employed and Affect items are likely used to invoke Judgement and Appreciation values. For example, in the thesis statement of the essay „For my part, it is reasonable for those stars to enjoy the high incomes“, the positive inscribed Affect: satisfaction value (i.e. *enjoy*) combined with the positive inscribed Judgement: normality (i.e. *reasonable*) to trigger strong emotional support for the high income of the stars.

The Chinese essay showed the highest frequency in Appreciation deployment, followed by Judgement and Affect. It also showed the predominance of invoked Judgement and the lack of ethical Judgement of propriety, which were explained by the strong impact of Chinese Confucianism values such as harmony and peace advocacy. Based on the findings of similar patterns in the use of Appreciation items and distinguishing differences in the deployment of Affect and Judgement resources, these researchers proposed the need for multiple linguistic and socio-cultural perspectives for the explanation of EFL students“ use of evaluative language in their L1 writings. This study can be critiqued because the results were drawn from only one essay written in English and one in Chinese, especially since both were composed by the same student on the same topic; therefore, it is inevitable for a translation influence to occur between the two writing tasks.

This limitation is compensated for in Xinghua Liu“s later study (2013) when she carried out a larger-scale case study of high- and low-rated English argumentative essays composed by EFL students in two Chinese universities. According to her analysis, what makes an essay highly rated is the strong persuasion and convincing argumentation achieved through the effective use of appraisal values to establish authorial voice and position readers. To be more specific, high rated essays tend to deploy Affect in sophisticated ways through surges of feelings (e.g. *impress, in favor of, be aware of*), to display formality through implicit nominalised Judgement of capacity (e.g. *compound achievement*) and to strategically employ a range of Graduation items for Attitude intensification. Her findings confirmed the significance of the teaching of EFL writing from an interpersonal perspective, especially with a focus on evaluative language.

Similar patterns have been found in the work of other researchers, including Guoyan (2015), and Yang (2016a), who analyzed the use of evaluation in English argumentative essays written by Chinese EFL learners of English and native English speakers. Both of these researchers concluded that the effective teaching of Appraisal may enhance students' repertoires of attitudinal expressions, thereby boosting EFL students' persuasive writing capacity. While the native English writers were found to employ more negative evaluative resources to produce stronger counter-arguments, the Chinese EFL writers' arguments seemed to be weaker due to the lack of lexical proficiency, especially of those items with negative connotation (Guoyan, 2015). This argument is derived from Chinese EFL learners' deficiency in evaluative resources, subjective logic and critical thinking in comparison with English native speaking students. In terms of Attitude, the Chinese tertiary students illustrated limited use of indirect resources and nominalisations. With respect to Graduation, both groups of students employed more Force and Focus items; however, the findings reflect richer repertoires of evaluative vocabulary among the American tertiary students (Yang, 2016b). These studies have provided a better insight into distinctions in the deployment of evaluative resources of foreign language learners and native speakers, thus establishing the basis for the teaching the language of evaluation to students in TEFL contexts.

In addition to the investigation of appraisal in argumentative writing, some researchers have also explored the deployment of evaluative meaning in discussion sections of doctoral theses (Geng & Wharton, 2016), literature reviews of MA theses (Xie, 2016), and conclusion sections of research articles (Loi et al., 2016). These studies all emphasized the significance of students' evaluative language repertoires in constructing highly regarded pieces of academic writing. Investigating discussion sections of twelve doctoral theses by Chinese and native English-speaking writers, Geng and Wharton found that there are no remarkable differences in the Engagement patterns between Chinese and native English writers. They argued that the similarities in evaluative language choices in these theses might be the outcome of attitudinal repertoires that Chinese writers built up during their exposure to the reading of past theses, the writing of interim research reports and the draft discussion with supervisors and academic staff. However, as this study only focused on Engagement, it leaves gaps for further research on other aspects of Appraisal such as Attitude and Appreciation.

Applying the whole Appraisal framework to examining the literature review chapter of twenty-five English-major MA theses collected from five universities in China, Xie (2016) discovered a number of interesting findings. For example, the Chinese tertiary student writers

tended to be more explicit in their attitudinal expressions, they preferred to make argumentative claims with frequent mitigation of their assertiveness, and they predominantly employed positive appraisal yet seem to be neutral when they refer to other voices. This study has provided a better understanding of the advanced Chinese EFL learners' deployment of evaluative resources in their English academic writing. It is, therefore, highly relevant to this PhD project, which aims to develop evaluative language competence to advanced tertiary students in academic writing in TEFL context in Vietnam.

Researchers in the Malay context have found significant differences in the use of appraisal by Malay writers of academic papers (Loi et al., 2016). On examining how evaluative stance is constructed in forty research article conclusions written in English and in Malay, Loi and his colleagues (2016) found that the Malay conclusions employed less explicit Attitude resources and Attitude evoked by Graduation, which indicated a different approach to expressing evaluative stances of the Malay academic writers. In light of the data analysis, they argued for the significance of developing EFL academic writers' ability to interpret evaluative resources and deploy these resources appropriately in their publications so as to achieve the critical stance to meet the norm and requirements of academic writing genres.

3.1.2.3.2. Appraisal and the teaching of evaluative language in writing

Apart from a few studies implemented to develop students' use of evaluative language within the Appraisal framework in EOL and ESL contexts (Mills & Unsworth, 2018; Ngo, 2016; Unsworth & Mills, 2020), the PhD study by Payaprom (2012) is among the very restricted number of work which drew on Appraisal to develop students' capacity to use evaluative resources in TEFL. The study was conducted with fourteen third-year Thai students of English majors at Chiangrai Rajabhat University over the period of ten weeks. During the intervention, the review genre was taught to students using Appraisal and the teaching and learning cycle adapted from the model suggested by Rothery (1996). The cycle consists of three stages: Joint deconstruction of meaning, Learning about text type, and Application. Joint deconstruction of meaning is the stage when the students were encouraged to examine how attitude was expressed in text. Learning about text type is the time when the schematic structure and language features of the review genre were explicitly taught to students. Finally, Application offers students opportunities to apply the metalinguistic knowledge they had learnt to talk about texts and use the knowledge they had accumulated to generate and revise their own texts. As indicated in the students' written text in a review genre, the ten-week

teaching cycle had a positive impact on helping students to control the genre, to use a range of evaluative resources to achieve the social purpose of this genre, and to use their metalinguistic knowledge drawn from the Appraisal framework to talk about evaluative resources used in the review texts. As the study neglected investigating different kinds of realisations of strategies for graduating attitude such as isolated lexemes, semantic infusion, or repetition, it failed to explore the sophisticated and nuanced use of appraisal of the students. The intervention was outside the regular curriculum and restricted to ten weeks, so the results may not fully reflect the impact of the teaching on students' progress.

Overall, the review of relevant studies on the application of Appraisal in writing in the TEFL context indicates the feasibility of deploying the framework to improve TEFL tertiary students' writing through the development of their repertoires of evaluative resources. However, the literature has included no studies on the application of the Appraisal framework to developing students' evaluative language competence in the Vietnamese TEFL context. This has motivated me to carry out this PhD research study with the aim to investigate how descriptions included in the Appraisal framework could be deployed to extend the tertiary TEFL students' competence in expressing evaluation.

3.2. Studies of the Sydney-school genre-based pedagogies

Sydney-school genre-based pedagogies have had great impact on the teaching and learning of English all over the world over the last three decades. These pedagogies have been widely adopted in a variety of contexts ranging from teaching English as an official language (EOL) to teaching English as a second language (ESL) and English as a foreign language (EFL) (Derewianka & Jones, 2016; Graves & Garton, 2017b; Rose & Martin, 2012). As my study seeks to include explicit teaching of appraisal within the teaching and learning of English, I will now review studies using these pedagogies in these three contexts.

3.2.1. Studies of the Sydney-school genre-based pedagogies in EOL and ESL contexts

A great number of studies have noted the adoption of the Sydney-school genre-based pedagogies in teaching EOL and ESL in a wide range of contexts, from school contexts at primary and secondary school levels (Brisk, 2015; Callaghan & Rothery, 1988; Fan, 2014; Fowler, 2002a; E. Ho, 2009; Humphrey & Feez, 2016; Humphrey et al., 2015; Jackson, 2006;

P. Jones, 1993; I. Lee, 2012; Polias, 2005a; Schleppegrell, 2016), to high school and tertiary level (Hallenstein, 1994; Humphrey & Macnaught, 2011; Walker, 2010), and with migrant Australian students learning ESL (Burns, 1990; C. Lewis, 1999; Lucantonio, 1991). The genre-based approaches (GBA) to English teaching have achieved notable success internationally, especially in many countries where English is taught in English-embedded classrooms (i.e. Australia, New Zealand, and the United States of America) or as the second language where English is taught in English-medium classrooms (i.e. Hong Kong and Singapore). According to Polias and Dare (2006), three main reasons contributing to the success of GBA in schools in Australia include the development of pedagogical grammar, the organization of teacher development programs and the construction of a set of assessment tools. The pedagogical grammar helped re-contextualize functional grammar with systematic terminology and clear examples which are usable by teachers and students in the classroom. The organization of teacher development programs enabled teachers to learn what pedagogical grammar is and how to use it and how to apply it to the classrooms. The construction of a set of assessment tools such as the ESL Scope and Scales supported teachers and educators' evaluation of the development of English of ESL learners (Dare & Polias, 2004; Polias & Dare, 2006). The ESL Scope and Scales identified the genres and all major language features deployed in each genre as well as field, mode and tenor suitable for each grade level. The way of using the ESL Scope and Scales to map the genres and major language features that need to be taught at each level was clearly described by Custance (2006) when she was reporting on how teachers in one school located in an area of poverty in Australia employed this set of assessment tools.

Longitudinal studies by Fenwick (2010) and White et al. (2015) provided more insights into the success of GBA in Australia. Observing sixteen teachers across nine different subjects over two years in a secondary school within the Language and Literacy program, Fenwick recorded significant development in the quality of the texts students generated and their attitude and confidence in performing the tasks. Similar success was also reported in a program designed to track and assess student literacy development using GBA conducted by White and his colleagues (2015) when they made use of data from the work of students from six schools in Australia with high numbers of students speaking English as a second or additional languages. Three sets of data were investigated. The first set of data was from five hundred pre-teaching and post-teaching texts written by students and assessed employing the ESL Scope and Scales. It was noted that there was improvement of at least two scales across

the two texts in ninety-five per cent of the cases, with some students progressing up to five scales. Examining the second set of data collected from texts written at the end of each school year over the period of six years from 2005 to 2011, they found that students made improvements in at least one scale each year, and some students even gained multi-scale improvements. The third set of data was gathered from the standardized tests in three of the schools and other similar schools in Australia. It was found that the students who were taught with GBA in these three schools outperformed the students from other similar schools on all three areas of literacy including reading, writing and grammar. Based on the students' improvement indicated from the comparisons of three sets of data, White and his colleagues highlighted the necessity to make explicit the curriculum and the pedagogy. In other words, it is necessary to make visible the content students are expected to learn, and the way students are supported in their learning through the teaching/learning cycle. These conclusions inform me of the necessity to pay adequate attention to making evaluative resources visible to my students using the Appraisal framework suggested in Chapter 2 and the teaching and learning model detailed in Chapter 4.

Humphrey and her colleagues applied text-based or GBA successfully in a number of studies (Humphrey & Feez, 2016; Humphrey & Macnaught, 2011; Humphrey et al., 2015). The text-based approach enabled them to enhance secondary students' creative writing (2015, 2016) and tertiary students' academic literacy (2011). Based on the success of these case studies, they argued the necessity of teachers improving their knowledge of metalanguage and of developing a metalanguage shared between teachers and students. This suggestion, which was in line with studies in the United States (Brisk, 2015; Schleppegrell, 2013; Schleppegrell & O'Hallaron, 2011), informed me of the significance of developing a metalanguage shared with my students in this study.

Inspired by the success of the application of GBA in Australia and the United States, the Education Bureau of Hong Kong launched a ten-year program to introduce GBA to small groups of teachers at secondary schools from 2000 to 2009 (Polias, 2011). The program aimed to raise teachers' awareness of genres, genre structure, functional grammar and the teaching-learning cycle. The teachers were then encouraged to apply the knowledge they had gained in their classroom in the ways that they thought most appropriate. In a lesson observation report, Polias (2007) analyzes a biology teacher's lesson plan in which she made language resources (i.e. modality) explicit to her students and indicated how her explicit focus on modality enabled students to express their understanding of the lesson in a nuanced way.

Based on the analysis, he pointed out that using functional grammar, teachers were able to „discuss not only what meaning an author is making in a text but also which language resources are being used to make those meanings“ (Polias, 2007, p. 10). He also noted that functional grammar may be confusing at first, and so it needs to be taught gradually.

Studies on a smaller scales by I. Lee (2012) and Fan (2014) also indicated the value of GBA to the teaching of lower secondary students. Comparisons of the pre-intervention and post-intervention student texts in these two studies revealed that GBA could be used to improve the quality of the writing of secondary students in terms of text structure, syntax, text cohesion and lexis.

Overall, positive findings from studies of GBA demonstrated the contribution of these approaches in developing students“ competence to use English in English-embedded classrooms in English as an official language and in English-medium classrooms in ESL contexts. For the more effective implementation of GBA in the classrooms, subject teachers are expected to improve their genre-based literacy skills (Fan, 2014; Graves & Garton, 2017b; I. Lee, 2012; Polias, 2007). However, this may involve tensions between time allocated for teaching content and teaching literacy skills and between the teaching curriculum and the assessment criteria in standardized examinations (Graves & Garton, 2017b; I. Lee, 2012). The sections that follow will review studies of GBA in EFL contexts to determine whether there are similar positive outcomes and challenges in the implementation of GBA in classrooms where English is taught as a foreign language.

3.2.2. Studies of the Sydney-school genre-based pedagogies in EFL contexts

Over the past two decades, the Sydney genre-based approaches have been applied in several theoretical and empirical studies in a number of Asian countries where English is spoken as a foreign language and taught as a subject such as in Thailand (Chaisiri, 2010; Kongpetch, 2003; Krisnachinda, 2006; Payaprom, 2012; Srinon, 2011; Wisootruchira, 2002), Indonesia (Emilia, 2005; Luardini & Asi, 2014; Omoetan, 2008; Pribady, 2012; Rozimela, 2005; Sukyadi, 2014; Syarifah & Gunawan, 2015), Japan (Myskow & Gordon, 2010; Yasuda, 2011, 2015), China (J. Chen, 2010; Liang & Liang, 2010; Liqun, 2007; C. Tian, 2010; C. Wang, 2013; Yang, 2016b; Zeng & Chen, 2014), and Vietnam (Luu, 2011; Trinh & Nguyen, 2014b; Truong, 2017). These studies have been conducted to teach a range of genres and they have demonstrated the efficacy of GBA in developing students“ understanding of generic structures, their use of specific language features and their knowledge of the metalanguage.

Empirical studies in Thailand were conducted with the participants of around fourteen to forty students during the intervention periods of eight to fourteen weeks. These aimed to develop students' ability to generate genres such as exposition/argument (Kongpetch, 2003; Srinon, 2011), review (Payaprom, 2012) or recount (Krisnachinda, 2006), procedure or explanation (Chaisiri, 2010; Wisootruchira, 2002). Wisootruchira's study involved the teaching of the procedure genre to thirty secondary school participants. The results revealed that the students who were taught procedure genre explicitly demonstrated much more improvement in their writing performance, and they also showed more positive attitudes toward English writing than those from the non-treatment group. Studies at tertiary level by Kongpetch, Krisnachinda, Chaisiri, Srinon and Payaprom all indicated the value of GBA in supporting students' mastery of either generic structure (Chaisiri, 2010; Kongpetch, 2003) or language features such as resources to construct a logo-semantic relationship (Srinon, 2011) or evaluative resources and their metalanguage (Payaprom, 2012) or both generic structures and major language features of each particular genre. Two studies highlighted the impact of the teachers' perception of the value of GBA in enhancing students' writing competence (Chaisiri, 2010; Kongpetch, 2003). Of particular relevance to my study is the PhD project by Payaprom (2012). In this project, Payaprom used GBA to teach fourteen third-year Thai students who were English majors at Chiangrai Rajabhat University over ten weeks. The aim of the project was to investigate how GBA could help develop students' analytical appreciation of texts of the review genre. It was found that GBA has a positive impact on students' development of English, particularly on their ability to use the appropriate schematic structure of the review genre, their deployment of evaluative resources, their metalinguistic knowledge and their positive attitudes towards GBA. To investigate the progress of the students in using appraisal resources, this project examined students' writing performance in terms of the quantity of inscribed and invoked Affect, Judgement and Appreciation instances. As it ignored the analysis of different kinds of realisations of Graduation of these attitudinal expressions such as isolated lexemes, semantic infusion, repetition, it did not capture the complexity and diversity of each student's deployment of appraisal after the treatment.

Similar successes were reported in EFL contexts in Indonesia, Japan, and China. The case study conducted by Emilia (2005) using GBA to develop students' argumentative writing at one university in Indonesia revealed that after the eleven-week teaching intervention, students were able to compose an argumentative text with clear generic structure, using various appropriate linguistic resources, and improved deployment of evidence to support their line of

arguments. They were also able to use their metalinguistic knowledge for discussing critical reading and writing. These were further confirmed in experimental studies by Rozimela (2005) and Syarifah and Gunawan (2015) when they applied GBA over one semester to improve university students' ability to write an argument (Rozimela, 2005) and a discussion (Syarifah & Gunawan, 2015). Based on the results of the study, Syarifah and Gunawan (2015) suggested embedding scaffolding in the teaching-learning cycle to enhance students' reading skill and comprehension of generic structures and linguistic features in the reading texts. The suggestion informs me of the possibility of combining scaffolded reading and the teaching-learning cycle for the introduction of evaluative resources in my PhD project. The proposed teaching and learning cycle will be detailed in Chapter 4.

Studies by Myskow and Gordon (2010) at high school level and by Yasuda (2011, 2015) at tertiary level in Japan demonstrated similar positive outcomes of GBA in developing students' writing skill. After applying GBA over a semester to teach high school students how to write a university application letter, it was reported by Myskow and Gordon that the students developed very good understanding of relationships between texts and social contexts. More importantly, they were able to control the genre and use appropriate linguistic features to generate a university application letter. Similar findings can also be seen from studies by Yasuda with a group of thirty university students over a period of fifteen weeks to develop their writing competence on how to write an email (Yasuda, 2011) or a summary writing (Yasuda, 2015). For example, the students showed progress in their genre perceptions and choices of language use (Yasuda, 2011), or they began to explore all three types of ideational, interpersonal and textual meanings, and their lexico-grammatical choices became more genre appropriate (Yasuda, 2015).

In the context of EFL in China, it is demonstrated from experimental studies that GBA could be applied to improve students' reading skill (Liqun, 2007) or writing performance, particularly the control of genre, lexical density and focused language features of each genre (J. Chen, 2010; C. Wang, 2013; Zeng & Chen, 2014). A number of theoretical studies in China also argued for the necessity and urgency of applying GBA to improve Chinese students' reading skills, to enhance their writing performance and to promote their cultural knowledge; (Liang & Liang, 2010; C. Tian, 2010; Yang, 2016b).

As well as acknowledging the value of GBA, studies in the contexts of TEFL in Thailand, Indonesia, Japan and China pointed out several challenges in the implementation of GBA in

EFL contexts (Chaisiri, 2010; Graves & Garton, 2017b; Kongpetch, 2003; Liang & Liang, 2010; Luardini & Asi, 2014; Omoetan, 2008; Payaprom, 2012; Pribady, 2012; Srinon, 2011; Sukyadi, 2014; Yasuda, 2011; Zeng & Chen, 2014). These challenges include the teachers' varying degrees of competence in English, their inadequate knowledge about SFL, their confusion about different genres, their inexperience in sequencing the stages of the teaching-learning cycle in the classroom and in teaching the same genre across semesters (Luardini & Asi, 2014; Omoetan, 2008; Pribady, 2012; Sukyadi, 2014). They also raised suggestions for the better implementation of GBA at various levels in EFL contexts. Suggestions included providing adequate, sustained support for teachers to learn about SFL and genres, changing policies to ensure continuity of support, designing appropriate teaching materials, introduction of GBA in earlier writing courses, and harmonizing the national exam and the purported aims of the teaching curriculum (Graves & Garton, 2017b; Luardini & Asi, 2014; Omoetan, 2008; Pribady, 2012; Srinon, 2011; Sukyadi, 2014). Suggestions for teachers of English were related to modifying GBA to suit each particular teaching context (Kongpetch, 2003; Liang & Liang, 2010; Payaprom, 2012; Zeng & Chen, 2014) or increasing the length of the teaching intervention (Chaisiri, 2010; Yasuda, 2011).

3.2.3. Studies of the Sydney-school genre-based pedagogies in Vietnam

Studies of GBA in the context of EFL in Vietnam are rare and restricted to tertiary level (Luu, 2011; Trinh & Nguyen, 2014b; Truong, 2017). Luu adopted GBA to teach recount genre to forty-five first-year students at Ho Chi Minh City University of Finance-Marketing over the period of twelve weeks. Data collected at the end of the intervention showed that the students were able to gain control of the social purpose, schematic structure and major language features of the recount genre such as process types (particularly material process, mental process and relational process), the verb past tense, main specific human participants, and circumstantial adverbs of time. It was also indicated from the questionnaire that most of the students acknowledge the efficacy of GBA and the necessity of applying it to the teaching of writing. Based on the findings, Luu argued for the need to apply GBA to the teaching of writing. He suggested selecting well-written reading texts which are rich in specific language features of the focused text types and using these as modelling texts for explicit introduction of these resources to students.

These findings and suggestions are further confirmed in later studies by Trinh and Nguyen (2014b). Trinh and Nguyen used GBA to enhance the ability to write argumentative essays of

twenty second-year English major teacher education students at a college in Mekong Delta of Vietnam over twelve weeks. The data from the pre-test, mid-test and post-test indicated significant improvement of the students in terms of awareness of social purpose, content, organization and linguistic resources while generating the text. The semi-structured interviews with four high, four medium and four low performing students revealed that they all had positive attitudes towards the contributions of GBA to the improvement of their writing of the argument genre. Trinh and Nguyen argued for the need to select input texts which are suitable to students' needs, interests and proficiency level. As a matter of fact, it is vital for teachers to enhance their ability to evaluate and adapt the existing teaching materials for the sake of their teaching and their students' learning experience.

Truong (2017) conducted an action research project using GBA to develop the ability to write letters of various types (i.e. a response to an invitation, a response to giving advice, an opinion letter, a complaint letter, and a letter to editor) to thirty first-year English major teacher students at Hue College of Foreign Languages. Although the thirty-hour teaching intervention helped students to gain control of organization of ideas and raise their awareness of context, it did not bring much improvement to students' linguistic resources, particularly grammar and vocabulary. Based on the findings, Truong argued that time is needed for students to gradually enrich their knowledge of grammar and their range of differentiated vocabulary. This argument informs me of the necessity to extend the teaching intervention in my study to the period of two semesters so that my students would have adequate time to enrich their repertoires of evaluative resources.

In general, review of studies of GBA in the contexts of EOL, ESL and EFL in various countries indicated the value of GBA in developing students' English writing and reading skills. In particular, GBA effectively supports students to enhance their awareness and control of the schematic structures, to improve their use of major linguistic resources and to build up their knowledge of metalanguage. At the same time, these studies put forward a number of suggestions for effective implementation of GBA in the realities of classrooms such as regular training programs to enhance teachers' knowledge of genres, genre-based approach to pedagogy, functional grammar, and design of appropriate teaching and learning material. Suggestions also included changing the national exam to harmonize with the teaching curriculum, and allocation of sufficient time for students to accumulate adequate knowledge of grammar and range of vocabulary needed for generating a text that achieves the social purpose of each genre. Suggestions for teachers are concerned with modification of GBA to

suit each teaching context, caution in selection of texts for the introduction of each focused genre and its specific language features, and development of the ability to evaluate and adapt the textbooks. These suggestions provide me with valuable ideas for the design of the sequence of teaching in the next chapter.

3.3. Conclusion

It is obvious from the literature that the Appraisal framework has been used very widely in studies of the language of evaluation ranging from narrative to academic and civic discourses in the contexts of teaching English as an official, second or foreign language. It is also well-documented from the literature that GBA brings about positive outcomes to students' reading and writing performance in a wide range of contexts. However, to date, no study has been conducted to use Appraisal to examine evaluative resources in textbooks, and at the same time to investigate how to deploy the Appraisal framework to improve TEFL students' repertoires of the language of evaluation in English. There has been very little work conducted using GBA to improve students' comprehension of evaluative resources (Liqun, 2007) and to enhance their use of evaluative resources in writing (Payaprom, 2012). Especially, GBA has never been adopted to develop students' repertoires for evaluative resources in Vietnam. This thesis was developed in this context in the hope of contributing to the current literature through its implementation of Appraisal as a powerful theoretical base and GBA as an efficient approach to the teaching of evaluative language in TEFL. It enables a better understanding of how tertiary TEFL teacher education courses informed by GBA could be designed and implemented to improve students' evaluative language competence and make a broader contribution to the current practices of English teaching and learning in Vietnam.

In the following chapter, I will detail the research design and methodology for carrying out this research project.

CHAPTER 4. METHODOLOGY

4.0. Introduction

The three previous chapters have provided a rationale for the research, proposed frameworks for data analysis, and have reviewed existing studies of Appraisal and genre-based pedagogies relevant to the research. This methodology chapter explains how the systems of Attitude and Graduation will be introduced to these students through the genre-based approach (GBA) and how their expanded repertoire of these evaluative resources will be investigated. Before providing details of the methodology, however, the research questions introduced in Chapter 1 are revisited.

The research questions of this study are:

1. *How can tertiary TEFL teacher education courses be designed and implemented to improve students' evaluative language competence?*
2. *To what extent can the evaluative language repertoires of tertiary TEFL teacher education students be expanded in pre-service teacher preparation programs?*
3. *How can tertiary TEFL teacher education students use a metalanguage informed by linguistic descriptions of evaluative resources to discuss their understanding and use of the language of evaluation?*

The starting point of this chapter is clarification of the context of study as a basis for implementation of the appropriate method for the study.

4.1. Context of the study

Quy Nhon University is a public higher education institute in South-Central Vietnam. Originally set up as a teachers' college in 1977, it was upgraded to Quy Nhon University in 2004 with the mission of training human resources in science, technology and education in the region and nearby surroundings through educational, scientific and technological activities. The university currently has a population of about 20,000 students, among whom 2,000 major in English. The English-major students follow either the pedagogical program to become teachers of English or the general program to become translators and interpreters. English major students are taught general English through the *Solutions* textbook series (Falla & Davies, 2013a, 2013b) during the four semesters of the first two years before undertaking a

number of linguistic, professional and specified courses that are relevant to their field of study.

The participants of this study are first-year students in a four-year tertiary pedagogical English major, which includes training to achieve an advanced level of English and professional skills to be teachers of English at secondary and high schools. Having learned English for between seven and ten years at school, they are assumed to have mastered the complexity of traditional English grammar and gained a certain amount of vocabulary. To become advanced English users, these students need to be able to use English proficiently and appropriately in particular contexts. To prepare for becoming teachers of English to diverse groups of students, not only do they need to use English proficiently but to develop knowledge of how the language works to make meanings in different contexts and to use that knowledge in teaching, learning and assessment. One aspect of language these advanced learners need to develop is the language of evaluation (Ngo, 2013; Ngo et al., 2012). The ability to use evaluative language appropriately will facilitate the target students to convey their feelings, opinions and attitudes in different English-speaking contexts such as business, commerce, technology, education and everyday social life where critical thinking and expression is frequently required. Although some attention has been paid to the introduction of evaluative language in textbooks used as the main material for the subject English in high schools in Vietnam (H. T. T. Nguyen, 2016), emphasis has not been given to developing the thorough understanding and effective use of evaluation through pedagogic materials and teaching practices. As a result, after graduation from high schools, even advanced learners of English have been found to lack control of evaluative language (Ngo, 2013; Ngo et al., 2012).

Metalanguage can be broadly understood as a language for talking about language (Macken-Horarik et al., 2011) or a kind of language that teachers and students use to talk about English language, teaching and learning (British Council, 2017). In the context of SFL in language education, metalanguage as a language for talking about language is intimately interconnected with metalanguage as a language that teachers and students use to talk about how meanings are communicated in various contexts of language use (Schleppegrell, 2013). In order for students to identify and to use contextually nuanced evaluative language and to be able to explain such choices, therefore, it is vital for teachers to develop students' use of a shared metalanguage. Section 2.3.2 and 3.2 has explained how a shared metalanguage can be achieved through visible pedagogies known as genre-based or text-based approaches, which have been demonstrated to be appropriate for developing students' knowledge of language

and a metalanguage for use in different language teaching and learning contexts (Brisk, 2015; De Silva Joyce & Feez, 2016; Gibbons, 2009; Humphrey & Feez, 2016; Humphrey et al., 2015; Palincsar & Schleppegrell, 2014; Schleppegrell, 2016; Schleppegrell & O'Hallaron, 2011). I will now attend to the methodology undertaken to research how my students' repertoires of evaluative language could be extended through explicit teaching of evaluative resources.

4.2. Program planning

This section will present how I used my knowledge of Appraisal as a theoretical framework and the genre-based approach as a pedagogical approach to design a program for explicit teaching of evaluative resources to my students. It is important to note that the program that I designed formed part of the normal semester courses in English for the participants. The participants' learning about Attitude within the Appraisal framework was integrated with normal English language learning practices such as listening, speaking, reading comprehension and writing. These learning practices followed the activities in the *Solutions* textbook series (Falla & Davies, 2013a, 2013b), which are currently adopted as the main teaching and learning materials for the first-year English majors as indicated in the English teacher education curriculum issued by Quy Nhon University in 2015. The program included two phases namely examination of textbooks and design of a sequence of teaching which are detailed in Sections 4.2.1 and 4.2.2.

4.2.1. Examination of textbooks

This section will report on procedures for selecting multimodal texts and analysing the affordances of evaluative resources in the *Solutions Intermediate* and *Solutions Upper-Intermediate* textbooks (Falla & Davies, 2013a, 2013b). The results informed me of the affordances of particular aspects of Attitude and Graduation resources introduced in each chapter. This laid the foundation for my planning of the sequence of teaching in the intervention. This also established the basis for me to determine whether to supplement texts in the textbooks with those from other materials and whether evaluative resources available in textbooks would need to be augmented.

4.2.1.1. Selection of multimodal texts

Each of the two levels of the *Solutions* textbooks (Falla & Davies, 2013a, 2013b) consist of twenty chapters, including one multimodal text for reading. Of the twenty available multimodal texts, ten were selected, which is in line with usual teaching norms at Quy Nhon University. Teachers-in-charge were encouraged to choose the topics that they thought appropriate for their teaching aims and at the same time align with the teaching curriculum requirements. The selection of ten multimodal texts was based on three principles: (1) the content of each text needs to be about a different personal or social issue (i.e. personal issues such as love stories, life stories, work, travel, favourite food and drink, or social issues such as mistaken identity, family conflicts, and speech freedom) (2) each text should represent one of the five genres intended to be taught during the intervention (i.e. two texts represent each of the five genres of narrative, anecdote, biographical recount, exposition and review, making the total of ten texts), and (3) each text needs to include particular kinds of evaluative language which support my teaching of all types of evaluative resources within the Appraisal framework. For example, Texts 3.3, 3.7, 3.8, 4.6 and 4.9 include resources that enable me to teach Affect and Graduation. While Texts 3.3, 3.7 and 3.8 allow me to introduce Force: Intensification, Texts 4.6 and 4.9 facilitate my teaching of Force: Quantification and Focus: Valeur and Fulfilment. Similarly, Texts 3.9, 3.10, 4.1, 4.3 and 4.4 have resources which allow my teaching of Judgement whereas Texts 3.9, 3.10, 4.4 and 4.6 support my introduction of Appreciation. The results of the selection can be seen in Table 4.1 in Section 4.2.2.1 showing the pathway for teaching and learning Attitude and Graduation in the two interventions.

This selection of ten texts formed the corpus for detailed analysis of evaluative meanings conveyed in the language and images, which will be further explained as follows.

4.2.1.2. Methodology for analysis of evaluative meaning in multimodal texts

Although this thesis focuses primarily on extending students' verbal repertoires for communicating evaluative meaning, multimodal analysis plays an important role in informing me as a researcher and teacher of potential evaluative meaning that images may convey either alone or in combination with language in multimodal reading texts in the *Solutions* textbooks (Falla & Davies, 2013a, 2013b). The information facilitated my generation of some of the lesson material I used in the two interventions. To examine evaluative meanings not only in verbal texts but also in images and at the intersection of verbal texts and images, the analytical procedure will follow three steps: (1) analysis of Attitude and Graduation resources in verbal

texts, (2) analysis of Attitude and Graduation meaning in images; and (3) analysis of the key evaluative meanings conveyed in image-language relation in terms of their convergence and divergence.

What follows is an illustration of the three-step method of analysing evaluative meanings in the selected multimodal reading text shown in Figure 4.1.



All adults think teenagers are a nightmare. According to them, we're moody argumentative, rude and disruptive. But have any adults ever stopped to think that perhaps they are responsible for the unpredictable and confusing way we behave?

Take me, for instance, I may be a teenager nightmare. But this is all to do with my parents, not me. With my mother, I stamp my feet, storm out the shops in the middle of the arguments and moan until I get my own way. But my father, on the other hands, turns me into a shining example of teenage perfection. I do as he asks. I don't answer back and I happily accept that no means no.

My parents have very different parenting styles. Why my dad brings out the best in me, by being calm and responsible and treating me like an adult, my mum, like so many other parents of teenagers, inadvertently makes me want to rebel by being combative and speaking to me as though I'm still a child.

Figure 4.1. Extract from reading text in Unit 4.3 – Solutions Upper-Intermediate textbook (Falla & Davies, 2013b, pp. 18-19)

4.2.1.2.1. Analysis of evaluative resources in verbal text

To conduct an Attitude analysis, a coding scheme was first carried out using abbreviations suggested by Martin and White (2005) as follows:

I	inscribed Attitude	V	invoked Attitude
hap	affect: un/happiness	sec	affect: in/security
sat	affect: dis/satisfaction	des	affect: desire
norm	judgement: normality	cap	judgement: capacity
ten	judgement: tenacity	ver	judgement: veracity
prop	judgement: propriety	rec	appreciation: reaction
comp	appreciation: composition	val	appreciation: valuation

The evaluative meanings in the text were then analyzed from a bottom up perspective, which means that the analysis began with realisations and worked back to the evaluative stances conveyed in the text (Martin & White, 2005). To capture the couplings of ideational and interpersonal choices involved in creating evaluative meanings, realisations included the type of Attitude and whether it was invoked or inscribed as well as the Appraiser and Appraised. The result is displayed in Table 4.1. Potentially challenging choices in coding are discussed further below.

Table 4.1. Example of Attitude analysis coding process

line	Realisations	Appraiser	Affect	Judge.	Apprec.	I/V	Appraised
1	All adults think teenagers are a <i>nightmare</i> .	adults		prop		V	teenagers
2	According to them, we're <i>moody</i> ,	adults		prop		I	teenagers
3	<i>argumentative, rude</i> and <i>disruptive</i>	adults		prop		I	teenagers
4	But have any adults ever stopped to think that perhaps they are <i>responsible</i> [for ...]	Ellie		prop		V	adults
5	for the <i>unpredictable</i> and <i>confusing</i> way we behave?	Ellie		prop		I	teenagers
	Take me, for instance, I may be a teenager <i>nightmare</i> .	Ellie		prop		V	Ellie
6	But this is <i>all to do with my parents</i> , [not ...]	Ellie		prop		V	Ellie's parents
7	<i>not me</i> .	Ellie		prop		V	Ellie
8	With my mother, I <i>stamp my feet</i> ,	Ellie		prop		V	Ellie
9	<i>storm out of the shops in the middle of the arguments</i> ,	Ellie		prop		V	Ellie
10	and <i>moan until I get my own way</i> .	Ellie		prop		I	Ellie
11	But my father, on the other hands, <i>turns me into a shining example</i>	Ellie		prop		I	Ellie's dad
12	of teenage <i>perfection</i> .	Ellie		prop		I	Ellie
13	I <i>do as he asks</i> .	Ellie		prop		V	Ellie
14	I <i>don't answer back</i> ,	Ellie		prop		V	Ellie
15	and <i>happily</i>	Ellie	sat			I	Ellie
16	[<i>happily</i>] <i>accept</i> that no means no.	Ellie		prop		V	Ellie

The analysis as demonstrated in Table 4.1 brings up three significant issues of methodology for the coding of Attitude resources in the reading texts. These issues are highly pertinent to the pedagogic goals of the study.

Firstly, while inscribed and invoked realisations need to be introduced to students, the coding demonstrated in Table 4.1 allows for the pedagogic principle of beginning with inscribed realisations to be applied simply in analysis as it provides only one interpretation for each instance. One reason for this is because evaluation is interpreted from context rather than „written in“ to the meaning of the word. The introduction of inscribed resources addresses the more immediate pedagogic goal of enriching students' range of evaluative vocabulary, while the explanation of invoked resources which follows aims to raise students' awareness of more nuanced evaluative meanings which can be invoked from context.

A further reason for beginning with inscribed realisations is that they typically set up a prosody of evaluation across a phase of text, which guides interpretation of invoked values (Lemke, 1998b). For example, the inscribed Judgement, „perfection“ in line 12 allows us to interpret the following behaviours in lines 13-16 (i.e. „do as he asks“, „don“t answer back“, „accept that no means no“) as Judgment because they elaborate „perfection“. Similarly, the behaviours which act out emotions in lines 8-10 (i.e. „stamp my feet“, „storm out“) are certainly also open to interpretation as Affect: Satisfaction as these behaviours are clear expressions of the teenager“s frustration/anger. Here again, coding decisions followed the principle of recognising these realisations as elaborations of the Judgement: Propriety value „nightmare“, which, though a provoked value, is relatively settled in its evaluative meaning. Nevertheless, principles of prosodic realisations discussed in Chapter 3 provide important guidance for teachers and students and avoid the potential „messiness“ of „double coding“. Examples such as those presented above also open space for rich discussion of the close relationship between emotion and judgement, and they encourage students to recognise the limits of rigid categorisation of evaluative meanings.

A related issue in coding concerns possible double coding of inscribed values. For example, in line 2, the inscribed value „moody“ could be interpreted as inscribed Affect: Dissatisfaction (i.e. a feeling). However, in this context, it is accompanied by three other inscriptions of Judgement: Propriety (i.e. „argumentative“, „rude“ and „disruptive“), and contributes to the prosody set up by the dominating provoked judgement „nightmare“ in Line 1.

The second issue is concerned with coding of Judgements when the appraised appears to be an abstract „thing“ rather than a person or their behaviour. For example, in line 5, the adjectives „unpredictable“ and „confusing“ in the nominal phrase „the unpredictable and confusing way we behave, may first be read as appreciation of the noun „way“. However, from a discourse semantic perspective, nouns such as „way“ and focus groups such as „the way of“, realise the dimension or category of an entity and not the entity itself (Hao & Humphrey, 2019). Therefore, „unpredictable“ and „confusing“ are coded as inscribed Judgement of propriety, with the target a person“s behaviour.

Finally, in some cases, evaluative meaning may be invoked through the combination of a number of simple words rather than inscribed through delicate vocabulary. For example, the sentence „Take me, for instance, I may be a teenager nightmare. But it“s all to do with my parents“ does not have a high proportion of lexical items. In other words, it has low level

vocabulary as it does not include non-core words; however, in terms of appraisal, it is rather subtle because Judgement of Propriety is invoked and is interpreted from the context. This indicates the necessity to develop students' understanding and use of strategies for invoking attitude, which may be associated with metaphor or basic or everyday language alongside the teaching of semantically infused lexical items.

A Graduation analysis was carried out along with the coding of Attitude to explore how attitudinal meanings are quantified, intensified, and sharpened or softened. In other to investigate the sub-categories of Force and Focus resources and at the same time explore the nuanced and delicate forms of evaluation, I paid special attention to analysing the Graduation strategies of attitudinal meaning (i.e. isolated lexemes, semantic infusion, repetition or listing) using abbreviations as follows:

quant	quantification	intens	intensification
vale	valeur	ful	fulfilment
am	amount	ext	extent
fre	frequency	qual	quality-degree
proc	process-vigour	prop	proposal
auen	authenticity: au_entities	auqua	authenticity: qualities
spe	specificity: spe_entities	num	specificity: number
comp	completion	act	actualisation
iso lex	isolated lexemes	rep	repetition
sem inf	semantic infusion		

Table 4.2 displays an example of the coding of Graduation in the reading extract.

Table 4.2. Example of Graduation analysis coding process

	Instantiation	Force		Focus		Attitudinal meanings graded	Graduation strategies	Appraised
		Quant	Intens	Vale	Ful			
1	All adults think teenagers are a <i>nightmare</i> .		qual			prop	sem inf.	teenagers
2	According to them, we're <i>moody argumentative, rude and disruptive</i> .		qual			prop	sem inf. rep	teenagers
3	... the <i>unpredictable</i> and <i>confusing</i> way we behave?		qual			prop	sem inf. rep	teenagers
4	With my mother, I <i>stamp my feet, storm out the shops</i> in the middle of the arguments		proc			prop	sem inf. rep	Ellie
5	and <i>moan</i> until I get my own way.		proc			prop	sem inf.	Ellie
6	But my father, on the other hands, turns me into a <i>shining</i> example		qual			prop	sem inf.	example (Ellie)
7	of teenage <i>perfection</i> .		qual			prop	sem inf.	Ellie
8	I <i>do as he asks, I don't answer back, and happily accept</i> that no means no		proc			prop	rep	Ellie


4.2.1.2.2. Analysis of evaluative meaning in images

As discussed in earlier chapters, analysis of evaluative meanings in images in multimodal texts contributes to improving my design of lesson plans for the teaching of evaluative resources and extending of students' competence in understanding evaluative meanings. Therefore, I continued with analysis of evaluative meanings in images following the analysis of evaluation in language using the method suggested by Economou (2009) and the framework proposed in Chapter 2.

In image, our embodied emotions (Affect) can be realised via facial expressions, gestures and stance whereas our human behaviour (Judgement of Social esteem) can be assessed through iconic gesture or stance (i.e. clapping hands with a smile maybe explicitly interpreted as an approval). However, there are very few ways of revealing explicit inscription of our ethical judgement (Judgement of Social sanction) and no evaluation of material and abstract things (Appreciation) (Economou, 2009). To deal with this issue, Judgement of social Sanction and some cases of Judgement of Social esteem was examined in respect to evaluative meanings invoked through representation (Economou, 2009; White, 2014).

To facilitate the analytical process, a table was set up with five columns, namely visual item, representation, composition, interaction and attitude carried and afforded by representation. The column labelled Visual item describes the characters in the image; the three columns of Representation, Composition and Interaction are equivalent to the Ideational, Textual and Interpersonal metafunctions in language. These have the functions of construing material and mental reality, organising text, and enacting social relations, respectively. The last column indicates evaluative meanings which are carried and afforded by representational meaning. Table 4.3 shows an example of analysis of evaluative meaning in images extracted from Unit 4.3 of *Solutions Upper-Intermediate* textbook (Falla & Davies, 2013b).

Table 4.3. Example of Attitude analysis of images





		Extract from reading text in Unit 4.3 - <i>Solutions Upper-Intermediate</i> textbook (Falla & Davies, 2013b, pp. 18-19)		
Visual Item	Representation	Composition	Interaction	Attitude carried & afforded by representation
Man on top looking down to woman (perhaps pleased/satisfied with or attentive to something that he is talking to her about)	Participant 1: (Actor)	His face is more salient than other body parts	Most power Highest status	AFFECT: Man - emoter +Affect on face and eyes Inscribed +Affect: satisfaction (Attentive or Engaged) JUDGEMENT: Man - target, Viewer - appraiser Evoked +Propriety: (considerate)
Woman right looking to other direction, but straining to her head as far as she can to attend to the man from her original position with chin leaning on right hand, showing her consideration (interest) and insecurity (worry) to something or to Man or to Girl	Participant 2: (Goal)	Her face is more salient than other body parts	More power than the girl Higher status than the girl	AFFECT: Woman - emoter very clear affect (face) Inscribed +Affect: consideration (interest) Inscribed -Affect: insecurity (worry)
Girl in front with chin leaning against left hand staring, showing ignoring of the man and woman's behaviours and feelings, argument with Woman or both of Man and Woman-	Participant 3: (Reactor)	Her face, especially her eyes are more salient than other body parts Front position makes her more salient than the other two people	Least power, Lowest status Highest involvement with Girl as participant More light and better view of Girl's face	AFFECT: Girl - emoter very clear Affect on face and eyes Inscribed -Affect: (dissatisfaction)
Three people in one round but while the man is attending to what the woman is saying with satisfaction, the woman is looking at different direction but straining to turn her head as far as she can to attend to the man from her original position to show consideration and worry to something, and the girl is showing ignoring of the man and woman's behaviours and feeling.	Material-Behaviorial process Circum: manner	Material (inter) action between Man-Woman is made salient Behavioural of Woman is made salient Behavioural of Girl is made most salient	Highest involvement with Girl's reaction, followed by Woman's behaviour, then Man's emotion	JUDGEMENT: Relationship among three people - target, Viewer - appraiser Evoked -Propriety: (conflict) and (discord). Although the man and the woman are attentive and interest in what they are talking about, the woman does not look the man. The girl does not look at the man and the woman

4.2.1.2.3. Analysis of evaluative meaning at the interface of image and language: Convergence and Divergence

The final step was to investigate evaluative meaning at the interface of image and language in multimodal texts in terms of Convergence and Divergence (Painter et al., 2013). Convergence occurs when language and image amplify one another to multiply the corresponding meaning whereas Divergence refers to the case when the meanings of language and image differ, which can also have the function of creating new meanings at the intersection of image and language. The analysis provided me as a researcher and teacher with an insight into potential evaluative meanings in multimodal texts, which in turns, supported my explanations and introduction of evaluative resources to my students.

The analytical results were presented as can be seen in Table 4.4.

Table 4.4. Convergence and divergence between evaluative meaning constructed by image and language

Image and co-occurring evaluative meaning in language	Visual evaluative meaning	Image-language relation
 <p>Language: My dad brings out the best in me, by being calm and responsible and treating me like an adult. Dad was fine with the idea of me going alone (to take a train to Portsmouth to see a friend), but it took two weeks of arguments before Mum agreed.</p> <p>Attitudinal meanings in language: Invoked Judgement of + Propriety</p>	<p>Body and facial expressions: gentle look on his face</p> <p>Attitudinal meanings: Evoked Judgement of +Propriety („considerate“ and „attentive“)</p>	<p>Convergence Both language and image deal with Judgement of +Propriety in relation to his satisfactory/ considerate thought towards the girl’s idea of going to Portsmouth alone and his attentive gestures towards his wife in trying to persuade her to approve the girl’s decision.</p>
 <p>Language: My mum inadvertently makes me want to rebel by being combative and speaking to me as though I’m still a child.</p> <p>Attitudinal meanings in language: Invoked Judgement of -Propriety</p>	<p>Body and facial expressions: looking to other direction with chin leaning on right hand, (maybe she is thinking of/ interested in an incident between herself and her daughter or her husband)</p> <p>Attitudinal meanings: Inscribed +Affect: (satisfaction: interest)</p>	<p>Divergence Language invokes Judgement of -Propriety whereas Image inscribes +Affect: consideration (interest) and -Affect: insecurity (worry)</p>
 <p>Language: They [parents] are responsible for the unpredictable and confusing way we behave. I may be a teenager nightmare. But this is all to do with my parents, not me.</p> <p>Attitudinal meanings in language: Inscribed -Affect (dissatisfaction)</p>	<p>Body and facial expressions: Girl with chin leaning against heft hand staring, showing ignoring of the man and woman’s behaviours and feelings; Argument with Woman or both of Man and Woman</p> <p>Attitudinal meanings: Inscribed -Affect (dissatisfaction)</p>	<p>Convergence Both language and image show -Affect: (dissatisfaction)</p>
 <p>Language: I may be a teenager nightmare. But this is all to do with my parents, not me. My parents have very different parenting styles. My dad brings out the best in me, by being calm and responsible and treating me like an adult. My mum inadvertently makes me want to rebel by being combative and speaking to me as though I’m still a child.</p> <p>Attitudinal meanings in language: Inscribed +Affect of Girl’s satisfaction towards her father; Inscribed -Affect of Girl’s dissatisfaction towards her mother; Invoked Judgement of -Propriety among the family members</p>	<p>Image: Three people in one round but while the man is attending to what the woman is saying with satisfaction, the woman is looking at different direction but straining to turn her head as far as she can to attend to the man from her original position to show consideration and worry to something, and the girl is showing ignoring of the man and woman’s behaviours and feeling.</p> <p>Attitudinal meanings: Evoked Judgement of - Propriety (conflict) and (discord) among three people</p>	<p>Convergence Both language and image deal with Judgement of - Propriety among the family members</p>

This section has presented the principles for my selection of multimodal texts and the methodology for analysis of evaluative meaning in these texts. The analysis of verbal texts informed me of the affordances of evaluative resources in texts, which supported my addition

of material from other sources and my introduction of these resources to my students. The analysis of evaluative meaning in images provided me with an insight into potential evaluative meanings in multimodal texts, which in turn, enabled me to explain and introduce evaluative resources to my students more effectively.

4.2.1.3. Results of analysis of multimodal texts

4.2.1.3.1. Examination of reading texts in terms of evaluative meaning

It was found from the examination that the language of evaluation is not fully attended to in the ten texts. In particular, only about half of the texts have thirteen or more instances of particular aspects of Attitude and Graduation that are intended to be taught in the chapter. More importantly, only three out of ten texts have more than ten semantic infusion items used for graduating attitude. Table 4.5 provides a summary of the quantities of Attitude and Graduation of aspects of Appraisal in the reading texts which were intended to be introduced in the ten chapters of the two *Solutions* textbooks.

Table 4.5. Quantities of Attitude and Graduation in the ten reading texts in the two Solutions textbooks

	Total word counts	Attitude			Graduation			
		Inscribed	Invoked	Total	Isolated lexemes	Semantic infusion	Repetition or listing	Total
Chapter 3.3	444	5	0	5	3	1	0	4
Chapter 3.7	467	4	4	8	3	1	0	4
Chapter 3.8	409	3	0	3	0	1	0	1
Chapter 3.9	420	5	8	13	13	3	0	16
Chapter 3.10	530	21	11	32	3	10	0	13
Chapter 4.1	525	13	9	22	2	4	0	6
Chapter 4.3	670	14	11	25	4	11	4	19
Chapter 4.4	550	17	10	27	1	3	1	5
Chapter 4.6	750	14	5	19	1	5	0	6
Chapter 4.9	730	13	24	37	10	10	1	21

Evaluative meaning is also not attended to in the images that accompany the texts in the textbooks. For example, eighteen out of twenty five images that accompany the verbal texts serve as stimulating motivation or eliciting students' background knowledge of the topic (P. T. Nguyen, 2017; Unsworth & Ngo, 2015). Only seven photos are included to work with verbal texts to explicitly or implicitly convey evaluative meanings and serve as rich language learning resources (P. T. Nguyen, 2017; Unsworth & Ngo, 2015). This can be seen in Table 4.6.

Table 4.6. Quantities of images in the ten multimodal texts in the two Solutions textbooks that convey evaluative meaning

	No evaluative meaning related to verbal texts	With evaluative meaning related to verbal texts
Chapter 3.3	0	2
Chapter 3.7	0	2
Chapter 3.8	4	0
Chapter 3.9	0	1
Chapter 3.10	4	0
Chapter 4.1	2	0
Chapter 4.3	1	1
Chapter 4.4	1	1
Chapter 4.6	5	0
Chapter 4.9	1	0
Total	18	7

In general, the results of the analysis raise the need for selecting and incorporating additional reading texts with sufficient affordances of relevant Attitude and Graduation resources into the lesson plan to facilitate the teacher’s comprehensive and systematic introduction of the Appraisal framework.

4.2.1.3.2. Analysis of exercises based on texts in the *Solutions* textbooks

As well as analysis of texts in terms of evaluative resources, I also conducted analysis of exercises that accompany the texts such as vocabulary exercises, reading exercises and speaking exercises. The analysis informed me whether these exercises focus on improving students’ evaluative language competence and whether these exercises introduced the resources to the students in an explicit or implicit manner. The findings helped me determine whether to devise the exercises or design new exercises and activities so as to introduce evaluative resources to my students in the most explicit way and to enable my students’ to practice use of the resources in the most efficient manner.

Table 4.7 presents an overview of the results of examination of exercises that follows the ten reading texts in the two *Solutions* textbooks in terms of focus on Attitude and Graduation resources.

Table 4.7. Overview of examination of exercises in the two Solutions textbooks in terms of focus on Attitude and Graduation

	Vocabulary exercises			Reading exercises			Speaking activities		
	Focus		Not focus	Focus		Not focus	Focus		Not focus
	Explicit	Not explicit		Explicit	Not explicit		Explicit	Not explicit	
Chapter 3.3	0	0	2	0	0	1	0	0	1
Chapter 3.7	0	0	1	0	0	2	0	0	1
Chapter 3.8	0	1	1	0	0	2	0	0	2
Chapter 3.9	0	0	2	0	0	1	0	0	1
Chapter 3.10	0	0	2	0	0	2	0	0	2
Chapter 4.1	0	0	2	0	1	0	0	0	2
Chapter 4.3	0	2	0	0	2	0	0	1	1
Chapter 4.4	0	0	1	0	2	0	0	0	2
Chapter 4.6	0	0	1	0	0	2	0	0	2
Chapter 4.9	0	1	1	0	0	2	0	0	1
Total	0	4	13	0	5	12	0	1	15

Table 4.7 indicates that the exercises following the reading texts have failed to make evaluative language explicit to students. Only twenty per cent of the fifty exercises focus on this aspect of language, and none of them highlight or makes Attitude and Graduation resources visible to students. The results of this preliminary analysis call for the redesign the exercises and the devising of additional teaching and learning experiences to support students’ recognition, comprehension and revision of evaluative resources in the most explicit, comprehensive and systematic manner.

To ensure the efficiency of teaching and learning of Attitude and Graduation resources through these multimodal reading texts, it is essential to plan a teaching pathway and to develop appropriate pedagogic practices which support students’ comprehension of the texts and expand their repertoire of these resources to progress their evaluative work. The section that follows will discuss the process of designing a pathway and sequence for teaching Attitude and Graduation on the basis of genre-based pedagogies.

4.2.2. Design of teaching sequence

4.2.2.1. Design of pathway for teaching and learning Attitude and Graduation

A pathway for teaching and learning Attitude and Graduation resources was generated with the aims of systematically expanding the students’ repertoire of these resources and of facilitating their use of these resources appropriately in different genres and contexts. To satisfy these objectives, the pathway for teaching and learning was formulated based on the following two steps.

The first step was to outline a plan for the introduction of various sub-categories of Attitude and Graduation resources. To ensure the systematic introduction of the Attitude and Graduation frameworks, the plan was underpinned by three principles:

(1) Affect resources, which are primarily „feeling“ oriented, were introduced before those of Judgement and Appreciation, which tend to evaluate „from the head“. This is because feelings which are not institutionalised will provide „core“ knowledge from which to build to Judgement and Appreciation that can be regarded as „institutionalised feelings“ (Martin & White, 2005, p. 45). Judgement reworks our feelings about behaviours, and Appreciation our feelings about the value and characteristics of objects, settings or appearance. Introducing Affect resources earlier therefore allows understandings which may be more accessible to be developed as foundations for those which may be further from students“ immediate experience.

(2) Inscribed Attitude was taught before invoked Attitude. Inscribed evaluation is principally realised by explicit evaluative vocabulary, and it is closely related to denotation. On the other hand, invoked evaluation is concerned with connotation and is not clearly „written into“ particular words (Humphrey et al., 2011, p. 77). As denotative meanings may be more readily accessed than connotative meanings, inscribed Attitude provides foundational understandings for Attitude which is invoked.

(3) Graduation resources were taught in a way that supports students to gradually accumulate resources that cover all subcategories of Force and Focus frameworks. For example, a range of grammatical resources that may be used to adjust the intensity level of Affect, Judgement and Graduation were explicitly introduced, beginning firstly with the more explicit grading adverbials, and then moving to less readily accessible graded core vocabulary and indirect graders such as metaphor, simile, repetition or listing or accumulation of similar attitudes (Humphrey et al., 2011, p. 82).

After outlining the plan for teaching Attitude and Graduation resources, the second step in generating the pathway for teaching and learning was looking back to the results of the examination of the two *Solutions* textbooks (Falla & Davies, 2013a, 2013b) in Section 4.2.1.3 and combining the plan and the results of the analysis to formulate a pathway for teaching Attitude and Graduation resources. The pathway consisted of two phases called Intervention 1 and 2, each of which employed five selected chapters of each level of the textbook series as the teaching materials. While Intervention 1 put emphasis on introducing inscribed Attitude

and Force resources in genres of anecdote, narrative, review and biographical recount, Intervention 2 gradually covered all aspects of inscribed and invoked Attitude and Graduation in all five focused genres. The detailed pathway for teaching and learning Attitude and Graduation resources in the five genres can be seen in Figure 4.2.

Figure 4.2. Pathway for teaching and learning Attitude and Graduation resources in the two Solutions textbooks

	Chapter	Genre	Topic	Attitude					Graduation	
				Affect Sub-category	Judgement Sub-category	Appreciation Sub-category	Inscribed strategy	Invoked strategy	Force Sub-category	Focus Sub-category
INTERVENTION 1	3.3	Anecdote	Reversing roles	Un/happiness Dis/satisfaction			X		Intensification	
	3.7	Anecdote	Love on the Internet	Un/happiness Dis/satisfaction			X	X	Intensification	
	3.8	Narrative	A year away	In/security Dis/inclination			X		Intensification	
	3.9	Review	A charmed life		Normality	Impact	X	X	Quantification	
	3.10	Biographical recount	Beautiful minds		Capacity	Impact Quality Complexity	X	X	Quantification	
INTERVENTION 2	4.1	Biographical recount	A maths prodigy		Normality Capacity		X	X	Intensification	Valeur
	4.3	Exposition	Closing the generation gap		Tenacity Propriety Veracity		X	X	Intensification	
	4.4	Exposition	Freedom of speech		Propriety Veracity	Balance Complexity Valuation	X	X	Intensification	
	4.6	Review	Drinking stories	Dis/satisfaction		Impact Quality Balance Complexity Valuation	X	X	Quantification	Fulfillment
	4.9	Narrative	Mistaken identity	Un/happiness In/security Dis/inclination	Propriety		X	X	Quantification Intensification	Valeur Fulfillment

4.2.2.2. Design of the teaching-learning model for this study

As discussed in Chapter 2, the text-based teaching and learning cycle (Feez & De Silva Joyce, 2012) is valuable in providing the target students with knowledge about language and gradually and systematically building up their metalanguage of evaluative resources. However, this model needs to be combined with the scaffolding interaction cycle (Martin & Rose, 2005) to ensure students' comprehension of text before the teacher's focus on building up students' repertoire of attitudinal language through the introduction of evaluative resources available in texts. The teaching-learning model I used in this study was generated on the basis of combining the scaffolding interaction cycle and the TLC. It includes four phases namely Scaffolded reading, Modelled practice, Guided practice and Independent practice as illustrated in Figure 4.2.

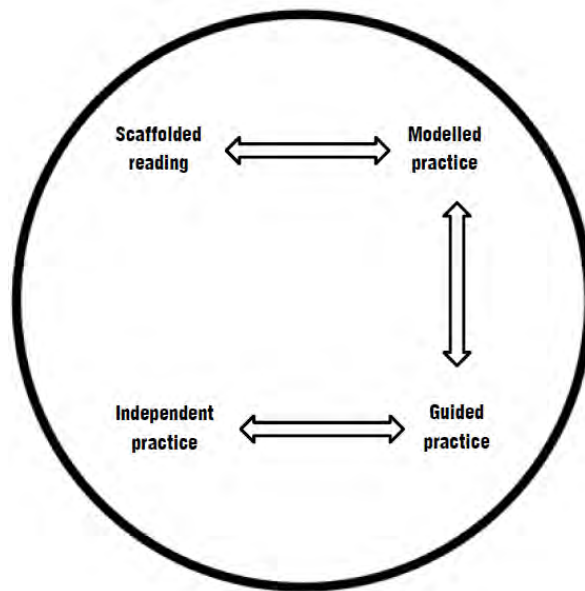


Figure 4.3. The proposed teaching-learning model (adapted from Feez & De Silva Joyce, 2012; Martin & Rose, 2005)

The first phase of Scaffolded reading is actually the scaffolding interaction cycle (Martin & Rose, 2005) as detailed in Section 2.3.2. This cycle is embedded into the three-phase text-based teaching and learning cycle (Feez & De Silva Joyce, 2012) to build up a four-phase teaching-learning model. Beginning with Prepare, the Scaffolded reading cycle moves to Identify, and then Elaborate as detailed in Section 4.2.2.2.1. This phase aims to support my students’ comprehension of reading texts and at the same time introduce evaluative resources in the most explicit manner.

During the second phase of Modelled practice, my students’ metalanguage of Attitude and Graduation resources was built up through modelling activities which illustrated how these evaluative resources in texts work to reveal Attitude and inform how Attitude is graduated. To show my students how evaluative resources work to express and graduate Attitude, and to build up their metalinguistic knowledge about Attitude and Graduation, I first presented the text purpose, introduced the accompanying image(s) and evaluative meaning conveyed in the image(s), reread the text, and asked prompting questions. I then explicitly explained how the content of the text unfolds, particularly how evaluative stances were being built up through the use of evaluative resources across the text. In addition to this, I also clarified the sophistication of Attitude and Graduation resources by giving alternatives to a specific attitudinal expression in the text, then explaining what these resources are called in the Appraisal framework and how these resources work to construct different grades of attitudinal meaning.

In the third phase of Guided practice phase, my students engaged with various activities to practise aspects of Attitude and Graduation they had learnt with my assistance. To check my students' understanding and memorizing of evaluative items, for example, I designed vocabulary quizzes where definitions or synonyms or antonyms of an evaluative item in the text were given and my students were requested to speak out the word. To enhance students' speaking skill, I encouraged them to orally present or summarize the reading text with as much use of evaluative language as possible. I also probed my students' understandings and use of evaluative resources in image and language by showing them photos or pictures or short video clips, then asking them to discuss and present their feelings, attitude and opinions towards the issues, people or things they had seen or watched. I also engaged my students in joint writing of an essay on the similar topic using the shared metalanguage developed during modelled practice phase. This was achieved through three steps: (1) I helped my students to revisit resources that had been introduced in the modelled practice phase and make an initial plan for constructing a similar text; (2) I and my students worked collaboratively to compose the text with me acting as a scribe to elicit and recast contributions from the students, negotiate the wordings of the texts, and provide encouragement and evaluation; and (3) I and my students read the newly completed text together to assess its strengths and weaknesses, reflecting word choice, especially choice and alternative wordings for evaluative resources (Humphrey & Macnaught, 2011).

The final phase of Independent practice offered my students opportunities to apply the categories of Attitude and Graduation resources they had learned to new contexts in creative ways through activities that required independent performance. For example, they were asked to write an essay or give an oral presentation or engage in a conversation or create a short video clip about a similar topic using the evaluative resources they had learned from the lesson.

Having established the pathway for teaching and learning Attitude and Graduation resources in Section 4.2.2.1 and underpinned by the adapted teaching-learning model in Section 4.2.2.2, I was in a position to generate a plan for conducting the teaching intervention and assessment of the students' evaluative work in the next section.

4.3. Implementation of the intervention and student assessment

4.3.1. Timeline

Before presenting the plan for conducting the intervention and assessment, it is necessary to preview the timeline for these activities. This period lasted twelve months and involved several activities as presented in Table 4.8.

Table 4.8. Timeline for the intervention and assessment

Time	Activities
January to February, 2018	Design of the tests and prompts for semi-structured interviews Design of the lesson plans
March, 2018	Recruitment of the intervention and non-intervention student groups Conduct of Test 1 and Interview 1
March to June, 2018	Intervention 1
June, 2018	Conduct of Test 2
July to August, 2018	Adjustment of the lesson plans to be taught in Intervention 2
September to December, 2018	Intervention 2
December, 2018	Conduct of Test 3 and Interview 2

As can be seen from Table 4.8, the intervention, assessment, data collection and data analysis process consisted of five major tasks: (1) designing the lessons, (2) designing the paper tests and prompts for semi-structured interviews, (3) recruiting the participants, (4) conducting intervention, (5) conducting paper tests and interviews. The section below will describe these tasks in detail.

4.3.2. Design of the lessons

This section presents steps of the design of lessons that were taught during the intervention.

Ten lesson plans were constructed to enact the pathway for teaching and learning of evaluative resources described in Section 4.2.2.1. These lesson plans aimed to systematically build up students' repertoires of evaluative resources from Affect to Judgement and Appreciation, from inscribed to invoked Attitude and from simple to more sophisticated expressions of Force and Focus.

The lessons were developed in the light of text-based pedagogies using the teaching-learning model proposed in Section 4.2.2.2. The teaching and learning activities of each lesson were selected according to (1) the results of the analysis of evaluative resources in ten selected multimodal reading texts from the two *Solutions* textbooks that have been presented in

Section 4.2.1.3, (2) the redesign of available teaching tasks, and (3) the addition of supplementary materials. Where the text included a variety of prioritized evaluative resources to be taught in that unit, attention was paid to redesigning the available teaching tasks to more efficiently highlight the use of these evaluative resources. Where the text did not introduce sufficient evaluative resources, aspects of evaluative language that were lacking in the available texts were compensated for in the supplementary materials that I selected and designed in addition to teaching tasks I redesigned or devised for more effective and systematic introduction of the Attitude and Graduation systems. The content and activities of the supplementary materials varied from unit to unit and from level to level depending on the overall content of the unit and the prioritized aspects of Attitude and Graduation to be taught in that particular unit.

4.3.3. Design of the paper test and prompts for semi-structured interviews

This section will present the process of generation of the paper test and prompts for the two semi-structured interviews.

It can be seen in Table 4.10 that three paper tests and two interviews were implemented at the beginning, middle and end of the intervention. The three paper tests were completed by both intervention students (IS) and non-intervention students (NS) whereas the two interviews were conducted with selected IS. Table 4.9 shows the plan and purpose for the implementation of each paper test and interview.

Table 4.9. Plan and purpose for the paper tests and interviews

	Paper test	Interviews	Purpose
Test 1	with all IS and NS	with 6 selected IS (two high, two medium and two low scoring in Test 1)	- To provide data to indicate the repertoires of evaluative resources of the IS and NS before Intervention 1; - To help work out how to adjust the teaching-learning activities that have been designed in the most effective way for the development of the intervention students' understanding and use of evaluative resources.
Test 2	with all IS and NS		- To provide data to measure the improvement in terms of evaluative resources of the IS in comparison with those of the NS after Intervention 1; - To help adjust the lesson plans for Intervention 2 on that basis.
Test 3	with all IS and NS	with 6 selected IS (two high, two medium and two low scoring in Test 3)	To provide data to fully assess the development of repertoires of evaluative resources of the IS in comparison with those of the NS after Intervention 2

4.3.3.1. Design of the paper test

One two-hour paper test was designed to be conducted at the beginning, middle and end of the intervention to measure students' repertoires and use of evaluative resources before Intervention 1, after Intervention 1 and after Intervention 2. The test was comprised of one reading and one writing part to prompt students to show their ability to recognize and to produce attitudinal expressions, respectively.

4.3.3.1.1. The reading test

The reading test was constructed with the aim to measure the breadth and the depth of students' repertoires of evaluative resources. To that end, it consisted of two sections called vocabulary and reading comprehension, which included several types of exercises designed to assess the level of sophistication of Attitude and Graduation resources that the students can comprehend (i.e. isolated lexical items, semantic infusion or lexical metaphor to provoke evaluation).

a. Section 1. Vocabulary

This section was generated to assess the students' understanding of different levels of sophistication of various sub-categories of Affect. It included four types of exercises as described below.

Vocabulary exercise 1 was designed to test students' ability to recognize a variety of isolated lexical items that may be employed to express „anger“ - one particular sub-category of Affect (dissatisfaction: displease). Students were provided with eighteen adjectives or prepositional phrases and asked to tick all the words and phrases that they think are synonyms of „angry“. Table 4.10 illustrates the first vocabulary exercise.

Table 4.10. Vocabulary Exercise 1

Vocabulary Exercise 1. Question 1.		
Tick all the words and phrases that you think are synonyms of "ANGRY"		
<input type="checkbox"/>	<i>annoyed</i>	<input type="checkbox"/>
<input type="checkbox"/>	sorrowful	<input type="checkbox"/>
<input type="checkbox"/>	loathing	<input type="checkbox"/>
<input type="checkbox"/>	<i>infuriated</i>	<input type="checkbox"/>
<input type="checkbox"/>	sombre	<input type="checkbox"/>
<input type="checkbox"/>	<i>in a rage</i>	<input type="checkbox"/>
<input type="checkbox"/>	apprehensive	<input type="checkbox"/>
<input type="checkbox"/>	<i>livid</i>	<input type="checkbox"/>
<input type="checkbox"/>	horrified	<input type="checkbox"/>
<input type="checkbox"/>	disinterested	<input type="checkbox"/>
<input type="checkbox"/>	buzzing	<input type="checkbox"/>
<input type="checkbox"/>	<i>in a fury</i>	<input type="checkbox"/>
<input type="checkbox"/>	<i>in bad mood</i>	<input type="checkbox"/>
<input type="checkbox"/>	yearning for	<input type="checkbox"/>
<input type="checkbox"/>	<i>cranky</i>	<input type="checkbox"/>
<input type="checkbox"/>	astounded	<input type="checkbox"/>
<input type="checkbox"/>	<i>in a temper</i>	<input type="checkbox"/>
<input type="checkbox"/>	gloomy	<input type="checkbox"/>

Note: The bold italic words/phrases indicate the expected responses from the students.

Vocabulary exercise 2 aimed to further assess students' understanding of isolated lexical items which might be used alternatively to convey other aspects of Affect such as fear (disinclination: fear), dislike (unhappiness: antipathy), boredom (dissatisfaction: ennui) and interest (satisfaction: interest). Designed in the form of a multiple-choice task, this exercise included four questions that required students to choose the words that cannot be used as a replacement for „worried“ (Question 2), „dislike“ (Question 3), „bored“ (Question 4) and „interested“ (Question 5) as seen in Table 4.11.

Table 4.11. Vocabulary Exercise 2

Vocabulary Exercise 2. Questions 2-5.	
Choose ONE answer) that you think INCORRECT and write it on YOUR ANSWER SHEET.	
1. If you are <i>worried</i> about something, you are	
A anxious	B apprehensive
C agitated	D <i>thrilled</i>
2. If you <i>dislike</i> someone, you have the feeling of ... when you meet him/her.	
A contempt	B hatred
C loathing	D <i>deference</i>
3. If you are <i>bored</i> , you have the feeling of	
A <i>affection</i>	B indifference
C disinterest	D ennui
4. If you are <i>interested</i> in something, you feel	
A <i>sombre</i>	B fascinated
C absorbed	D excited

Note: The bold italic words indicate the expected responses from the students.

Vocabulary exercise 3 was to assess students' comprehension of more sophisticated ways to convey Affect in terms of happiness (happiness: cheer), desire (inclination: desire), surprise (insecurity: surprise) and sadness (unhappiness: misery) through idiomatic expressions. As shown in Table 4.12, this exercise was comprised of four questions asking students to identify synonyms of such idioms as „on cloud nine“ (Question 6), „have your heart set on something“ (Question 7), „at a loss for words“ (Question 8) and „have a long face“ (Question 9).

Table 4.12. Vocabulary Exercise 3

Vocabulary Exercise 3. Questions 6-9.	
Choose the answer(s) (A, B, C, D) that you think is/are the CORRECT option(s) for the gap and write the answer(s) ON YOUR ANSWER SHEET. There may be more than one option for each gap.	
1. When you are <i>on cloud nine</i> , you are	
A <i>delighted</i>	B cross
C <i>buzzing</i>	D <i>in seventh heaven</i>
2. When you <i>have your heart set on something</i> , you are it.	
A <i>longing for</i>	B <i>lusting after</i>
C looking after	D <i>yearning for</i>
3. When you are <i>at a loss for words</i> , you are	
A <i>surprised</i>	B <i>astonished</i>
C angry	D <i>astounded</i>
4. When you <i>have a long face</i> , you are	
A <i>sorrowful</i>	B cheerful
C <i>gloomy</i>	D <i>unhappy</i>

Note: The bold italic words indicate the expected responses from the students.

Vocabulary exercise 4 aimed to measure students' repertoire of evaluative resources that may be employed to indicate different degrees of liking (happiness: affection), from low to medium and then to high. Students were asked to read a paragraph in which several ways of expressing liking are employed to convey a woman's feeling toward a man. After reading the paragraph, they were requested to complete the table with all attitudinal expressions from the paragraph that indicate three different degrees of liking from low to medium and then to high. The task can be seen in Table 4.13.

Table 4.13. Vocabulary Exercise 4

Vocabulary Exercise 4. Question 10.		
Read the paragraph about a woman's feeling toward a man named Tom and fill in the table that follows with all words or phrases from the paragraph that indicate different degrees of liking.		
I quite liked Tom when we first met. However, although lots of my friends said they found him attractive, I did not fancy him at all. He invited me out and I must admit that I was more tempted by his sports car than by him at first. However, I really enjoyed spending time with him. He fascinated me with his stories of his travels around the world and something mysterious about his past also attracted me. Moreover, we were both very keen on sailing. Soon I realized I had fallen in love with him. His sense of humour really appealed to me and I was also captivated by his gift for poetry. Now, three years later I absolutely adore him and I cannot understand why I did not fall for him the moment we first set eyes on each other. He is a very caring person, fond of animals and small children. He is always affectionate and loving towards me and passionate about the causes he believes in and the people he cares for. I hope we shall always worship each other as much as we are now.		
<i>(Adapted from Unit 1. Description of Human Beings, Ha and Nguyen (2001, p. 6))</i>		
Low degree of liking	Medium degree of liking	High degree of liking
<i>quite liked</i>	<i>found him attractive</i>	<i>fall in love with</i>
	<i>fancy</i>	<i>was captivated by</i>
	<i>was tempted</i>	<i>absolutely adore</i>
	<i>enjoy</i>	<i>fall for</i>
	<i>fascinated</i>	<i>worship</i>
	<i>attracted</i>	
	<i>affectionate</i>	
	<i>passionate</i>	
	<i>were keen on</i>	
	<i>appeal</i>	
	<i>fond of</i>	

Note: The bold italic words indicate the expected responses from the students.

b. Section 2. Reading Comprehension

This section was composed to further investigate students' comprehension of a range of Affect and Graduation resources in contextual use at text level. It consisted of three different kinds of reading comprehension tasks detailed as follows.

Reading Comprehension Task 1 aimed to assess students' understanding of inscribed and invoked Judgement and Appreciation in positive and negative ways. Students were asked first

to read a newspaper article entitled „*Harry Potter and the Magical Fever*“, and then to complete the table that follows with all attitudinal expressions from the article that are employed to appreciate the Harry Potter book series (Question 11) and to judge its writer J. K. Rowling (Question 12). The reading task is shown in Table 4.14.

Table 4.14. Reading Comprehension Task 1

Reading Comprehension Task 1. Questions 11-12.		
Read the following newspaper article and fill in the table that follows with all words and phrases in the article that are used to appreciate “Harry Potter” series and to judge the writer J. K. Rowling.		
Harry Potter and the Magical Fever		
<p>One of the most successful books in history is a series of fantasy novels called <i>Harry Potter</i> written by J.K. Rowling. Ever since the first book, <i>Harry Potter and the Sorcerer's Stone</i> was released in 1997, a total of some 377 million <i>Harry Potter</i> books have been sold worldwide. The books have attained enormous fame and commercial success all over the world: films, video games and other assorted merchandise based on the book have been marketed.</p> <p>The story is about a young wizard, Harry Potter, who finds himself in a world of magic at the Hogwarts School of Witchcraft and Wizardry. Harry Potter is taken through an adventure in each of the books, some of which are very dark and appalling, and his friends Hermione and Ron live up the series.</p> <p>The books received positive acclaim at the beginning, but began receiving strong criticism from a number of distinguished authors and academics when the fifth book, <i>Harry Potter and the Order of the Phoenix</i>, was released in 2003. Critics believe Rowling simply put together a mosaic of different ideas that existed in comic books and television shows, and one particular reviewer even referred to it as a book for people who watch mostly cartoons on television. Although some critics do not consider Rowling as a terrific writer, they cannot deny that Rowling is an excellent storyteller. In fact, the series has turned the once-poor J.K. Rowling into a billionaire.</p> <p>The <i>Harry Potter</i> series has had an immense impact on society. Hospitals claim that on days when a <i>Harry Potter</i> book is launched, there are fewer children who arrive at the emergency room. There are web logs, Internet fan sites and even symposiums that are held to discuss the <i>Harry Potter</i> books. Even strange magical words that are used by the wizards in the book are now in the <i>Oxford English Dictionary</i>.</p> <p style="text-align: right;"><i>(Adapted from Unit 2, TOEFL iBT Reading)</i></p>		
Question 11. Appreciation of “Harry Potter” series	In positive ways	<i>One of the most successful books in history</i>
		<i>A total of some 377 million Harry Potter books have been sold worldwide</i>
		<i>have attained enormous fame all over the world</i>
		<i>have attained commercial success all over the world</i>
		<i>received positive acclaim</i>
		<i>the series has turned the once-poor J.K. Rowling into a billionaire</i>
		<i>on days when a Harry Potter book is launched, there are fewer children who arrive at the emergency room</i>
		<i>web logs, Internet fan sites and even symposiums that are held to discuss the Harry Potter books</i>
In negative ways	<i>receiving strong criticism from a number of distinguished authors and academics</i>	
	<i>referred to it as a book for people who watch mostly cartoons on television</i>	
Question 12. Judgement of the writer J. K. Rowling	In positive ways	<i>Rowling is an excellent storyteller</i>
	In negative ways	<i>Critics believe Rowling simply put together a mosaic of different ideas that existed in comic books and television shows</i>
		<i>do not consider Rowling as a terrific writer</i>

Note: The bold italic words indicate the expected responses from the students

Reading Comprehension Task 2 was to evaluate students' understanding of more sophisticated Attitude and Graduation resources (i.e. inscription or invocation of Attitude, or isolated lexical items or semantic infusion to intensify an attitudinal expression), which are employed in a novel extract which narrates an event at a railway station. In order to complete the multiple-choice task following the novel extract, students need to comprehend several attitudinal expressions which are used to appreciate the Baltimore railway station in one morning (Question 13), to evoke judgement toward the narrator's character (Question 18) and to describe the feelings of the narrator (Questions 14 and 17), of the woman at the station (Question 15) and of narrator's wife (Question 16). Details of Attitude and Graduation resources to be assessed in this reading task (Table 4.16) are shown in Table 4.15.

Table 4.15. Attitude and Graduation resources to be assessed in Reading Comprehension 2

Questions	Wordings in the novel extract and in the correct options in the multiple-choice questions	Attitude and Graduation resources to be assessed
13	Novel extract (NE): There were <i>a lot more people</i> waiting than I had expected. Correct option (CO): It was <i>unusually busy</i> .	invoked Attitude/Appreciation Graduation/Force: number (isolated lexeme) Graduation/Force: intensification (isolated lexeme)
14	NE: Now he had my <i>full attention</i> . CO: He was <i>fascinated</i> by the stranger's question.	inscribed Attitude/Affect Graduation/Force: intensification (maximisation)
15	NE: She <i>went on guard</i> . CO: The woman was <i>cautious</i> in her response.	inscribed Attitude/Affect
16	NE: (I) came home to find my wife <i>in a state</i> . CO: (His wife) was <i>upset</i> about their daughter's situation.	inscribed Attitude/Affect
17	NE: A <i>likely story!</i> CO: He felt <i>doubtful</i> about the combination of events.	invoked Attitude/Appreciation inscribed Attitude/Affect
18	NE: I straightened up from my pillar and <i>drifted</i> closer... <i>Even without looking</i> , I could <i>sense</i> how she went on guard ... I had <i>my eyes wander</i> toward the two of them CO: He has a <i>strong sense of curiosity</i> .	invoked Attitude/Judgement Graduation/Force: intensification (semantic infusion) Graduation/Force: intensification (isolated lexeme)

Note: The bold italic words/phrases indicate evaluative resources to be assessed.

Table 4.16. Reading Comprehension Task 2

<p>Reading Comprehension Task 2. Questions 13-18. Read the following extract from a novel and choose the answer (A, B, C or D). On the very last day of a bad year, I was leaning against the pillar in the Baltimore railway station, waiting to catch the 10.10 train to Philadelphia. There were a lot more people waiting than I had expected. That airy, light, clean, polished feeling I generally got in the station had been lost. Elderly couples with matching luggage stuffed the benches and swarm of college kids littered the floor with their bags. A grey-haired man was walking around speaking to different strangers one by one. Well-off, you could tell, tanned skin, nice sweater, soft, beige coat. He went up to the woman sitting alone and asked her a question. Then he came over to a girl standing near me. She has long blond hair, and I had been thinking I wouldn't mind talking to her myself. The man said, "Would you by any chance be travelling to Philadelphia?" "Well, northbound, yes," she said. "But to Philadelphia?" "No, New York, but I'll be ..."</p>

"Thanks, anyway," he said, and he moved toward the next bench.

Now he had my full attention. "Ma'am," I hear him ask an old lady, "are you travelling to Philadelphia?" When the woman told him "Wilmington," he didn't say a thing, but marched on down the row to one of the matched-luggage couples. I straightened up from my pillar and drifted closer, looking toward the platform as if I had my mind on the train.

Well, I was going to Philadelphia. He could have asked me. I understood why he didn't. of course. No doubt, I struck him as unreliable. He just glanced at men then swerved off toward the bend at the other end of the waiting area. By now, he was seriously stressed. "Please!" he said to the woman reading a book. "Tell me you are going to Philadelphia!"

She lowered her book. She was thirtyish, maybe thirty-five – older than I was, anyhow. A school-teacher sort. "Philadelphia?" she said. "Why, yes, I am."

"Then could I ask you a favour?"

I stopped several feet away and frowned down at my left wrist. (Never mind that I don't own a watch.) Even without looking, I could sense how she went on guard. The man must have sensed it too, because he said, "Nothing too difficult, I promised!"

They were announcing my train now. People started moving toward Gate E, the older couples hauling their wheeled bags behind them like big pets on leashes. Next, I heard the man talking. "My daughter's flying out this afternoon for a study year abroad, leaving from Philadelphia. So, I put her on a train this morning, stopping for groceries afterward, and came home to find my wife in a state. She hardly said "hello" to me. You see my daughter had forgotten her passport. She'd telephoned home from the station in Philadelphia; didn't know what to do next."

The woman clucked sympathetically. I would have kept quiet myself. Waited to find out where he was heading with this

"So, I told her to stay put. Stay right there in the station, I said, and I would have somebody here to carry up her passport."

A likely story! Why didn't he go himself, if this was such an emergency?

"Why don't you go yourself?" the woman asked him.

"I can't leave my wife alone for that long. She's in a wheelchair."

This seemed like a pretty poor excuse, if you want my honest opinion. Also, it exceeded the amount of bad luck that one family could expect. I let my eyes wander the two of them. The man was holding a packet, not a plain envelope, which would have been the logical choice, but one of those padded envelopes the size of a paperback book. Aha! Padded! So, you couldn't feel the contents! And from where I stood, it looked to be stapled shut besides. Watch yourself, lady, I said silently.

(Adapted from Reading Comprehension 3, Cambridge First Certificate in English, Book 1 2008, pp. 30-31)

13. What was the narrator's impression of the station that morning?
 - A. People were making too much noise.
 - B. It was unusually busy.**
 - C. There was a lot of rubbish on the ground.
 - D. The seating was inadequate.
14. Why does the narrator show an interest in the grey-haired stranger?
 - A. He was fascinated by the stranger's questions.**
 - B. He was anxious about the stranger's destination
 - C. He was jealous of the stranger's appearance.
 - D. He was impressed by the stranger's skill with people.
15. What does the writer mean by "she went on guard" in line 27?
 - A. The woman was employed by the railway company.
 - B. The woman was ready to call the police.
 - C. The woman was surprised by the man's attitude.
 - D. The woman was cautious in her response.**
16. According to the stranger, how was his wife feeling when he got home?
 - A. relieved to see him
 - B. annoyed by their daughter's phone call
 - C. upset about their daughter's situation**
 - D. worried about planning the best course of action
17. When the narrator had heard the stranger's explanation, he felt
 - A. sympathetic towards the stranger's daughter.
 - B. willing to offer his assistance.
 - C. doubtful about the combination of events.**
 - D. confused by the story the stranger told.
18. What do we learn about the narrator's character from reading this extract?
 - A. He enjoys talking to strangers.
 - B. He has a strong sense of curiosity.**
 - C. He has a kind-hearted attitude to people.
 - D. He interferes in the affairs of others.

Note: The bold italic phrases/sentences indicate the expected responses from the students

Reading Comprehension Task 3 aimed to further discover students' understanding of various delicate attitudinal expressions adopted by five people when talking about their experiences and characters in a magazine article. Table 4.17 details aspects of Attitude and Graduation resources to be assessed in this reading task, which is shown in Table 4.18.

Table 4.17. Attitude and Graduation resources to be assessed in Reading Comprehension 3

Questions	Wordings in the given statements and in the magazine articles	Attitude and Graduation resources to be assessed
19	Given statement (GS): I was <i>so scared</i> when I first delivered a speech in public. Magazine Article (MA): I'd never spoken in public before and always used to <i>shake like a leaf</i> .	inscribed Attitude/Affect Graduation/Force: intensification (isolated lexeme) Graduation/Force: intensification (semantic infusion - simile)
20	GS: Taking time off for your professional development can <i>make you feel more self-assured</i> . MA: Going on those (training courses) has <i>built up my self-esteem</i> .	inscribed Attitude/Judgement
21	GS: I never thought I'd be a <i>confident</i> person. MA: I was very <i>shy</i> , and I always thought I was that way.	inscribed Attitude/Affect
22	GS: I'm <i>not influenced by people's opinions</i> of me. MA: It's probable that one out of ten people doesn't like me. <i>I don't let that affect me</i> .	invoked Attitude/Judgement
23 and 24	GS: Everyone <i>gets nervous at times</i> . MA: <i>Most – if not all – of us get tense</i> in important situations. MA: I <i>don't think there's anyone who isn't a little shaky</i> when it comes to talking publicity	inscribed Attitude/Affect Graduation/Force: quantification (isolated lexeme) Graduation/Force: intensification (semantic infusion)
25	GS: I find <i>making notes very supportive</i> in my work. MA: I <i>found it helpful to jot a few things down</i> to refer to.	inscribed Attitude/Appreciation Graduation/Force: quantification (isolated lexeme)
26	GS: I was <i>so terrified</i> when I was first in class as a lecturer. MA: There was a <i>huge knot in my stomach</i> the day I turned up for my first lecture.	inscribed Attitude/Affect invoked Attitude/Affect Graduation/Force: intensification (semantic infusion - metaphor)
27 and 28	GS: I am <i>realistic</i> about my abilities. MA: If things get too demanding for me at work, I <i>don't let myself feel guilty</i> if I save a number of tasks until the next day. When I am confronted with something difficult, <i>I tell myself that I've got nothing to lose</i> . MA: It helps no end if you can <i>see you're achieving something tangible, rather than reaching for the stars all at once, and ending up with nothing but air</i> .	inscribed Attitude/Judgement invoked Attitude/Judgement
29	GS: <i>My behaviour helps others relax</i> too. MA: Interviewing people has helped me realized that most – if not all- of us get tense in important situations, and <i>we feel calmer when we speak to someone who's genuinely friendly</i> .	inscribed Attitude/Judgement invoked Attitude/Judgement
30	GS: Getting things wrong can <i>have positive result</i> . MA: If you just get on with it and <i>learn from any mistakes you make, you're more confident the next time round</i> .	inscribed Attitude/Appreciation invoked Attitude/Judgement

Note: The bold italic words/phrases indicate evaluative resources to be assessed.

Table 4.18. Reading Comprehension Task 3

Reading Comprehension Task 3. Questions 19-30.		
Read a magazine article in which five people talk about their characters and match the people (A-E) which the statements listed below. The people may be chosen more than once. When more than one answer is required, these can be given in any order. Write your answer ON YOUR ANSWER SHEET.		
Which person or people say the following?		
I was so scared when I first delivered a speech in public.	19 E	
Taking time off for your professional development can make you feel more self-assured.	20 D	
I never thought I'd be a confident person.	21 A	
I'm not influenced by people's opinions of me.	22 D	
Everyone gets nervous at times.	23 C	24 E
I find making notes very supportive in my work.	25 E	
I was so terrified when I was first in class as a lecturer.	26 A	
I am realistic about my abilities.	27 B	28 D
My behaviour helps others relax too.	29 C	
Getting things wrong can have positive result.	30 D	
Confident people: What's their secret?		
<i>Confident people may look as though they were born that way, but most will tell you that it is a skill they have learnt because they had to. Nina Hathway asks five people how they did it.</i>		
A. Jenny		
When I left school, I was very shy, and I always thought I'd stay that way. I was about twenty-five when I was asked to help out at my daughter's school. I was sure I wouldn't cope, but I surprised myself by doing well and someone there suggested that I should do a university course.		
There was a huge knot in my stomach the day I turned up for my first lecture. But my confidence gradually grew – I became more outgoing. Looking back, working at the school was the turning point in my life that helped everything else fall into place.		
B. Michaela		
It all started four years ago when my father became ill and I had to take over the family business. I was so scared. I went over the top and became a bit too aggressive and impatient. I thought that was what confident people were like, but gradually I learned otherwise. To be confident, you've got to believe in yourself.		
If things get too demanding for me at work, I don't let myself feel guilty if I save a number of tasks until the next day. When I am confronted with something difficult, I tell myself that I've got nothing to lose. It's fear that makes you lack confidence, so I'm always having quite chats with myself to put aside those fears!		
C. Lisa		
People think I'm very confident but, in fact, the calmer I look, the more terrified I really am. I've had to develop the ability to look confident because it's the most vital things in TV. Interviewing people has helped me realized that most – if not all- of us get tense in important situations, and we feel calmer when we speak to someone who's genuinely friendly. The best ever piece of advice came from my mother when she was agonizing as a teenager about wearing the right clothes. She simply cried, "Who's looking at you? Everybody's too worrying about how they look." I found that's well worth remembering.		
I also think you gain confidence by tackling things that scare you. When I took my driving test, I was so nervous, but I passed. After that I felt sure that I'd never feel so frightened again, and I never have.		
D. Barbara		
My confidence comes naturally from really enjoying the work I do, but it's something that I've built up over the years. If you just get on with it and learn from any mistakes you make, you're more confident the next time round. I work hard and I'm popular in the restaurant, but it's probable that one out of ten people doesn't like me. I don't let that affect me. You've got to like yourself for what you are, not try to be that others expect.		
My company runs a lot of training courses, and going on those has built up my self-esteem. The company also encourages employees to set manageable targets. It helps no end if you can see you're achieving something tangible, rather than reaching for the stars all at once, and ending up with nothing but air.		
E. Kim		
After I left college, I worked for years at a company and would sit in meetings, not always agreeing with what was being said, but too scared to speak up. Eventually, I summoned up the confidence to start making my point. Even so, when I first worked in politics, I'd never spoken in public before and always used to shake like a leaf. I would say to myself, "Don't be silly. People do this every day of their lives, so there's no reason why you can't." I also found it helpful to jot a few things down to refer to – rather like having a comfort blanket!		
I don't think there is anyone who isn't a little shaky when it comes to talking publicly. The real secret of confidence lies in telling yourself over and over again, "Nothing is impossible."		
<i>(Adapted from Reading Comprehension 1, Cambridge First Certificate in English, Book 2 2008, pp. 34-35)</i>		

Note: The bold italic letters indicate the expected responses from the students

Evaluation scheme for students' reading test

Students' performance on the vocabulary and reading comprehension test discussed above was evaluated based on the calculation of the number of correct answers. To increase the reliability, the keys for the vocabulary questions were discussed with one of the researcher's colleague, who is an expert in Appraisal and is currently lecturing English at Quy Nhon University. Depending on the number of correct answers, they were classified into high, medium and low scoring groups.

4.3.3.1.2. The writing test

The writing test was constructed with the aim to elicit attitudinal expressions from the students. It was designed to prompt the students to produce expressions in Appraisal that cover almost all subcategories of the Attitude framework, including Affect, Judgement and Appreciation, and Graduation resources of Force and Focus in different contextual use in the two genres they were introduced to during the interventions (i.e. review and exposition).

For that purpose, the writing test asked the students to write two 200-word essays about two genres of review and exposition on two familiar topics. Topic 1, which asked for description of a favorite local restaurant to a close friend, is focused on review genre. It probed the students to employ evaluative resources of Affect (to convey their feelings towards a particular aspect of the restaurant), of Judgement (to describe the staff and clientele), of Appreciation (to depict the location, atmosphere, décor, furniture, music, food and value for money), and of Graduation (to grade their attitude) to achieve the social purpose of reviewing a restaurant. Topic 2, which required the students to describe their two special and influential people to university magazine readers, is about exposition genre. It encouraged them to use Affect (to express their feelings towards the two people), Judgement (to evaluate the two people) and Graduation resources (to intensify or de-intensify their attitude towards the two people) to support their arguments that these two people are most special and influential to them. The questions for the writing test can be seen in Table 4.19.

Table 4.19. The writing test

Part II. Writing test

Task 1. Write a 200-word essay describing your favourite local restaurant to a close friend who is going to visit your hometown next week. In the essay, you may include such aspects as location, atmosphere, décor, furniture, music, food, staff, clientele and value for money.

Task 2. You see this notice on your university notice board.

SPECIAL AND INFLUENTIAL PEOPLE

Who are the two most special and influential people in your life?

Write us an article for the university magazine describing these two people.

Write a 200-word article. You may include:

- Who are the two people?
- What makes them special, including their personalities and abilities as well as their actions and behaviors toward the society and others in the community?
- How have they been influential to you, for example in shaping your characters, your attitude to life or your way of thinking?

Evaluation scheme for students' writing

Students' performance on the previously presented writing test was assessed following a two-stage evaluation.

In the first stage, the writing work of all thirty students in both intervention and non-intervention groups was preliminarily evaluated by two senior lecturers of English at Quy Nhon University, who are familiar with SFL and the Appraisal framework. The evaluation was based on assessment criteria adapted from the 3x3 assessment grid proposed by Dreyfus, Humphrey, Mahboob, and Martin (2016). This assessment toolkit helps examine the three kinds of ideational, interpersonal and textual meanings at three levels of genre and register (whole text), discourse semantics (phrases), and grammar and expression (clauses and sentences). Details of the assessment criteria can be seen in Table 4.20.

Table 4.20. Writing assessment rubric (adapted from Dreyfus et al. (2016, pp. 210-211))

Metafunction	Genre and Register (whole text)	Discourse Semantics (phases)	Grammar and Expression (clauses and sentences)
A. Ideational Meanings (<i>field – parts</i>)	<ul style="list-style-type: none"> Beginning, middle and end stages of the text build knowledge relevant to the discipline specific to the specific topic and purpose Language constructs the specialized and formal knowledge of the topic 	<ul style="list-style-type: none"> Topics are groups as phases which form a taxonomy according to discipline specific criteria Information is related in logical relationships (e.g. time, cause, consequence, comparison) Information is expanded within phases (e.g. in terms of general/specific; point/elaboration; evidence/interpretation; claim/evaluation) 	<ul style="list-style-type: none"> Elements within noun groups classify specialised terms (e.g. classifiers, defining clauses) Verb groups express processes relevant to the genre (e.g. classifying, cause and effect) Well-informed circumstances (e.g. prepositional phrases) are used to specify location of time, place, etc. where necessary) Tense is consistent with genre and expresses through logically structured verbal elements Nouns are determined correctly in terms of mass/count; singular/plural; generic/specific
Interpersonal Meanings (<i>tenor - prosodies</i>)	<ul style="list-style-type: none"> Text convinces readers by moving its points or positions forward across the stages (e.g. by amplifying, justifying and reinforcing) Language presents points and arguments in authoritative, impersonal and objective ways 	<ul style="list-style-type: none"> Interaction with the reader focuses on giving information Patterns of evaluation build a convincing stance within and across phases The writer supports points with persuasive evidence The writer includes and controls the voices of external sources to develop points and guide the reader towards a preferred position 	<ul style="list-style-type: none"> Mood choices realise information giving function (i.e. subject finite) Subject and verb agree in number Adverbs, adjectives and infused lexical items are used for evaluation Modal verbs, adverbs and interpersonal metaphors are used to negotiate opinions and recommendations Conjunctions and continuatives are used to monitor and adjust reader expectations
Textual Meanings (<i>mode – waves</i>)	<ul style="list-style-type: none"> Content is previewed in the introduction and reviewed in the conclusion Language constructs coherent and signposted texts 	<ul style="list-style-type: none"> Ideas developed within multiple phases (e.g. paragraphs) with topic and summary sentences There are logical flow of information from sentence to sentence across phases Entities and parts of texts are tracked through cohesive resources (e.g. reference, substitution and repetition) Internal conjunctions are used to organize text 	<ul style="list-style-type: none"> Choices of Theme predict the topic focus of the sentence Active and passive voice is used to adjust information focus Articles and pronouns are used to keep track of participants Abstract nouns are used to generalize and track ideas

Based on the preliminary evaluation, the writing of thirty students was categorized into high, medium and low performing groups. Twelve pieces of writing including two from high, medium and low performing from each intervention and non-intervention groups were then selected for analysis of Attitude and Graduation resources in the next evaluation stage.

In the second stage, the twelve selected pieces of writing were analyzed in terms of Attitude and Graduation resources. The analytical procedure will be discussed in Section 4.4.3. To

enhance the reliability, the codings of the analyzed data were checked with one of my colleagues at Quy Nhon University. He is the same person who did the preliminary marking of the students' writing work and is also the person with whom I worked in consultation in developing the keys for the reading test.

4.3.3.1. Design of prompts for semi-structured interviews

Two semi-structured interviews were conducted - one was implemented before Intervention 1 and the other after Intervention 2 with six selected IS who were chosen from the three groups with high, medium and low writing assessment test performance.

The purposes of Interview 1 were twofold: (1) to investigate students' actual use of evaluative language in oral language in interaction, and (2) to find out whether the students have knowledge of the linguistic resources of evaluation and whether students understand the significance of these resources in expressing opinions, feelings and attitudes on particular topics. To achieve the intended purposes, Intervention 1 was designed with several questions that prompted students to use evaluative resources in their oral interaction and required them to explicitly reveal their knowledge and understanding of the importance of evaluative language in expressing attitude and opinions.

Interview 1 consisted of questions on four different topics: (1) Quy Nhon city, (2) Accommodation, (3) English study program at Quy Nhon University, and (4) The English paper test the students undertook. The questions on these topics were meant to prompt the students to express their attitude on personal, social and academic experience. The rationale for generating each specific question is illustrated in Table 4.21.

Table 4.21. Rationale for design of questions for Interview 1

Topics	Prompt Questions	Rationale
Topic 1. Quy Nhon City	1.1. How long have you been living in Quy Nhon city?	To warm up and establish the field of the first topic
	1.2. What is your opinion of Quy Nhon as a city to live in? What are the things that most impress or most distress you about Quy Nhon city?	To elicit students' responses using Affect, Appreciation and Graduation resources
Topic 2. Accommodation	2.1. Are you sharing the room with other roommates?	To establish the field of the second topic
	2.2. What are your roommates like? OR What is your landlord like? How do you get along with your roommates/landlord?	To elicit students' responses using Affect, Judgement and Graduation resources
Topic 3. English study program at Quy Nhon University	3.1. Why are you attending this English program at Quy Nhon University?	To establish the field of the third topic
	3.2. Are you satisfied with your study of English at Quy Nhon University? Are you happy with the teachers and the teaching curriculum at Quy Nhon University? In what ways would you like your English teachers to be different?	To further measure students' employment of Affect, Judgement, Appreciation and Graduation resources
Topic 4a. The English paper test the students have done	4a.1. Did you perform well in the recent assessment test?	To establish the field of the fourth topic
	4a.2. What is your opinion of the reading and writing tests? Are they too demanding or challenging? Why do you think so?	To delve into students' opinion of the test they have performed and at the same time further measure their use of Appreciation and Graduation resources through their responses
	4a.3. Evaluative language is the language that is used to express your opinions, feelings and attitudes on particular topics. Can you give some examples of evaluative language? Do you think that knowledge of evaluative language is necessary for you to do the reading and writing test effectively? How important it is to learn this aspect of language?	To discover whether the students have knowledge of the linguistic resources of evaluation and whether they appreciate their role in performing the reading and writing test

In Interview 2, more emphasis was put on exploring the development of students' knowledge and understanding of the language of evaluation and their knowledge of how this is theorized in the Appraisal framework (Martin and White, 2005). In addition to similar questions about the first three topics, Interview 2 included significant changes to the fourth topic. As an alternative for questions related to the English paper test they have done, the prompt questions in Interview 2 focused on investigating the knowledge and impact of the Appraisal framework on student's performance on the recent assessment test, on their ability to use the Appraisal framework as a resource for learning about expressing evaluation in English, and on their current study as advanced English learners and their future teaching as potential English teachers. Table 4.22 demonstrates the reasons underlying the generation of questions related to this topic.

Table 4.22. Rationale for design of questions related to Topic 4 for Interview 2

Topics	Prompt Questions	Rationale
Topic 4b. Knowledge and impact of the Appraisal framework	4b.1. What do you think about your final writing draft compared to the first one in terms of use of Attitude and Graduation resources?	To establish the field of the fourth topic, to elicit students' responses using Appreciation resources and to explore their ability to evaluate the development in their own use of evaluative language
	4b.2. How complicated is the Appraisal framework? How hard is it to understand this framework?	To understand whether students are aware of the complexity of the Appraisal framework
	4b.3. What is the difference between Judgement and Appreciation? Can you name the categories of Judgement and give some examples of Judgement that you used in your most recent writing?	To examine whether students are able to recognise the difference between Judgement and Appreciation and whether they memorise their use Judgement sub-categories in their recent writing
	4b.4. How do you understand semantic infusion? What is one semantic infusion you really like in your most recent writing?	To examine students' ability to provide SFL description of this term, and to further explore their own use of evaluative language
	4b.5. How is your knowledge of evaluative meanings in image and language helpful in your learning as an advanced student? And as a future teacher of English? How will you apply such knowledge to your future English teaching?	To get an insight into whether students' knowledge of evaluative meanings in image and language is helpful in their current learning and future teaching of English

The probe questions for Interviews 1 and 2 are shown in Table 4.23.

Table 4.23. Probe questions for Interviews 1 and 2

<p>Topic 1. Quy Nhon City</p> <p>1.1. How long have you been living in Quy Nhon city?</p> <p>1.2. What is your opinion of Quy Nhon as a city to live in? What are the things that most impress or most distress you about Quy Nhon city?</p> <p>Topic 2. Accommodation</p> <p>2.1. Are you sharing the room with other roommates?</p> <p>2.2. What are your roommates like? OR What is your landlord like? How do you get along with your roommates/landlord?</p> <p>Topic 3. English study program at Quy Nhon University</p> <p>3.1. Why are you attending this English program at Quy Nhon University?</p> <p>3.2. Are you satisfied with your study of English at Quy Nhon University? Are you happy with the teachers and the teaching curriculum at Quy Nhon University? In what ways would you like your English teachers to be different?</p> <p>Topic 4. The English paper test the participants have done</p> <p>4a.1. Did you perform well in the recent assessment test?</p> <p>4a.2. What is your opinion of the reading and writing tests? Are they too demanding or challenging? Why do you think so?</p> <p>4a.3. Evaluative language is the language that is used to express your opinions, feelings and attitudes on particular topics. Can you give some examples of evaluative language? Do you think that knowledge of evaluative language is necessary for you to do the reading and writing test effectively? How important it is to learn this aspect of language?</p> <p>Topic 4b. (used in the second set of interviews) Knowledge and impact of the Appraisal framework</p> <p>4b.1. What do you think about your final writing draft compared to the first one in terms of use of Attitude and Graduation resources?</p> <p>4b.2. How complicated is the Appraisal framework? How hard is it to understand this framework?</p> <p>4b.3. What is the difference between Judgement and Appreciation? Can you name the categories of Judgement and give some examples of Judgement that you used in your most recent writing?</p> <p>4b.4. How do you understand semantic infusion? What is one semantic infusion you really like in your most recent writing?</p> <p>4b.5. How is your knowledge of evaluative meanings in image and language helpful in your learning as an advanced student? And as a future teacher of English? How will you apply such knowledge to your future English teaching?</p>
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Note: The italicized words indicate the two alternative parts that were used as prompt questions in SI1 (Topic 4a) and SI2 (Topic 4b).

4.3.4. Recruitment of participants

The participants are first-year undergraduate students in the Pedagogical English major at Quy Nhon University, Vietnam. Aged from nineteen to twenty, they had learnt English for nearly ten years at schools and were being trained at the Faculty of Foreign Languages to become teachers of English.

One intervention and one non-intervention group of fifteen participants were recruited from a class of thirty newly-enrolled students appointed by the Dean of the Faculty of Foreign Languages. All thirty students were asked to complete Test 1, the results of which were the basis for the division of the class into two groups: the intervention and non-intervention groups. The division process ensured a balanced number of participants in both groups in terms of (1) Test 1 score to ensure the similarity and diversity of the participants' English competence, and (2) gender to minimize the influence of gender on their choice of evaluative resources.

4.3.5. Teaching intervention

There were two fifteen-week teaching intervention periods. In Intervention 1 during the first semester, I taught the redesigned lessons of *Solutions Intermediate* textbook to the IS to build up their experience and understanding of evaluative resources in English. The teaching procedure was implemented on the basis of the textbook content, the redesign of existing teaching tasks and the addition of supplementary materials I constructed as presented in Section 4.3.2.

At the end of each lesson, I recorded self-evaluation comments on positive teaching aspects as well as potential challenges. At the end of Intervention 1, I delivered a survey questionnaire to the IS to get their feedback on the extent of usefulness of the teaching activities for their comprehension of the texts and on the development of their repertoires of evaluative resources. After Intervention 1, there was also Test 2 followed by an interim data analysis, which compared the outcome of students' work in Test 1 and in Test 2 to inform me of students' study progress. My self-evaluations, the students' feedback on the questionnaires

together with the outcome of the interim data analysis served as the basis for me to adjust the lessons that had been previously designed to be taught in Intervention 2.

In Intervention 2 during the second semester, I taught the selected reading lessons of *Solutions Upper-Intermediate* textbook, which have been adapted and redesigned as presented in Section 4.3.2 and adjusted after Intervention 1 to further develop students' knowledge and use of the language of evaluation in English.

4.4. Data collection, data transcription and data analysis

This section will discuss the collection, transcription and analysis of the data. The data in this study were from two sources: (1) the data generated by the students in both groups in the three paper tests and two interviews, and (2) the data from interactions between the teacher and the students in the classroom during the intervention.

4.4.1. Data from three paper tests and two interviews

4.4.1.1. Data collection

The data collection for the paper test was conducted in one classroom at Quy Nhon University. Thirty students comprising the intervention and non-intervention groups were asked to do a two-hour paper test at three points of time: before Intervention 1 in March, 2018; after Intervention 2 in June, 2018; and after Intervention 2 in December, 2018. The test, which I designed, consists of one reading and one writing section as illustrated in Section 4.3.3.

The data collection for Interview 1 took place in a noise-proof classroom at Quy Nhon University one week after Test 1. By this time Test 1 had been marked to ensure the identification of six IS who participated in the interview. Six fifteen-minute interviews were conducted. All interviews were audio recorded by both iPad and iPhone in case there were problems with technical issues during the interviews. The data collection for Interview 2 was conducted after Test 3 in a similar way.

4.4.1.2. Data transcription

Twelve interviews were manually transcribed for wordings in accordance with the conversation transcription convention adapted from Eggins and Slade (1997), which is presented in Table 4.24 as follows:

Table 4.24. Conversation transcription convention (adapted from Eggins and Slade (1997, p. 5))

Punctuation	- Full-stops (.): mark termination or certainty - Commas (,): signal non-final talk - Question marks (?): indicate question or uncertainty - Exclamation marks (!): mark counter-expectancy (surprise, shock, amazement) - Quotation marks (“”): mark the change in voice when the speaker directly quotes or repeats another’s speech
Non-transcribable segments of talk	Empty parentheses: ()
Uncertain transcription	Words within parentheses to indicate the transcriber’s guess: (uncertain transcription)
Humour (giggling, laughing)	Humour behaviours are given within square brackets: [humour]
False starts	False starts are shown with hyphen: -
Hesitations	Hesitations are transcribed by three dots: ...
Over-lappings	Over-lappings are transcribed by double equal signs: ==

As can be seen from Table 4.24, other linguistic features of spoken language such as intonation, phonetic features, moves and acts were not taken into account as these are beyond the scope of data collection and analysis for this research. The content of the interviews was then analysed in light of the Appraisal framework as demonstrated in the next section.

4.4.1.3. Data analysis

The three sources of data for analysis derive from the reading test, the writing test and the transcriptions of interviews. Approaches to the analysis of these data are shown in Table 4.25.

Table 4.25. Approaches to data analysis

Sources of data	Analysis approach	Coding scheme	Units of analysis
Reading test	Analysis of the level of sophistication of Attitude and Graduation resources that students could comprehend (i.e. semantic infusion, isolated lexical items, lexical metaphor to provoke evaluation) based on the Appraisal framework (Martin & White, 2005)		The units of analysis were the students’ responses to each particular question designed to test their comprehension of evaluative language
Writing test	Analysis of the level of sophisticated and appropriate contextual use of Attitude and Graduation resources (i.e. semantic infusion, isolated lexical items, similes or metaphor to provoke evaluation) employed in students’ essays based on the Appraisal framework (Martin & White, 2005)	The data were coded against the coding schemes using the adapted Appraisal framework from Martin and White (2005) as presented in Chapter 2 and with the assistance of the linguistic annotation software called UAM Corpus Tool, version 3.3. (O’Donnell, 2008)	The units of analysis were flexible from the clause level to more extended text to enable consideration of both localized evaluative resources and the prosodies of evaluation beyond the clause.
Transcriptions of semi-structured interviews	Similar approach to content analysis (Kohlbacher, 2006), but the criteria were derived from the systems of Attitude and Graduation in the Appraisal framework (Martin & White, 2005)	The data were coded against the coding schemes using the adapted Appraisal framework from Martin and White (2005) as presented in Chapter 2 and with the assistance of the linguistic annotation software called UAM Corpus Tool, version 3.3. (O’Donnell, 2008)	The units of analysis were the segmentation of topics and topic shifts (Eggins, 2000).

The coding schemes of Attitude and Graduation are presented in Figures 4.5 and 4.6, respectively.

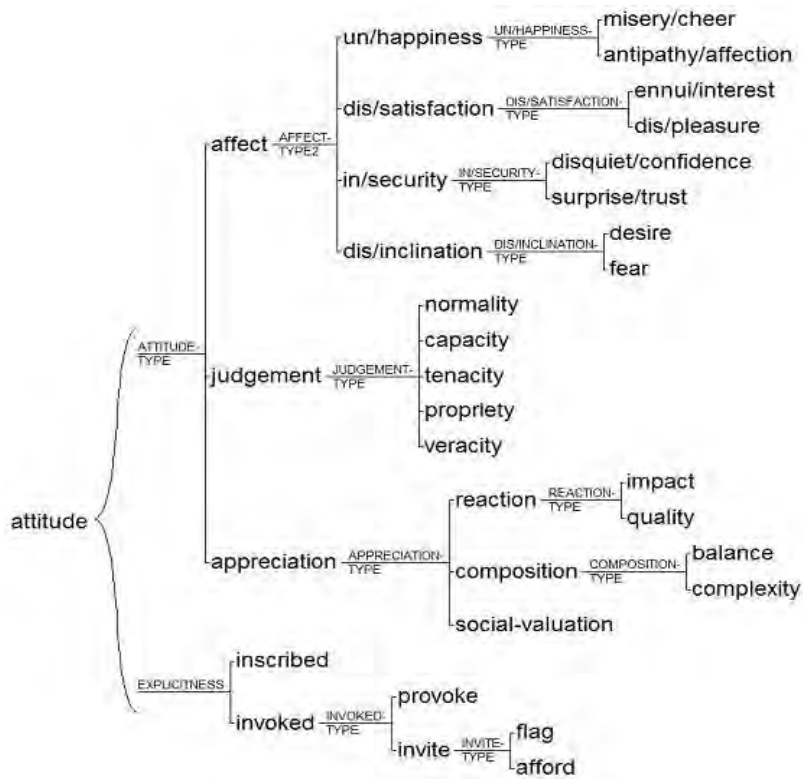


Figure 4.4. The coding scheme of Attitude

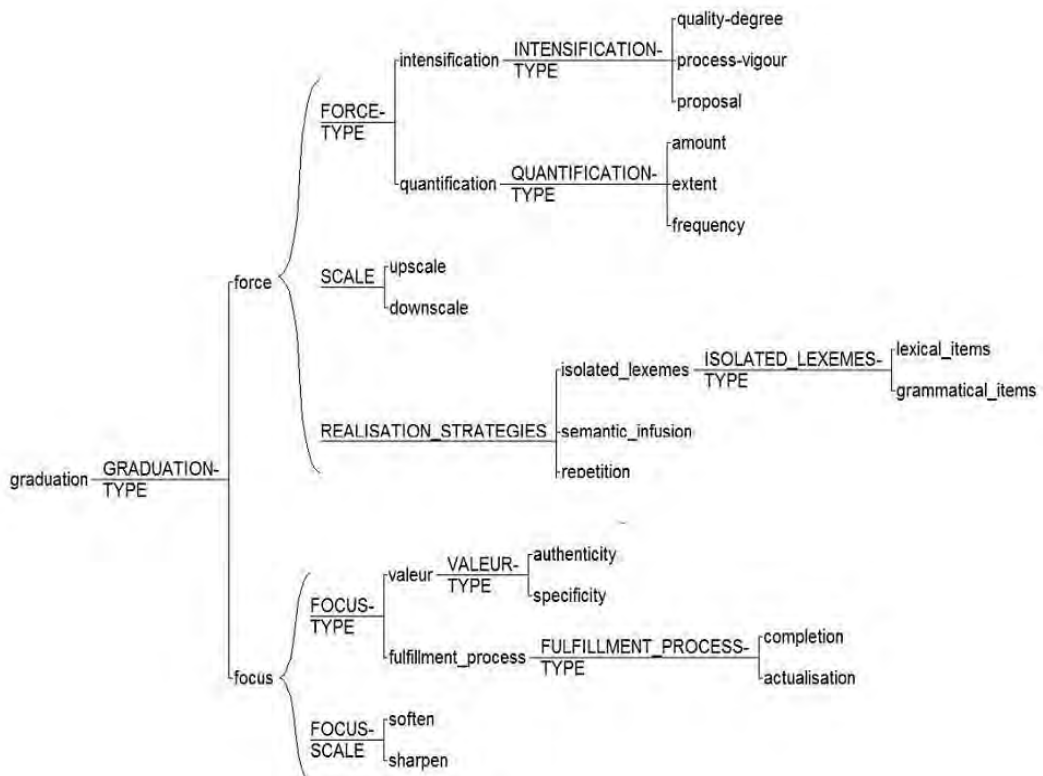


Figure 4.5. The coding scheme of Graduation

4.4.2. Data from the classroom interactions and the survey questionnaire

The data from classroom interactions between the teacher and the students during the intervention were collected at the end of each session. The interactions were recollected and noted down by the teacher. The notes of these interactions can be seen in Appendix 5.

The data from the survey questionnaire were collected at the end of Intervention 1. The questionnaire and its results can be seen in Appendix 6.

4.5. Addressing the research questions: Quantitative and Qualitative exploration of the coded data

This study took largely a qualitative approach, which is complimented by quantitative description. A qualitative approach was adopted for an insightful exploration into the students' use of Appraisal resources and strategies and the complexity of their repertoires for evaluative expression in English as demonstrated across the three tests and two interviews. Moreover, a qualitative approach enabled a deep understanding of the intervention students' capacity to use their metalinguistic knowledge about the Appraisal framework for learning about expressing evaluation in English after the interventions. To support the principally qualitative methodology, a quantitative approach using the UAM Corpus Tool (O'Donnell, 2008) was considered for statistical analysis of the results of students' work to determine the extent to which their repertoires for evaluative expressions were expanded. What follows is a brief report on how I addressed the three research questions raised in this study.

4.5.1. Research Question 1

Research Question 1 asks:

How can tertiary TEFL teacher education courses be designed and implemented to improve students' evaluative language competence?

This question will be addressed in Section 5.1 of Chapter 5 on the basis of drawing on analyses of the information and data presented throughout this study. In particular, the theoretical foundation of the Appraisal framework and genre-based pedagogies discussed in Chapter 2 and reviewed in Chapter 3 established the basis for my design and implementation of the sequence of teaching and assessment in Chapter 4. The positive impact of the courses

was evident from the interactions between the teacher and students, the students' performance in the classroom, their feedback on the mid-intervention survey questionnaires, and their responses in Interview 2. The impact was further indicated by the significance of the intervention students compared to the non-intervention students in terms of evaluative language repertoires expansion and metalanguage development. These served as the evidential bases for my discussion in Chapter 6 of the efficacy of Appraisal as a powerful theoretical framework and text-based pedagogy as a valuable approach to the development of my students' evaluative language competence.

4.5.2. Research Question 2

Research Question 2 asks:

To what extent can the evaluative language repertoires of tertiary TEFL teacher education students be expanded in pre-service teacher preparation programs?

This question will be addressed in Section 5.2 of Chapter 5. To examine the extent of development of evaluative language repertoires of the intervention students, I compared the performance of six intervention students (IS) and six non-intervention students (NS) on the three tests and writing and reading and the responses of the six IS in the two interviews. Three aspects of the data were examined: (1) the quantity of Attitude instances, (2) the range of different instantiations of inscribed Attitude and realisations of invoked Attitude, and (3) the graduation of Attitude.

4.5.2.1. Quantity of Attitude instances

The quantity of Attitude instances was calculated using the „Statistics“ function in the UAM Corpus Tool (O'Donnell, 2008). This function offers general text statistics and feature statistics, which support descriptions of each dataset, comparisons of two datasets and comparisons of multiple files. The quantity of Attitude was reported in the two aspects as indicated in the coding scheme: Attitude categories and Explicitness.

4.5.2.2. Different instantiations of inscribed Attitude and realisations of invoked Attitude

The different instantiations of inscribed Attitude and invoked Attitude were determined using the „Corpus Query Language“ tool within „Search“ function in the UAM Corpus Tool

(O'Donnell, 2008). This function allows queries of different instantiations of inscribed and invoked Attitude deployed by each student, thereby supporting exploration of how wide the range of appraisal expressions deployed by each student was.

The different instantiations of inscribed Attitude were detected at word or group rank and they were reported in terms of their occurrence frequency in each corpus. The complexity and diversity of each student's use of appraisal was determined based on the core/non-coreness of the vocabulary (Carter, 2012) and commitment of specific meaning to the resources (Hood, 2008; Martin, 2008b), which were discussed in Section 2.2.2.1.4 in Chapter 2.

The realisations of invoked Attitude were examined alongside the three invocation strategies of Provoked, Flagged and Afforded.

4.5.2.3. Graduation of Attitude

The graduation of Attitude was examined in terms of the quantities of Attitude instances that are graduated, and the range of realisations for graduating inscribed Attitude and flagging Attitude. The quantities and realisations were worked out using „Statistics“ and „Search“ functions in similar ways to Attitude.

4.5.3. Research Question 3

Research Question 3 asks:

How can tertiary TEFL teacher education students use a metalanguage informed by linguistic descriptions of evaluative resources to discuss their understanding and use of the language of evaluation?

This question will be addressed in Section 5.3 of Chapter 5. To answer this question, I examined the transcripts from Interview 2 to determine the ability of the six IS to explain three aspects of the Appraisal framework and to discuss the development in their own deployment of evaluative resources across the writing tests they completed using their metalinguistic knowledge of Appraisal. Students' ability was investigated based on two criteria: (1) the degree of accuracy, and (2) the degree of confidence of their responses.

4.5.3.1. Degree of accuracy

The degree of accuracy of students' responses was determined on the three-level scale of absolute accuracy, approximate accuracy and inaccuracy. Absolute accuracy was evaluated when the students could give exact answers to the question whereas approximate accuracy was assessed when the students were able to provide correct explanation rather than exact definition of the linguistic term. Table 4.26 presents the absolutely accurate naming of the five categories of Judgement and the approximately accurate response to the definition of the strategy „semantic infusion“ of one low achieving student, Bich.

Table 4.26. Examples of students' responses with absolute and approximate accuracy

Interviewer:	Good, so can you name the categories of Judgement?
Bich:	Well, Judgement. Yes, there are five Judgement: first is Judgement of Normality, then Capacity, and Tenacity ... uhm ... after that Judgement of Propriety and then ... uhm ...
Interviewer:	This last type of Judgement begins with letter V ... and ... then e ...
Bich:	Yes, Veracity, thank you.
Interviewer:	Yes good, now give some examples of Judgement you used in your latest writing.
Bich:	In my latest writing? Let me think ... OK ... to describe my father, I say "My father works like a beaver." or with my mother, I wrote "She is a ... really gentle and kind-hearted person".
Interviewer:	OK, good, so what type of Judgement do you think the word "kind-hearted" is?
Bich:	Kind-hearted? It means kind, so it is Judgement ... uhm ... Judgement of Propriety...
Interviewer:	Very good. Now, how do you understand semantic infusion?
Bich:	Uhm ... Can you say again please?
Interviewer:	Semantic infusion? You see, we have ... isolated lexemes, and then semantic infusion ... can you remember?
Bich:	Yes, well ..., I think that isolated lexemes is to use simple words, but semantic infusion is to describe someone or something by more complex or delicate words.

Table 4.26 indicates that Bich was able to name the five categories of Judgement with absolute accuracy. However, she could only do so with the prompts given by the interviewer and there were also a couple of hesitations in her responses. As such, students' responses would be more thoroughly evaluated when degree of confidence was taken into account.

4.5.3.2. Degree of confidence

The degree of confidence of students' responses was determined on the three-level scale of high, medium and low confidence on the basis of the numbers of hesitations the students exhibited and the number of prompts that the students required in providing accurate answers. High confidence was for responses which were produced without any hesitations or need for hints from the interviewer, medium confidence for responses with less than two hesitations and one hint, and low confidence for responses with more than two hesitations and one hint. Bich's articulation of the five categories of Judgement in Table 4.27 was evaluated as low confidence because she hesitated twice, and she also needed two hints from the interviewer.

However, her explanation of the term „semantic infusion“ was assessed as medium confidence because she hesitated once and needed only one hint.

4.6. Conclusion

This chapter has established the way I deployed my knowledge of the Appraisal framework and text-based pedagogies to design a course to explicitly teach evaluative resources and at the same time introduce the metalinguistic knowledge of the systems of Attitude and Graduation to my target students and to assess the extent to which these students“ repertoires of Attitude and Graduation resources can be developed. To be more specific, it started from identification of the specific needs of these students to develop the competence to use evaluative language and to discuss their deployment of evaluative resources using the metalanguage of Appraisal. The chapter then illustrated the methodology for my analysis of affordances of evaluation in the *Solutions* textbooks, which established the basis for my design of a pathway and sequence of teaching Attitude and Graduation to address these needs. Based on these foundations, the chapter has detailed a plan for conducting the intervention and assessment activities, including the design of lessons, the generation of paper tests and prompts for semi-structured interviews, the recruitment of participants, the implementation of the interventions to the processes of data collection and analysis. The chapter ended with an outline of strategies implemented to address the research questions.

The next chapters will report on findings on the impact of the courses on the development of students“ evaluative language competence.

CHAPTER 5. FINDINGS

5.0. Introduction

As indicated in Chapter 4 - Methodology, the data for analysis in this study were collected from various sources including textbooks and additional teacher-sourced instructional, classroom interactions between the teacher and the students and between the students, mid-intervention survey questionnaires, three paper tests and two semi-structured interviews at the beginning, middle and end of intervention. The mid-term survey questionnaires were completed by all fifteen intervention students. The three paper tests, each of which included a reading and a writing test, were completed by both intervention (IS) and non-intervention students (NS). The two semi-structured interviews were conducted with the six intervention students, including two high, two medium and two low achievers. These students were chosen from the high, medium and low performance groups on Writing Test 1. This chapter reports on the analysis of all sources of data collected in order to address the three research questions:

1. *How can tertiary TEFL teacher education courses be designed and implemented to improve students' evaluative language competence?*
2. *To what extent can the evaluative language repertoires of tertiary TEFL teacher education students be expanded in pre-service teacher preparation programs?*
3. *How can tertiary TEFL teacher education students use linguistic descriptions of evaluative resources to discuss their understanding and use of the language of evaluation?*

Section 5.1 will address Research Question 1. To highlight the value of the Appraisal framework and text-based pedagogies in the course design and implementation process, Sections 5.1.1 and 5.1.2 report on findings related to how Appraisal as a powerful theoretical framework and text-based pedagogies as an efficient pedagogical approach supported my design and implementation of the course in the classroom. The efficacy of the course will also be evaluated from the outcomes of the intervention students' performance on the paper tests which will be reported in Section 5.2 and discussed in Chapter 6.

Section 5.2 will address Research Question 2. To measure the extent of the impact of the intervention, this section compares the performance of each group of students on three tests in writing and reading and the responses of the IS in the two interviews. Comparisons are made

in terms of (1) the quantity of Attitude instances, (2) the range of different instantiations of inscribed Attitude and realisations of invoked Attitude, and (3) the quantity of Graduation instances and the range of realisations for graduating inscribed Attitude and flagging Attitude.

Section 5.3 will address Research Question 3. Section 5.3.1 briefly reports on the extent of development of each of the six selected IS in using Attitude and Graduation resources from Writing Test 1 (WT1) to Writing Test 3 (WT3). Following this is the presentation of the capacity of each of the six students to employ the Appraisal framework as a resource for learning about evaluation expressions in English. Section 5.3.2 considers student responses to three questions requesting them to provide SFL descriptions of particular aspects of the Appraisal framework. The first question required them to distinguish the two categories of „Judgement“ and „Appreciation“, the second question asked them to name the five Judgement sub-categories, and the third question prompted their explanation of the process of „semantic infusion“. Section 5.3.3 explores students“ answers to three further questions requesting them to discuss the development of their own use of the language of evaluation in English in WT3. The first of these questions required them to self-evaluate their work on WT3 compared with their work on WT1 in terms of the Attitude and Graduation resources deployed, followed by two further questions which elicited their articulation of some Judgement expressions and semantic infusion items they produced in their latest writing.

Section 5.4 will end the chapter by confirming the positive impact of the courses through provision of evidence for the strong engagement of the intervention students on the courses as indicated in their performance in the classroom, their feedback on the mid-intervention survey-questionnaires, and their responses in the end-of-intervention interview.

5.1. Design and implementation of courses

This section presents findings on the design and implementation of teacher education courses to develop students“ ability to comprehend and use evaluative resources in response to Research Question 1.

How can tertiary TEFL teacher education courses be designed and implemented to improve students“ evaluative language competence?

As indicated in previous chapters, the design of the courses included four principal activities: (1) textbooks analysis, (2) textbooks augmentation, (3) design of a pathway for teaching and

learning of Attitude and Graduation resources, and (4) design of a teaching and learning model. The courses were then implemented within the periods of two fifteen-week interventions which follow the pathway for teaching and learning designed and use the teaching-learning model proposed. This section will report on findings regarding factors underpinning the process of courses design and implementation such as the Appraisal framework and text-based pedagogies.

5.1.1. The role of the Appraisal framework in the courses design and implementation

Chapters 2 and 3 indicated that the Appraisal framework provides a systemic theoretical account of linguistic resources for expressing evaluation in English, which includes a comprehensive categorization of the various kinds of evaluation and the variety of ways in which differentiated meanings can be realized in language. Chapter 4 then illustrated how this framework was deployed to analyze the extent and range of resources for expressing evaluative meanings in English that were included in the *Solutions* textbooks (Falla & Davies, 2013a, 2013b). The results of this analysis were the basis for the determination of the learning materials that were required to augment the textbook and for the design of the pathway for teaching and learning Attitude and Graduation in the intervention.

This delicate, comprehensive and systematic appraisal framework explicating resources for expressing evaluation in English enabled me to distinguish a range of different evaluative resources and to determine the nature of evaluative resources in a particular text. For example, it provided me with an insight into the number of attitude instances that were inscribed or invoked as well as the number of attitude instances graduated using different strategies such as isolated lexemes, semantic infusion or repetition or listing, as shown in the results of my analysis of the ten texts in Table 5.1.

Table 5.1. Quantities of Attitude and Graduation in the ten reading texts in the two Solutions textbooks

	Total word counts	Attitude			Graduation			
		Inscribed	Invoked	Total	Isolated lexemes	Semantic infusion	Repetition or listing	Total
Chapter 3.3	444	5	0	5	3	1	0	4
Chapter 3.7	467	4	3	7	3	2	0	5
Chapter 3.8	409	3	0	3	0	1	0	1
Chapter 3.9	420	5	8	13	13	3	0	16
Chapter 3.10	530	21	11	32	3	10	0	13
Chapter 4.1	525	13	9	22	2	4	0	6
Chapter 4.3	670	14	11	25	4	11	4	19
Chapter 4.4	550	17	10	27	1	3	1	5
Chapter 4.6	750	14	5	19	1	5	0	6
Chapter 4.9	730	13	24	37	10	10	1	22

As shown in Table 5.1, the text in Chapter 3.7 included four inscribed instances and three invoked expressions conveying Un/happiness and Dis/satisfaction. These instances were graduated by three isolated lexemes and two by semantic infusions. A closer examination indicated that the lexical resources for inscribing Affect were quite basic verbs or adjectives (e.g. „like“, „liked“, „interested“ and „impressed“) and there were not varied ways for intensifying these attitudes (e.g. grammatical items „really, „very“ or semantically infused word „impressed“). These findings informed me that the text did not include adequate resources for the teaching of evaluative expressions of Unhappiness and Dis/satisfaction. They also established the base for my search for supplementary texts which included more varied resources for conveying Unhappiness and Dis/satisfaction. For example, in the text „*What if a person you love doesn't know you exist?*“ that I added to the lesson plan, there was a wide range of resources for expressing Unhappiness and Dis/satisfaction directly (e.g. love, content, happy, cheerful, joyful, merry, glad, jovial, delighted, ecstatic, overjoyed) or indirectly (e.g. „her heart beat rapidly whenever she sees him“, „her heart was filled with love for Cameron, with love for this mortal, with hope for this possible bloom of love“, „ears of crystal slid soundlessly into the waves“, „she was dying inside, her love and hope were yanked away“, „she felt so lonely, so useless, so unbearably sad“ „her soul was gone, violently ripped away, and with a shattering of her heart now so broken into a thousand lone pieces). There were also a variety of semantically infused words and expressions and repetition to intensify these attitudes as seen above.

The Appraisal framework also demonstrated its crucial role in supporting my design of the pathway for teaching and learning Attitude and Graduation resources. As discussed in Chapter 4, the pathway needed to be designed following three principles: Affect resources were taught before those of Judgement and Appreciation; inscribed Attitude was introduced before

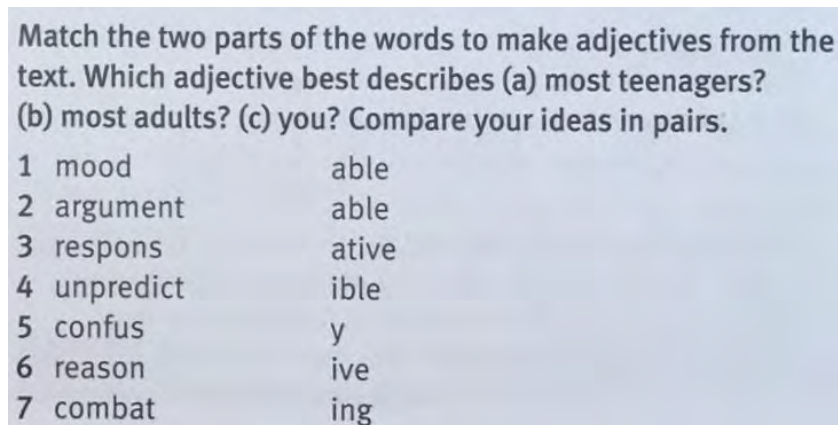
invoked Attitude; and Graduation resources were taught in a way that facilitated students' accumulation of resources that cover all Force and Focus sub-categories (e.g. from explicit grading adverbials, to semantically infused words and then to indirect graders such as metaphor, simile, repetition or listing or accumulation of similar attitudes). The systematic and comprehensive account of the language of evaluation that Appraisal provided enabled me to design the pathway for introducing Attitude and Graduation resources in the most appropriate and efficient manner. This is shown in the pathway for teaching Attitude and Graduation resources in Table 4.1.

On implementation of the courses, the Appraisal framework provided me with the metalinguistic knowledge about the language of evaluation, which facilitated the development of a shared metalanguage with my students. The knowledge of a shared metalanguage about Appraisal proved to be an efficient tool for me to deliver feedback to my students about their use of evaluative resources in their oral and written work. This can be seen from Table 5.2 demonstrating how the shared metalanguage developed between me and my students enabled me to discuss with them differentiated choices of evaluative resources in a video-recorded improvised drama activity in the classroom.

Table 5.2. Classroom interactions for negotiating choices of evaluative resources in a video-recorded improvised drama activity

Teacher's activities	Students' activities
OK, so you have watched the role-play twice and I believe that you have noted the evaluative resources that were employed in the role-play as requested. At the beginning of the role-play, the Dad told his daughter about his feeling when he knew that his daughter had three very low marks in a fortnight. First, he used one adjective to express his feeling. Everyone, tell me this adjective.	Listen
	Thuy: „furious“
Very good, Thuy. What type of evaluative language does „furious“ belong to? Affect, Judgement or Appreciation? And why do you think so, Thuy?	Listen
	Thuy: I think it is Affect because it describes the feelings of the father.
Good, Thuy. We have four sub-types of Affect, what sub-types does “furious” belong to, Thuy?	Listen
	Thuy: I think it expresses Affect of Dis/satisfaction
Right, Thuy. There are two kinds of Dis/satisfaction, you see, Ennui/interest and Dis/pleasure. Can you tell me the exact kind of Dis/satisfaction, Thuy?	
	Thuy: Well, uhm, I think Dis/pleasure.
Very good, so we can write the adjective „furious“ here in the line of Dis/pleasure. The whole class, you see the Dad used „furious“ instead of „angry“. Anyone knows why?	Listen and may take notes
	Nhu: ... because he wants to say that he is very very angry.
Good, but why didn't he use „very very angry“. Anyone?	
	Phuong: Because „furious“ is more interesting than „very, very angry“
Right, but can you memorise the strategies for intensifying Attitude? What strategies did the dad use when he said „furious“, Phuong?	
	Phuong: Well, uhm ... Duc: Semantic infusion.
Well-done, Duc. Semantic infusion. We have semantic infusion, and what are the other two, can you memorise, Duc?	
	Duc: Semantic infusion, and isolated lexemes and ... repetition and listing
Very good, Duc. In case the Dad said „I feel very very angry“, which strategy was he using, Duc?	
	Duc: He used isolated lexeme „very“ and he repeated it twice.
OK. So, he may say „very very angry“, or „furious“. Can think of other words or phrases to replace „furious“, I mean ... uhm ... give me some synonyms of „furious“?. Anyone?	
	Nguyen: „infuriated“
Yes, Nguyen „infuriated“, a very high degree of anger or displeasure, or ... anyone?	
	Nhu: „cranky“
Good, Nhu, „cranky“ means „extremely angry“. What else?	
	Phuong: „livid“
Well-done, Nhu, „livid“, „cranky“, uhm ... and „infuriated“, and „furious“. All of these are adjectives and they are semantic infusion items and they are used instead of isolated intensifiers such as „very“ or „really“, or „extremely“ angry. Beside these adjectives, we also have some phrases beginning with the preposition in. Can you think of some phrases? Anyone?	
	Duc: „in a temper“
Very good, Duc, “in a temper”, and in ...	
	Phuong: „in a fury“
Well-done, Phuong „in a fury“, „in a temper“, and ... Anyone else?	
	Nhu: „in bad mood“
Great, Nhu, „in bad mood“, „in a fury“, „in a temper“, and ... Anyone else? No? and we also have „in a rage“ ... „in a rage“. The whole class, please take notes.	

The knowledge of Appraisal also allowed me to frame pedagogic practices for making evaluative resources more explicit to my students. For example, a vocabulary exercise as shown in Figure 5.1 requested students to match the roots and the suffixes given to make adjectives available in the text (e.g. „moody“; „argumentative“; „responsible“; „unpredictable“; etc.), which related to evaluation; however, it did not focus on sub-categorizing these evaluative resources.



Match the two parts of the words to make adjectives from the text. Which adjective best describes (a) most teenagers? (b) most adults? (c) you? Compare your ideas in pairs.

1 mood	able
2 argument	able
3 respons	ative
4 unpredict	ible
5 confus	y
6 reason	ive
7 combat	ing

Figure 5.1. Vocabulary exercise in Chapter 4.3 (Falla & Davies, 2013b, p. 31)

My knowledge about Appraisal alerted me to the need to redesign or devise additional teaching and learning experiences to support my students’ recognition, comprehension and revision of evaluative resources in the most explicit and systematic manner. This can be seen in Figure 5.2.

Exercise 1

argument	respons	predict	reli	ablex 2	ful x 2	iblex 2
combat	flex	respect	deceit	ive	ative	etic
sympath	sens	impet		ous	tive	

Exercise 2

predictable	sensitive	fair	experienced	inx 3	un x 3
appropriate	just	patient	moral	im x 4	dis
honest	polite	mature			

Exercise 3

<i>Adjectives used to express</i>	<i>Positive</i>	<i>Negative</i>
Judgement of normality		
Judgement of capacity		
Judgement of tenacity		
Judgement of veracity		
Judgement of propriety		

Exercise 4. *Work in groups of three. One student will choose an adjective in the table having generated in Exercise 3 and describe that adjective while the other two listen to the description and speak out the adjective following the scenario below.*

Student A: I always greet strange people when they come to my house to meet my parents or relatives.

Student B: Are you mature?

Student A: No.

Student C: Are you polite?

Student A: That's right. And polite is used to express positive Judgement of propriety. You are correct. So, it is your turn to describe one adjective, C.

Student C:

Figure 5.2. Revised vocabulary exercises for Chapter 4.3 (Falla & Davies, 2013b, p. 31)

The existing exercise in the textbook as seen in Figure 5.2 was then replaced with four exercises as shown in Figure 5.2. Exercise 1 requested students to match the roots with the suffixes to generate eleven adjectives that may inscribe positive Judgement (e.g. „responsible“, „reliable“, „respectful“, „sympathetic“, etc.) whereas Exercise 2 asked them to match the roots with the prefixes to form eleven adjectives that may inscribe negative Judgement (e.g. „unfair“, „inexperienced“, „immoral“, „dishonest“, etc.). Next was Exercise 3 requiring them to map the twenty-two newly formed adjectives against the table with five rows labeling five sub-categories of Judgement and two columns Positive and Negative. Finally, Exercise 4 prompted them to use some of the newly formed adjectives to describe the characteristics of the people they know and used their metalinguistic knowledge of Appraisal to talk about their own use of evaluative resources.

Overall, the findings have established the position of the Appraisal framework in my courses design and implementation. Particularly, it provided me with an insight into how evaluative resources were dealt with in the *Solutions* textbooks, thus informing me of whether or not to redesign the exercises or to supplement the textbooks with additional texts from other sources and of the specific resources that need to be supplemented. It also supported my design of the pathway for explicit teaching of Attitude and Graduation resources and provided me with a metaknowledge to talk with my students about these evaluative resources.

5.1.2. The role of text-based pedagogies in courses design and implementation

The relevance of text-based or genre-based pedagogies to the development of repertoires of evaluative resources of the tertiary students has been clarified in Chapter 2. The ways my knowledge about genres supported my generation of the pathway for teaching Attitude and Graduation and my design of the teaching-learning model for this study have been discussed in Chapter 4. This section will present findings on the values of these pedagogies in designing and implementing the courses.

Five genres were identified in the *Solutions* textbooks (Falla & Davies, 2013a, 2013b) namely anecdotes, narrative, review, biographical review and exposition. The identification of these genres informed my generation of the pathway for teaching and learning Attitude and Graduation resources as indicated in Table 4.1. The stages in the particular genres were distinguished as illustrated in Table 5.3, which presents the stages in an anecdote paragraph in Chapter 3.7. The use of this genre analysis in discussion with my students is shown in Table 5.4.

Table 5.3. Stages in an anecdote paragraph modelled from paragraph 5 of the reading text in Chapter 3.7 of the Solutions Intermediate textbook

Paragraph 5	Stages	
Cathy is an attractive fitness instructor. „I was working long hours and wasn’t meeting men that I was interested in, so I joined a dating agency,“ says Cathy.	Orientation	
„I was matched with several men and one of them was David. When I first met, I wasn’t impressed.	Remarkable event 1	Remarkable events
But as we started talking, I discovered that we had a huge amount in common. I like his attitude to life and the way he talked, and I realized that I really liked him. So, as a fitness instructor, I told him he had to get in shape!“	Remarkable event 2	
Seven months later, Cathy and David got married.	Remarkable event 3	
„And now I think he is the most gorgeous man in the world!“ she says.	Reaction	

Table 5.4. Teacher discussing the three stages of an anecdote paragraph

Teacher's activities	Students' activities
<p>OK, now look back to paragraph 5 of the reading text in the textbook. This can be called an anecdote paragraph or a paragraph that tells a short interesting story about a person or event, and in this case, a love story between Cathy and David. There are three main stages in an anecdote paragraph: Orientation, Remarkable events and Reaction. Now listen to my reading and answer my questions to unpack the three stages in this paragraph.</p> <p>Read: Cathy is an attractive fitness instructor. „I was working long hours and wasn't meeting men that I was interested in, so I joined a dating agency," says Cathy.</p> <p>This is the Orientation stage of the anecdote paragraph. It sets the scene of the story, telling us the situation of the story. So, what is the story about, Thuy?</p>	<p>Listen</p>
	Thuy: It is about Cathy.
OK, Thuy, but what is her situation?	Listen
	Thuy: She is an attractive fitness instructor and she was busy with her work, so she didn't meet men that she likes.
Good, Thuy. Why do you know that she didn't like these men?	Listen
	Thuy: Because the text tells that she wasn't interested in them
Very good, she wasn't interested, so what did she do?	
	Thuy: She joined a dating agency.
<p>Right. So, the first two sentences set the scene of the story, telling us about a girl called Cathy and her situation that she was busy with her work and not meeting interesting men; therefore, she joined a dating agency.</p> <p>Then, there comes remarkable events of the story. There are three remarkable events of this story. Can you read the rest of the paragraph silently and tell me these three events?</p> <p>OK, what is the first event, Bich?</p>	Listen and do as instructed
	Bich: Cathy was matched with several men and one of them was David.
Good, Bich. How did Cathy feel when she first met David?	
	Bich: She wasn't impressed with him.
OK, right. She wasn't impressed or she didn't have any special feeling to him. The whole class, pay attention to the use of attitudinal expression here „wasn't impressed“ What type of Affect is it?	Listen
	Thuy: I think „Unhappiness“
Good, so „wasn't impressed“ was used to indicate that at first sight, Cathy was not very happy with David. What is happened next, Thuy?	
	Thuy: Then they talked to each other and Cathy found that they had many things in common.
Good, so, the second event is that she realised that they shared many similar things or they had huge amount in common when they talked to each other. What was her feeling, then, Thuy?	Listen
	Thuy: She liked, then really liked him.
Very good, Thuy. She liked, then really liked him. This means that she gradually developed positive feelings to him. And how about the third event, can you, Phuong?	Listen
	Phuong: Then, they got married.
Right, and now, how does she think of him, Phuong?	Listen

	Phuong: I think she adores him as she says that she thinks he is the most gorgeous man in the world.
Well-done, now she is really satisfied with him or with the decision of joining the dating agency. This sentence concludes the story with the Reaction. So the whole class, now we have the three stages of this anecdote. The anecdote begins with Orientation stage by setting the situation of Cathy as a busy girl having no time to meet interesting man and deciding to join a dating agency. Next come three remarkable events. First, she had no special feelings with him. Then, she gradually liked him when she realised that she shared huge amount in common with him. Finally, they got married. The anecdote ends with the Reaction stage telling that Cathy was really satisfied with David and with her decision to join the dating agency...	Listen

The scaffolded reading phase originated from the scaffolding interaction cycle (Martin & Rose, 2005), which included three moves of Prepare-Identify-Elaborate allowed me to make evaluative resources explicit to my students while still supporting their comprehension of the logogenetic unfolding of the field of the text. This can be seen in my interaction with students for explicit teaching of the epithet „interested in“ as can be seen in Table 5.5.

Table 5.5. Classroom interactions for explicit teaching of “interested in” in Chapter 3.7 of the Solutions Intermediate textbook

	Teacher’s activities	Students’ activities
Preview activity	Now I’m just going to read the sentences of paragraph 5... Tell you what it is about and then we’re going to go along and highlight. I’m going to tell you what to highlight....	Listen
Read sentence	Cathy is an attractive fitness instructor. „I was working long hours and wasn’t meeting men that I was interested in, so I joined a dating agency,” says Cathy.	Listen and read along the text silently
Prepare and Cues	So, the first sentences of the text introduce Cathy as an attractive fitness instructor and the second one gives the reason for her to join in an online dating agency. Can you find one word in the second sentence that means „attentive“; Thuy?	Listen
Identify		Thuy: <i>I think it is „interested in“</i>
	Great, Thuy. Now I want you to underline this word.	Underline the word „interested in“
Elaborate	„ <i>To be interested in something or someone</i> “. This phrase is used when you want to give your attention to someone or something and discover more about it or him or her.“ „ <i>interested in</i> “ is an Affect resource indicating satisfaction. As introduced previously, there are two subtypes of Affect of Dissatisfaction termed Interest and Pleasure. In this case, interested can be grouped into Interest.	Listen, take notes and map “interested in” against the Attitude framework, under Interest sub-category

5.1.3. Conclusion of Section 5.1

Section 5.1 has addressed Research Question 1 regarding how courses for developing tertiary students’ evaluative language competence could be designed and implemented. The Appraisal framework provided a comprehensive and coherent basis for planning pedagogy to develop students’ repertoires of evaluative language through analysis and augmentation of textbooks

and supplemented materials, for framing of pedagogic practices, for design of a pathway for teaching and for discussion with students using our shared metalinguistic knowledge about Appraisal. The text-based pedagogies informed the detailed development of learning experiences for the students through provision of the basis for discussion of a variety of genres in terms of their staged development, logogenetic unfolding of field and strategic and subtle deployment of evaluative resources. The next sections will detail the development of the students' evaluative language competence across the three tests and interviews to further confirm the positive impact of the courses.

5.2. Development of repertoires of Attitude and Graduation resources of intervention and non-intervention students

This section reports on the development of the students' repertoires of Attitude and Graduation across the three tests and two interviews in response to Research Question 2.

To what extent can the evaluative language repertoires of tertiary TEFL teacher education students be expanded in pre-service teacher preparation programs?

5.2.1. Writing and Reading Tests 1 and Semi-structured Interview 1

5.2.1.1. Writing Test 1

The quantities of Attitude instances that the six intervention (IS) and six non-intervention (NS) students employed in Writing Test 1 (WT1) are shown in Table 5.6.

Table 5.6. Quantities of Attitude instances in Writing Test 1

	IS-WT1	NS-WT1
Inscribed Attitude	139	135
Invoked Attitude	55	63
Total	194	198

As is evident in Table 5.6, the quantities of Attitude instances used by the six IS and six NS prior to the intervention are very similar. These numbers clearly indicate the similar competence of the students from the two groups in using evaluative language before the teaching intervention. The following section will further investigate the similarity in the quantities of instances, the range of instantiations, and realisations of graduation of each category of inscribed Attitude and the quantities of instances and the range of realisations of each category of invoked Attitude.

5.2.1.1.1. Inscribed Attitude according to category choices

The first of the three aspects of inscribed Attitudes which were examined, quantities of instances of each category of Attitude, can be seen in Table 5.7.

Table 5.7. Quantities of inscribed Attitude instances types in Writing Test 1

	IS-WT1	NS-WT1
Affect	39	35
Judgement	43	49
Appreciation	57	51
Total	139	135

The aggregated data from WT1 illustrate a very similar trend in the employment of three Attitude categories. In particular, as shown in Table 5.7, Affect was least employed by the two groups, and there was little difference in the quantities of Judgement and Appreciation instances.

The second aspect, the range of instantiations of inscribed Affect, Judgement and Appreciation, is shown in Table 5.8.

Table 5.8. Quantities of different instantiations of inscribed Attitude in Writing Test 1

	IS-WT1	NS-WT1
Affect	18	18
Judgement	24	26
Appreciation	33	29
Total	75	73

Table 5.8 indicated that, despite some small variations, there is similarity in the quantities of different instantiations of inscribed Attitude generated by the two groups of students. A closer examination indicates similarities in the two groups' frequent use of basic or core words to convey evaluative meanings. This tendency can be seen in Table 5.9, which presents the instantiations of Affect of Antipathy/Affection, Judgement of Propriety and Appreciation of Quality that the two groups produced in WT1.

Table 5.9. Instantiations of inscribed Affect of Antipathy/Affection, Judgement of Propriety and Appreciation of Quality in Writing Test 1

	IS-WT1		NS-WT1	
Affect of Antipathy/Affection	like	5	like	6
	love	4	loves	1
	loves	2	love	1
	grateful	1	loved	1
Judgement of Propriety	polite	2	good	6
	kind	2	helpful	2
	nice	2	nice	1
	good	1	polite	1
	mischievous	1	kind	1
			care	1
		takes care of	1	
Appreciation of Quality	good	9	good	6
	delicious	4	fresh	3
	fresh	3	best	3
	expensive	3	delicious	3
	ok	2	beautiful	2
	beautiful	2	nice	2
	peaceful	2	cheap	1
	comfortable	2	peaceful	1
	best	2	special	1
	luxury	1	noisy	1
	warm	1	favourite	1
	comfortably	1	well	1
	cool	1	comfortable	1
	calm	1	ok	1
	professional	1	relaxing	1
	amazing	1	clean	1
	clear	1	expensive	1
	cheap	1		
	suitable	1		
	relaxing	1		
clean	1			
positive	1			
nice	1			

As seen in Table 5.9, core words such as „like“ and „love“, „good“, „nice“, „kind“ and „polite“, and „good“, „beautiful“ and „nice“ were deployed frequently by both the IS and the NS to express Affect of Antipathy/Affection, Judgement of Propriety, and Appreciation of Quality, respectively. The frequent deployment of the simple adjective “good” by the IS and NS for a variety of evaluative purposes in various circumstances is demonstrated in examples from Table 5.10.

Table 5.10. The over-deployment of the core word 'good' in Writing Test 1

IS-WT1	NS-WT1
<ul style="list-style-type: none"> - My mother teaches me how to become a <u>good person</u>, and she gives me <u>good advice</u> when I run into trouble. She is friendly and outgoing while I am shy and not <u>good</u> at communicating with other people. - The <u>service of the restaurant</u> is very <u>good</u>... The <u>seafood</u> is <u>good</u> because it is cooked very well ... I see that this is a <u>good place</u> to go to relax when you we have free time. - The <u>service of this restaurant</u> is <u>good</u> ... I hope that you will have a <u>good time</u> at this restaurant. - ABC restaurant is a <u>good choice</u> if you are going to visit my hometown next week. - My father has to work hard for me to have a <u>good life</u>. - <u>All of the things</u> are very <u>good</u>. 	<ul style="list-style-type: none"> - My mother is a <u>good Literature teacher</u>. She teaches me to become a <u>good student</u> and <u>good person</u> in the society. - My mom is a teacher, so she knows how I feel, how to raise me to be a <u>good person</u>... My father also created a <u>good relationship</u> to everybody. - My sister tries to find a <u>good job</u> to help my mom... She is a really <u>good teacher</u> with me and many students. - I am impressed by their behaviors, which makes me try every day to become a <u>good person</u> like my parents. - When I was young, my mother taught me that I must have <u>good behaviors</u> towards the society and others in the community. - <u>The restaurant</u> may have a silly name, but it is really <u>good</u> ... The restaurant is a <u>good choice</u> for a family which has many children.

Overall, similarities in the small numbers of different instantiations of Attitude and the highly frequent deployment of core words in the two corpora indicated commonalities in the two groups' very limited repertoire of Attitude resources prior to the intervention.

Graduation of inscribed Attitude is the third aspect under examination. The starting point for exploring this aspect is quantities of instances that are graduated, which is shown in Table 5.11.

Table 5.11. Quantities of inscribed Attitude instances that are graduated in Writing Test 1

	IS-WT1	NS-WT1
Affect	17	10
Judgement	16	22
Appreciation	20	19
Total	53	51

Despite some small variations in the quantities of instances of Affect, Judgement and Appreciation as can be seen in Table 5.11, there is similarity in the quantity of Attitude instances that are graduated by the two groups.

A further issue of graduation of inscribed Attitude for exploration is quantities of Graduation instances as shown in Table 5.12.

Table 5.12. Quantities of Graduation instances in Writing Test 1

			IS-WT1	NS-WT1
Force	Intensification	Quality degree	59	67
		Process vigour	12	5
		Proposal	0	0
	Quantification	Amount	1	0
		Extent	0	0
		Frequency	1	1
Sub-total			73	72
Focus	Valeur	Authenticity	0	1
		Specificity	2	0
	Fulfillment	Completion	0	0
		Actualisation	0	0
	Sub-total			2
Total			75	73

Table 5.12 indicates substantial similarities in the two groups' deployment of resources for graduating inscribed Attitude at this pre-intervention stage. In particular, the quantities of Graduation instances in the two corpora are approximately the same. In terms of Force, there is a very strong tendency for deploying Intensification of Quality: degree to intensify Attitude. With regard to Focus, only three instances were employed across both groups.

The final consideration in exploring graduation of inscribed Attitude is realisations of Graduation resources. As discussed in Chapter 2, Graduation resources can be realised by isolated lexemes, semantic infusion and repetition or listing. Table 5.13 presents the quantities of different realisations of Graduation.

Table 5.13. Quantities of realisations of Graduation instances in Writing Test 1

			Six IS		Six NS	
			Realisations	Instances	Realisations	Instances
Force	Isolated lexemes	Lexical items	0	0	0	0
		Grammatical items	7	40	9	39
	Semantic infusion		11	23	12	24
	Repetition or listing		8	10	6	9
Focus	Isolated lexemes – Grammatical items		2	2	1	1
Total			28	75	28	73

Table 5.13 reveals a very similar tendency in deployment of Graduation realisations in the two corpora. Noticeable is the two groups' limited range of grammatical items, and the constant repetition of these to graduate instances in the two corpora. A closer investigation indicates a similar tendency in the two groups' highly frequent use of simple grammatical items to intensify Attitude as can be seen in Table 5.14.

Table 5.14. Grammatical items realising Quality_degree in Writing Test 1

IS-WT1		NS-WT1	
very	17	very	14
most	4	really	7
really	3	most	7
so	2	so	2
quite	2	almost	1
too	1	more	1
		quite	1
		somehow	1

Table 5.14 demonstrates a restricted range of grammatical items deployed by both the IS and NS. Moreover, core intensifiers such as „very“, „really“ or „most“ were used by both groups with very high frequency. The overuse of these core intensifiers is illustrated in Table 5.15, which presents extracts from the work of one IS and one NS.

Table 5.15. Realisations of Quality_degree via intensifying adverb ‘very’ in Writing Test 1

IS-WT1	NS-WT1
The decoration of Thi Nai Restaurant is also very good. The furniture are made in wood, so it looks interesting. Coming here, you can enjoy some ballads or pop songs. I like the staff very much because they are very nice and friendly. The seafood is good because it is cooked very well. In my opinion, the price is OK. In summary, I see that this is a good place to go to relax when we have free time. I think you will like it very much when you come to visit Thi Nai Restaurant.	The restaurant is also designed with many luxury lights which are placed around the restaurant and they are very beautiful at night. The best thing to me is the food. The restaurant has many kinds of food I really like. I always enjoy seafood like crabs, fish when I go to this place. The food is delicious because it is cooked by a professional chef. The staff also plays an important role in improving the restaurant, they serve clientele very well. Although the restaurant looks luxury and the food is very delicious, the price is quite cheap.

A similar tendency in deploying core and repetitive intensifiers to graduate inscribed Attitude reflects the limited repertoire of appraisal resources among the two groups. Details of Force and Focus items employed to graduate inscribed Attitude can be seen in Appendix 1.

5.2.1.1.2. Invoked Attitude according to category choices

Investigation into the deployment of resources for invoking attitude can indicate students’ ability to convey evaluative meanings through indirect use of evaluative language (Hood, 2006; S. H. Lee, 2009; Ngo, 2013). The first of the three aspects of invoked Attitude which were examined, quantities of instances of each category of Attitude, can be seen in Table 5.16.

Table 5.16. Quantities of invoked Attitude instances types in Writing Test 1

	IS-WT1	NS-WT1
Affect	0	1
Judgement	28	29
Appreciation	27	33
Total	55	63

As is evident in Table 5.16, despite a minor difference in the order of preference for invoked Judgement and Appreciation, there are similar numbers of invoked instances of Affect, Judgement and Appreciation in the two corpora.

The second aspect under examination is realisations of invoked Attitude. As presented in Chapter 2, invoked Attitude can be realised by Provoke, Flag or Afford. The realisations of invoked Attitude will be presented alongside the three invocation strategies of Provoked, Flagged and Afforded. The quantities of realisations for invoking Attitude is shown in Table 5.17.

Table 5.17. Quantities of realisations for invoked Attitude in Writing Test 1

	IS-WT1			NS-WT1		
	Provoked	Flagged	Afforded	Provoked	Flagged	Afforded
Affect	0	0	0	0	1	0
Judgement	0	18	10	0	17	12
Appreciation	0	14	13	0	15	18
Total	0	32	23	0	33	30

With regard to Provoke, the aggregated data from Table 5.17 shows that no similes or metaphors, which are the typical realisations of provoked Attitude, were deployed.

In terms of Flag, the data from the two corpora indicate a similar tendency in the two groups’ interest in deploying isolated lexemes and repetition as quantification resources to flag attitude as shown in Table 5.18.

Table 5.18. Realisations of Flagged Attitude in Writing Test 1

Realisations		IS-WT1	NS-WT1
General	Specific		
Quantification	Isolated lexemes	The restaurant is decorated with <i>many</i> beautiful Japanese things. (Inscribed Appreciation of Japanese things and Flagged Appreciation of the restaurant)	The restaurant is decorated with <i>many</i> luxury lights and they are very beautiful at night. (Inscribed Appreciation of the lights and Flagged Appreciation of the restaurant)
	Repetition	My mother taught me <i>to be kind to people, to be polite to old people and to think in a positive way.</i> (Flagged Judgement of the mother)	My mother is a teacher, so <i>she knows how I feel, what I like, and how to raise me to be a good person.</i> (Flagged Judgement of the mother)

Of particular interest from Table 5.17 is the similar number of realisations for flagged Affect, Judgement and Appreciation deployed by both groups of students. Details of resources for flagging attitude will be presented in the next section.

Regarding the last invocation strategy of Afford, despite the higher number of Afforded realisations by the NS over the IS, the frequency of Afforded Judgement and Afforded Appreciation was quite similar for both groups. Detailed lists of realisations of invoked Attitude in the two corpora can be seen in Appendix 1.

The third aspect, resources for flagging Attitude, was examined from two perspectives: quantities and realisations of resources deployed to flag Attitude.

As noted in Chapter 2, ideational meanings can be intensified or quantified to invoke attitudinal meanings. Quantities of resources used to flag attitude are shown in Table 5.19.

Table 5.19. Quantities of resources for flagging Attitude in Writing Test 1

	IS-WT1	NS-WT1
Intensifiers	0	0
Quantifiers	32	33
Total	32	33

Table 5.19 indicates very similar quantities of resources deployed by both groups of students to flag attitudinal meanings. In particular, only quantifiers were deployed and the quantities of quantifiers in the two corpora were almost the same.

Also noted in Chapter 2 are the three realisation strategies for flagging Attitude from ideational meanings namely isolated lexemes, semantic infusion and repetition or listing. Quantities are presented in Table 5.20.

Table 5.20. Quantities of realisations for flagging Attitude in Writing Test 1

	IS-WT1		NS-WT1	
	Realisations	Instances	Realisations	Instances
Isolated lexemes	7	18	6	16
Semantic infusion	3	7	4	9
Repetition or listing	7	7	8	8
Total	17	32	18	33

Table 5.20 indicates the two groups' similar strong preference for Isolated lexemes to flag attitudinal meanings. Of particular interest is the similar limited range of realisations under isolated lexemes and semantic infusion to flag Attitude instances. A closer examination reveals a similar tendency in the two groups' deployment of basic isolated items to flag Attitude. This tendency can be seen in Table 5.21.

Table 5.21. Quantifiers under isolated lexemes for flagging Attitude in Writing Test 1

IS-WT1		NS-WT1	
many	7	every	6
all	3	many	4
a lot	3	some	3
anything	1	all	1
various	1	even	1
not only ... but also	1	day by day	1
every time	1		

Table 5.21 indicates that basic isolated lexemes such as „many“, „all“, „a lot“ or „every“ were used by both groups of students with high frequency. The overuse of these isolated lexemes is shown in Table 5.22.

Table 5.22. Realisations of some isolated quantifiers for flagging Attitude in Writing Test 1

IS-WT1	NS-WT1
<ul style="list-style-type: none"> - There are many interesting things about this restaurant. - The restaurant is decorated with many beautiful Japanese things. - My father has learnt many useful things in life. 	<ul style="list-style-type: none"> - The restaurant is also designed with many luxury lights which are placed around the restaurant and they are very beautiful at night - Everyone in here is very friendly and the food is so delicious. - My characters, my attitude to life or my way of thinking, my mother teaches me all.

Similar tendencies in employing basic and repetitive isolated lexemes to flag Attitude indicate the limited repertoire of appraisal resources among the two groups. Detailed lists of Graduation resources employed to flag Attitude can be seen in Appendix 1.

5.2.1.1.3. Summary of findings

This section has highlighted the most noticeable features of the employment of Attitude and Graduation resources by the six IS and six NS in WT1. Close analysis revealed significant similarities in: (1) the quantities of inscribed and invoked Attitude instances, (2) the limited range of instantiations for inscribing Attitude with the use of very few non-core words and expressions, (3) no metaphors or similes to provoke attitudinal meanings, (4) the dominant and repetitive use of basic isolated items or common semantic infusion items to graduate inscribed Attitude or to flag Attitude. These findings indicate similarities in the limited repertoire and low capacity of the six IS and six NS in using appraisal resources prior to interventions (Ngo, 2013; Ngo et al., 2012). The report on the two groups' performances on Reading Test 1 in the following section will further indicate the similarity in the limited repertoire of attitudinal expressions of the six IS and six NS.

5.2.1.2. Reading Test 1

The reading test was designed to allow investigation into students' ability to comprehend evaluative language in reading texts. The quantities and average proportions of correct items scored by the six IS and six NS in Reading Test 1 (RT1) are summarized in Table 5.23.

Table 5.23. Quantities and proportions of correct items in Reading Test 1

	IS-RT1								NS-RT1							
	High scorers		Medium scorers		Low scorers		Correct items per exercise		High scorers		Medium scorers		Low scorers		Correct items per exercise	
	S1	S2	S3	S4	S5	S6	Num	%	S1	S2	S3	S4	S5	S6	Num	%
Correct items per student	41	33	30	25	20	21	170		40	33	29	26	23	21	172	
Proportions of correct items per student (%)	58	47	42	36	29	30		40	57	47	41	37	32	30		41

As is evident in Table 5.23, the quantities and percentages of correct items are almost the same. Although there are minor variations across high, medium and low scorers in both groups, the similar statistics indicate that the six IS and six NS have fairly similar capacity in recognizing various aspects of evaluative resources embedded in the reading tests.

In general, the results of RT1 in combination with the findings from WT1 reinforced the fact that the two groups had very similar limited knowledge and experience in both comprehending Attitude and Graduation resources in reading texts and deploying these resources in the writing tasks.

5.2.1.3. Semi-structured Interview 1

The quantities and proportions of Attitude instances that the six intervention students (IS) employed in Semi-structured Interview 1 (SII) compared with those they used in Writing Test 1 (WT1) are shown in Table 5.24.

Table 5.24. Quantities and proportions of Attitude instances in Semi-structured Interview 1 in comparison with those in Writing Test 1

	IS-WT1		IS-SII	
	Number	Proportion	Number	Proportion
Inscribed Attitude	139	72%	212	74%
Invoked Attitude	55	28%	73	26%
Total	194		285	

As is evident in Table 5.24, although the quantities of inscribed and invoked Attitude in the two corpora are different, there are similarities in the proportions of inscribed and invoked Attitude resources. This further confirms the similar competence in using evaluative language

of the two groups of students before the intervention. The following section will further explore the similarity in the quantities of instances, the range of instantiations, and realisations of graduation of each category of inscribed Attitude and the quantities of instances and the range of realisations of each category of invoked Attitude.

5.2.1.3.1. Inscribed Attitude according to category choices

The first of the three aspects of inscribed Attitude which were investigated, quantities and proportions of instances of each category of Attitude, can be seen in Table 5.25.

Table 5.25. Quantities and proportions of inscribed Attitude instances types in Semi-structured Interview 1 in comparison with those in Writing Test 1

	IS-WT1		IS-SI1	
	Number	Proportion	Number	Proportion
Affect	39	20%	67	23%
Judgement	43	22%	62	22%
Appreciation	57	30%	83	29%
Total	139	72%	212	74%

Table 5.25 indicates similar trends in the deployment of inscribed Attitude categories in the written and spoken mode. For example, Appreciation was most preferred and the proportions of Affect and Judgement in the two modes are approximately the same.

The second aspect of inscribed Attitude, range of instantiations, is shown in Table 5.26.

Table 5.26. Quantities of different instantiations and instances of inscribed Attitude in Semi-structured Interview 1 in comparison with those in Writing Test 1

	IS-WT1			IS-SI1		
	Instantiations	Instances	Ratio	Instantiations	Instances	Ratio
Affect	18	39	0.46	24	67	0.36
Judgement	24	43	0.56	32	62	0.52
Appreciation	33	57	0.58	46	83	0.55
Total	75	139	0.54	102	212	0.48

Table 5.26 illustrates very similar ratios between the quantities of instantiations and instances that the six IS produced in the two modes. The two terms of *instantiation* and *instance* in this report differ in that *instantiation* refers to a particular expression that conveys attitude whereas *instance* is concerned with the times these instantiations occur. For example, in the case when four instantiations „like“, „love“, „loves“ and „grateful“ were deployed five, four times, twice and once, respectively, to convey Affect of Anticipation/Affection, twelve instances were recorded and the ratio between instantiations and instances was 0.33 (i.e. four divided by twelve). A closer examination indicates similarities in the intervention students’

frequent use of basic or core words to convey an evaluative meaning in both modes. This trend can be seen in Table 5.27.

Table 5.27. Instantiations of inscribed Affect of Antipathy/Affection, Judgement of Propriety and Appreciation of Quality in Semi-structured Interview 1 in comparison with those in Writing Test 1

	IS-WT1		IS-SI1		
Affect of Antipathy/Affection	like	5	like	13	
	love	4	love	7	
	loves	2	likes	3	
	grateful	1	is into	1	
Judgement of Propriety	polite	2	kind	4	
	kind	2	rude	3	
	nice	2	helpful	3	
	good	1	good	2	
	mischievous	1	impolite	2	
			not care	1	
			supportive	1	
			nice	1	
			nasty	1	
			gentle	1	
			cares	1	
	Appreciation of Quality	good	9	beautiful	6
		delicious	4	good	6
fresh		3	bad	4	
expensive		3	boring	3	
ok		2	fresh	3	
beautiful		2	not good	3	
peaceful		2	perfect	2	
comfortable		2	not dynamic	2	
best		2	low	2	
luxury		1	green	1	
warm		1	hot	1	
comfortably		1	uncomfortable	1	
cool		1	quiet	1	
calm		1	weak	1	
professional		1	creative	1	
amazing		1	developing	1	
clear		1	dirty	1	
cheap		1	glamorous	1	
suitable		1	not high	1	
relaxing		1	small	1	
clean		1	delicious	1	
positive		1	wonderful	1	
nice		1	positive	1	
			not well	1	
			cheap	1	
			cheaper	1	
			limited	1	

As seen in Table 5.27, core words such as „like“ and „love“, „good“, „nice“, „kind“ and „polite“, and „good“, „beautiful“ and „nice“ were employed by the IS in both WT1 and SI1 with high frequency to convey Affect of Antipathy/Affection, Judgement of Propriety, and Appreciation of Quality, respectively. The frequent deployment of the core word “good” for a variety of evaluative purposes in various situations in the two modes is demonstrated in examples from Table 5.28.

Table 5.28. The over-deployment of the core word ‘good’ in Semi-structured Interview 1 and Writing Test 1

IS-WT1	IS-SI1
<ul style="list-style-type: none"> - My mother teaches me how to become a good person ... and she gives me good advice when I run into trouble. She is friendly and outgoing while I am shy and not <i>good</i> at communicating with other people. - The <u>service of the restaurant</u> is very good... The <u>seafood</u> is good because it is cooked very well ... I see that this is a good place to go to relax when you we have free time. - The <u>service of this restaurant</u> is good ... I hope that you will have a good time at this restaurant. - ABC restaurant is a good choice if you are going to visit my hometown next week. - My father has to work hard for me to have a good life. - <u>All of the things</u> are very good. 	<ul style="list-style-type: none"> - I heard that <u>Quy Nhon University</u> is very good at education ... I found the test very good ... I think <u>the reading</u> is really good. It is easy to understand ... - I know <u>Quy Nhon University</u> is a good choice ... <u>The teaching curriculum</u> is good ... I think I have <u>the section</u> (in the test) which is good as well as not good ... I think that I did section 2 better than section 1 because I am not good at describing. - <u>My vocabulary</u> is not good. - Every city has good people and rude people. - Sometimes, <u>the security guard</u> is so good.

In general, commonalities in the small quantities of instantiations of Attitude and the highly frequent employment of basic or core words in the two corpora indicated similarities in the intervention students’ limited repertoire of Attitude resources.

The third aspect under investigation is Graduation of inscribed Attitude. The starting point for exploring this aspect is quantities of graduated instances as shown in Table 5.29.

Table 5.29. Quantities and proportions of inscribed Attitude instances that are graduated in Semi-structured Interview 1 in comparison with those in Writing Test 1

	IS-WT1		IS-SI1	
	Number	Proportion graduated	Number	Proportion graduated
Affect	17	12%	17	8%
Judgement	16	11%	45	21%
Appreciation	20	15%	40	19%
Total	53	38%	102	48%

Despite some variations in the quantities and proportions of inscribed instances of Affect, Judgement and Appreciation, as seen in Table 5.29, the proportions of the graduated instances are similar.

A further issue of graduation of inscribed Attitude for exploration is quantities of Graduation instances, which is shown in Table 5.30.

Table 5.30. Quantities of Graduation instances in Semi-structured Interview 1 and Writing Test 1

			IS-WT1	IS-SI1
Force	Intensification	Quality degree	59	100
		Process vigour	12	10
		Proposal	0	0
	Quantification	Amount	1	1
		Extent	0	0
		Frequency	1	0
		Sub-total	73	111
Focus	Valeur	Authenticity	0	1
		Specificity	2	1
	Fulfillment	Completion	0	0
		Actualisation	0	0
			Sub-total	2
		Total	75	113

Despite differences in the quantities of Graduation instances as can be seen from Table 5.30, there were some similarities in the deployment of resources for graduating inscribed Attitude in the two corpora. In terms of Force, there is a very strong tendency for deploying Intensification of Quality: degree to intensify Attitude. With regard to Focus, only two instances of Valeur were employed in each mode.

The final consideration in exploring graduation of inscribed Attitude, realisations of Graduation resources, is presented in Table 5.31.

Table 5.31. Quantities of realisations of Graduation instances in Semi-structured Interview 1 and Writing Test 1

			IS-WT1		IS-SI1		
			Realisations	Instances	Realisations	Instances	
Force	Isolated lexemes	Lexical items	0	0	0	0	
		Grammatical items	7	40	12	88	
	Semantic infusion		11	23	18	22	
	Repetition or listing		8	10	1	1	
Focus	Isolated lexemes – Grammatical items		2	2	2	2	
			Total	28	75	33	113

Table 5.31 indicates a very similar tendency in employment of Graduation realisations in the two corpora. Of particular interest is the frequent repetition of a limited quantity of grammatical items, particularly, only 7 grammatical items were employed to graduate 40 instances in IS-WT1 compared with 12 for 88 in IS-SI1. A closer examination reveals a similar tendency in the intervention students' highly frequent use of simple grammatical items to intensify Attitude. This tendency can be seen in Table 5.32.

Table 5.32. Grammatical items realising Quality: degree in Semi-structured Interview 1 and Writing Test 1

IS-WT1		IS-SI1	
very	17	very	44
most	4	so	11
really	3	quite	6
so	2	really	4
quite	2	a little	4
too	1	more	3
		most	2
		too	2
		a lot	1
		much	1
		absolutely	1

Table 5.32 reveals that a very restricted quantity of grammatical items was deployed in both modes to intensify Quality: degree. Moreover, basic grammatical items such as the intensifiers „very“, „really“ or „so“ were produced with very high frequency in the two modes. The overuse of these grammatical items is demonstrated in Table 5.33, which presents extracts from the spoken and written performance of one intervention student.

Table 5.33. Realisations of Quality_degree via intensifiers in Semi-structured Interview 1 and Writing Test 1

IS-WT1	IS-SI1
The decoration of Thi Nai Restaurant is also very good. The furniture is made in wood, so it looks interesting. Coming here, you can enjoy some ballads or pop songs. I like the staff very much because they are very nice and friendly. The seafood is good because it is cooked very well. In my opinion, the price is OK. In summary, I see that this is a good place to go to relax when we have free time. I think you will like it very much when you come to visit Thi Nai Restaurant.	I think Quy Nhon city has low living condition. I think everything is very cheap ... Some of my roommates are really friendly. ... Sometimes the security guard is so good, and he is so kind ... When I was at secondary school, I used to hope to be a Literature teacher because my English skill is so bad ... Sometimes I feel the teaching curriculum is so difficult for me to deal with ... I am so dynamic ... I don't remember the reading test very clearly. I think the tests are so difficult because my vocabulary is so limited ... The reading test is very important.

A similar tendency in frequent repetition of basic and core intensifiers indicates the intervention students' limited repertoire of evaluative resources. Detailed lists of Force and Focus items functioning in this way can be seen in Appendix 1.

5.2.1.3.2. Invoked Attitude according to category choices

The first of the three aspects of invoked Attitude which were investigated is quantities and proportions of instances of each category of Attitude. Similarities in the proportions of invoked instances of Affect, Judgement and Appreciation in the two corpora and in the total proportions of invoked Attitude are shown in Table 5.34.

Table 5.34. Quantities and proportions of invoked Attitude instances types in Semi-structured Interview 1 and Writing Test 1

	IS-WT1		IS-SI1	
	Number	Proportion	Number	Proportion
Affect	0	0%	7	2%
Judgement	28	14%	36	13%
Appreciation	27	14%	30	11%
Total	55	28%	73	26%

The second aspect under investigation is realisations of invoked Attitude. The quantities of invoked Attitude through the three invocation strategies of Provoked, Flagged and Afforded can be seen in Table 5.35.

Table 5.35. Quantities of realisations for invoked Attitude in Semi-structured Interview 1 and Writing Test 1

	IS-WT1			IS-SI1		
	Provoked	Flagged	Afforded	Provoked	Flagged	Afforded
Affect	0	0	0	0	3	4
Judgement	0	18	10	0	18	18
Appreciation	0	14	13	0	18	12
Total	0	32	23	0	39	34

Table 5.35 reveals similar trends in the deployment of Provoked and Flagged realisations in the two corpora. For example, there are no similes or metaphors employed to provoke Attitude in the two modes. There are also very similar quantities and proportions of flagged Judgement and flagged Appreciation in the two modes. Details of invoked Attitude can be seen in Appendix 1.

The third aspect, resources for flagging Attitude, was investigated from two perspectives: quantities and realisations of resources deployed to flag Attitude. The quantities of intensifiers and quantifiers deployed to flag Attitude can be seen in Table 5.36.

Table 5.36. Quantities of resources for flagging Attitude in Semi-structured Interview 1 and Writing Test 1

	IS-WT1	IS-SI1
Intensifiers	0	5
Quantifiers	32	34
Total	32	39

Table 5.36 demonstrates similar quantity of resources to flag Attitude in the two modes. The total numbers of resources are quite similar, and more importantly, the majority of instances in the two corpora are quantifiers.

The quantities of realisations for flagging Attitude are presented in Table 5.37.

Table 5.37. Quantities of realisations for flagging Attitude in Semi-structured Interview 1 and Writing Test 1

	IS-WT1		IS-SI1	
	Realisations	Instances	Realisations	Instances
Isolated lexemes	7	18	11	26
Semantic infusion	3	7	8	11
Repetition or listing	7	7	2	2
Total	17	32	21	39

As is evident from Table 5.37, instances realised by Isolated lexemes are dominant in the two corpora. It is of particular interest to note the limited quantities of isolated items and semantic infusion deployed to flag attitudinal meanings in the two modes. A closer investigation indicates a similar tendency in the intervention students' deployment of basic isolated lexemes to flag Attitude as can be seen in Table 5.38.

Table 5.38. Quantifiers under isolated lexemes for flagging Attitude in Semi-structured Interview 1 and Writing Test 1

IS-WT1		IS-SI1	
many	7	many	6
all	3	a lot of	5
a lot	3	everything	3
anything	1	all	3
various	1	a few	2
not only ... but also	1	more	2
every time	1	long	1
		very much	1
		anything	1
		no	1

Table 5.38 indicates that isolated lexemes such as „many“, „all“, „a lot“ or „every“ were used by the IS in both modes with high frequency. A similar tendency in deploying repetitive isolated lexemes to flag attitude in both written and spoken modes indicates the limited repertoire of appraisal resources of the IS. The students' limited range of evaluative resources was further disclosed through their hesitations and choice of replacement strategies for compensating their language deficiency throughout IS-SI1. This can be seen from Text 5.1, which provides examples of hesitations and replacement strategies by one high achiever (Duc), one medium achiever (Nhu) and one low achiever (Thuy) in SI1.

Text 5.1. Hesitations and replacement strategies in Semi-structured Interview 1

Duc: Uhm, I think Quy Nhon city *is a quite ... quite ... and it provides me many things* I need and the beach here is quite similar to Nha Trang and I have a lot of fun here.

Duc: He [my roommate] *is ... uhm ... has a strong personality*, but he really respects friendship, that's what I like about him.

Duc: I heard that Quy Nhon *has ... is very good at education...*

Duc: Uhm, ... I have tried them [the textbooks] and I can say that *they are very ... uhm ... they help me to reach another level*.

Nhu: Uhm... the thing that impresses me is the people and the ... the cost of living. *It is quite ... quite ... it isn't high and ... uhm ... and suitable for me*.

Nhu: ... The landlord of the room is *the woman who is very ... cares us*, and *she is very ... extremely ... uhm ... kind and serious*.

Thuy: Uhm I think *Quy Nhon city is a ... uhm .. is a ...has ... low living condition*.

Thuy: Uhm, I never say with him, say to him, but I was told by my friends that sometimes he is so good, and *he is so ... uhm ... so kind and uhm...*

Thuy: Yes, but sometimes I feel *it is so ... uhm ... it is so difficult* for me to deal with ...

As is evident from Text 5.1, there were hesitations when the students were trying to recall the precise evaluative resources from their limited repertoires to express Attitude. In some cases, they were able to recall the resources they needed after such hesitations. All of the resources were core words (i.e. „very good“, „kind“, „serious“, and „difficult“). In some cases when students were unable to find appropriate resources, they would substitute alternative expressions which most closely expressed what they meant. For example, Duc, the high achieving student, was trying to look for three words to evaluate Quy Nhon city, his roommate and the textbooks being used at Quy Nhon University. Failing to do so, he switched to employing a clause as an alternative strategy (i.e. „it provides me many things I need“, „he has a strong personality“, and „they help me to reach another level“). Another example is when Duc, Nhu and Thuy were unsuccessful in recalling appropriate words to describe the quality of Quy Nhon city, Duc and Thuy used a clause as a replacement strategy such as „it provides many things I need“ and „it has low living condition“ whereas Nhu employed „high“ as a word with opposite meaning. Even when they were able to express their evaluations through these replacement strategies, it is likely that these evaluations could not achieve the same degree of precision and delicacy of meaning which they had wanted to convey because all of the replaced expressions were either realized by simple or core words (i.e. „fun“, „good“, „high“, and „kind“). Some clauses they used as replacements are ambiguous, thus failing to express what they exactly meant. For example, the clause „he has a strong personality“ may express either positive or negative meaning, so it can be interpreted as either a compliment or an insult depending on the commitment of specific meanings to it (Hood, 2008; Martin, 2008b). To precisely convey this judgement, therefore, the clause „he has a strong personality“ should have been replaced by one of the attributes/ epithets with

appropriate meaning committed that explicitly convey positive judgement such as „independent“, „courageous“, „robust“, „resilient“, „assertive“, „persuasive“, „truthful“ or „outgoing“ or negative judgement such as „dominant“, „aggressive“, „turbulent“, „bossy“, „authoritative“, „boisterous“, „overbearing“ or „obnoxious“.

5.2.1.3.3. Summary of findings

This section has presented the most distinguishing features of the deployment of Attitude and Graduation by the six IS in SII and WT1. Close analysis of the two corpora indicated significant similarities in: (1) the proportions of inscribed and invoked Attitude instances, (2) the limited range of instantiations for inscribing Attitude with the production of very few non-core words and expressions, (3) no metaphors or similes to provoke attitudinal meanings, (4) the dominant and repetitive use of simple isolated items, especially intensifiers or common semantically infused words or expressions to grade inscribed Attitude or to flag Attitude. These findings indicated similarities in the limited repertoire and low capacity of the six IS in using evaluative resources prior to the interventions (Ngo, 2013; Ngo et al., 2012).

5.2.1.4. Concluding remarks

Section 5.2.1 has highlighted findings from the data collected from WT1 and RT1 performed by the six IS and six NS and SII conducted with the six IS. Based on the analysis and comparisons of the data collected, conclusions related to two prominent features can be made. First, the two groups of students that were established had almost the same experience in comprehending evaluative resources in reading texts and they also had similar low capacity in employing these resources in written texts. Second, the two groups had very limited repertoire for expressing evaluative stance, especially, the IS demonstrated their inadequate expressions of evaluation not only in written but also in spoken mode. The next section presents the analysis of the data collected from Writing and Reading Tests 2 and the comparison between these data with the data from Writing and Reading Tests 1. The analysis investigated the extent of improvements in comprehending and using evaluative resources of the IS compared with that of the NS after Intervention 1.

5.2.2. Writing and Reading Test 2 taken after Teaching Intervention 1

This section briefly reports on findings on the analysis of the data from Writing Test 2 (WT2) and Reading Test 2 (RT2) which were taken by the six intervention students (IS) and six non-

intervention students (NS) after Teaching Intervention 1,. The analysis enabled comparisons of the three sets of data from the two writing tests and three sets of data from the two reading tests as shown in Table 5.39. These comparisons helped explore similarities and differences in the development of the IS compared to that of the NS in terms of evaluative language deployment and comprehension after Intervention 1.

Table 5.39. Six sets of data for comparison after Intervention 1

Writing Test	Reading Test
IS-WT2 vs. NS-WT2	IS-RT2 vs. NS-RT2
IS-WT2 vs. IS-WT1	IS-RT2 vs. IS-RT1
NS-WT2 vs. NS-WT1	NS-RT2 vs. NS-RT1

5.2.2.1. Writing Test 2

The quantities of Attitude instances that the six IS and six NS employed in WT2 compared with those in WT1 are presented in Table 5.40.

Table 5.40. Quantities of Attitude instances in the two writing tests

	IS-WT1	IS-WT2	NS-WT1	NS-WT2
Inscribed Attitude	139	208	135	132
Invoked Attitude	55	114	63	74
Total	194	322	198	206

Table 5.40 clearly indicates substantial differences between the quantities of Attitude instances produced by both groups of students after Intervention 1. More specifically, the quantities of inscribed and invoked Attitude instances in IS-WT2 were substantially higher than those in NS-WT2 and in IS-WT1.

5.2.2.1.1. Inscribed Attitude according to category choices

The first of the three aspects of inscribed Attitudes which were examined, quantities of instances of categories of Attitude, is presented in Table 5.41.

Table 5.41. Quantities of inscribed Attitude instances types in the two writing tests

	IS-WT1	IS-WT2	NS-WT1	NS-WT2
Affect	39	48	35	40
Judgement	43	70	49	38
Appreciation	57	90	51	54
Total	139	208	135	132

As evident from Table 5.41, there are substantial differences in the quantities of instances between IS-WT2 and IS-WT1 and between IS-WT2 and NS-WT2. In particular, the instances

of Judgement and Appreciation in IS-WT2 are more than one and a half as many as those instances in IS-WT1 and in NS-WT2. On the other hand, similar quantities of instances of three Attitude categories were recorded across the two NS corpora. A closer investigation into Attitude sub-categories revealed the most noticeable differences which are highlighted in Table 5.42.

Table 5.42. Quantities of Attitude sub-categories instances employed in the two writing tests

		IS-WT1	IS-WT2	NS-WT1	NS-WT2
Affect	Misery/Cheer	5	3	6	10
	Antipathy/Affection	12	16	9	7
	Ennui/Interest	1	3	1	0
	Dis/Pleasure	15	12	8	13
	Disquiet/Confidence	1	4	0	3
	Surprise/Trust	1	1	2	0
	Desire	4	9	9	7
	Fear	0	0	0	0
	Sub-total	39	48	35	40
Judgement	Normality	27	37	25	16
	Capacity	4	13	4	7
	Tenacity	4	6	9	0
	Propriety	8	14	11	15
	Veracity	0	0	0	0
	Sub-total	43	70	49	38
Appreciation	Impact	4	16	8	9
	Quality	41	39	31	34
	Balance	0	1	0	0
	Complexity	6	20	8	6
	Social Valuation	6	14	4	5
	Sub-total	57	90	51	54
	Total	139	208	135	132

The second aspect of inscribed Attitude under examination is range of instantiations. Quantities are shown in Table 5.43.

Table 5.43. Quantities of different instantiations of inscribed Attitude in the two writing tests

	IS-WT1	IS-WT2	NS-WT1	NS-WT2
Affect	18	38	18	20
Judgement	24	49	26	19
Appreciation	33	65	29	29
	Total	75	73	68

Table 5.43 indicates substantial difference between quantities in IS-WT2 and NS-WT2. For example, the quantity of instantiations in IS-WT2 is more than twice as many as that in NS-WT2. A similar tendency can be seen in the case of IS-WT2 and IS-WT1. The aggregated data from NS-WT2 and NS-WT1, however, reveal a contrasting trend. More specifically, the quantity of instantiations slightly decreased from NS-WT1 to NS-WT2. On consideration of

the Attitude sub-categories, the most noticeable differences are in the quantities of instantiations of the highlighted sub-categories shown in Table 5.44.

Table 5.44. Quantities of instantiations of inscribed Attitude sub-categories in the two writing tests

		IS-WT1	IS-WT2	NS-WT1	NS-WT2	
Affect	Misery/Cheer	2	3	4	3	
	Antipathy/Affection	4	12	4	4	
	Ennui/Interest	1	3	1	0	
	Dis/Pleasure	7	8	5	5	
	Disquiet/Confidence	1	4	0	3	
	Surprise/Trust	1	1	1	0	
	Desire	2	7	3	5	
	Fear	0	0	0	0	
	Sub-total	18	38	18	20	
Judgement	Normality	12	22	10	8	
	Capacity	3	12	2	3	
	Tenacity	4	6	7	0	
	Propriety	5	9	7	8	
	Veracity	0	0	0	0	
	Sub-total	24	49	26	19	
Appreciation	Impact	3	11	5	5	
	Quality	23	27	17	14	
	Balance	0	1	0	0	
	Complexity	4	16	3	5	
	Social Valuation	3	10	4	5	
	Sub-total	33	65	29	29	
		Total	75	152	73	68

A closer investigation indicates the more varied instantiations in IS-WT2 in comparison with those in NS-WT2 and IS-WT1. This tendency can be seen from Table 5.45.

Table 5.45. Instantiations of inscribed Affect of Antipathy/Affection in the two writing tests

IS-WT1		IS-WT2		NS-WT1		NS-WT2	
like	5	love	3	like	6	like	3
love	4	adore	2	loves	1	love	2
loves	2	thanks to	2	love	1	thankful	1
grateful	1	fall for	1	loved	1	fall in love	1
		am tempted	1				
		loves	1				
		crazy for	1				
		like	1				
		admire	1				
		was tempted	1				
		admired	1				
		grateful	1				

As seen in Table 5.45, Antipathy/Affection was expressed through only 4 instantiations for 7 instances in NS-WT2 and 4 for 12 in IS-WT1 compared with 12 for 16 in IS-WT2. While the

quantity of instantiations increases rapidly from 4 in IS-WT1 to 12 in IS-WT2, that in NS-WT1 and NS-WT2 remains low at 4.

In general, substantial difference in the quantities and range of instantiations of inscribed Attitude in IS-WT2 compared with those in NS-WT2 and IS-WT1 indicates substantial improvement of the IS compared to the NS in deploying Attitude resources after Intervention 1.

The third aspect under examination, graduation of inscribed Attitude, was examined from three perspectives. The first perspective, quantities of instances that are graduated, is presented in Table 5.46.

Table 5.46. Quantities of inscribed Attitude instances that are graduated in the two writing tests

	IS-WT1	IS-WT2	NS-WT1	NS-WT2
Affect	17	45	10	10
Judgement	16	31	22	23
Appreciation	20	55	19	19
Total	53	131	51	52

Table 5.46 indicates substantial differences in the quantities between IS-WT2 and NS-WT2, and between IS-WT2 and IS-WT1. In contrast, it is interesting to note the stably low quantities of instances that are graduated across the two NS corpora.

A further perspective of graduation of inscribed Attitude for exploration, quantities of Graduation instances, is shown in Table 5.47.

Table 5.47. Quantities of Graduation instances in the two writing tests

			IS-WT1	IS-WT2	NS-WT1	NS-WT2
Force	Intensification	Quality degree	59	123	67	56
		Process vigour	12	24	5	4
		Proposal	0	0	0	0
	Quantification	Amount	1	1	0	0
		Extent	0	1	0	0
		Frequency	1	0	1	0
Sub-total			73	149	72	60
Focus	Valeur	Authenticity	0	0	1	0
		Specificity	2	3	0	0
	Fulfillment	Completion	0	0	0	0
		Actualisation	0	1	0	0
	Sub-total			2	4	1
Total			75	153	73	60

Despite a similar tendency in the preference for employing Intensification of Quality: degree and Process: vigour as the main resources for graduating Attitude, Table 5.47 reveals

substantial differences in the quantities of these resources between IS-WT2 and NS-WT2 and between IS-WT2 and IS-WT1. For example, the quantity of Quality: degree instances in IS-WT2 is more than twice as many as that in NS-WT2 and in IS-WT1. The quantity of Process: vigour instances in IS-WT2 is also substantially higher than that in NS-WT2 and in IS-WT1. A comparison of the data in NS-WT2 and NS-WT1 reveals a decrease in the quantities of instances. For example, the quantities of Quality: degree and Process: vigour instances slightly decrease across the two NS corpora.

The final perspective for exploring graduation of inscribed Attitude is realisations of Graduation resources. Quantities are shown in Table 5.48.

Table 5.48. Quantities of different types of realisations of Graduation in the two writing tests

			IS-WT1	IS-WT2	NS-WT1	NS-WT2
Force	Isolated lexemes	Lexical items	0	2	0	0
		Grammatical items	7	12	9	4
	Semantic infusion		11	46	12	13
	Repetition or listing		8	15	6	4
Focus	Isolated lexemes – Grammatical items		2	4	1	0
Total			28	79	28	21

Table 5.48 reveals a number of distinguishing features between IS-WT2 and NS-WT2 and between IS-WT2 and IS-WT1. The most distinguishing difference is the deployment of lexical items in IS-WT2. Another difference is the deployment of more numerous grammatical and semantic infusion items to graduate inscribed Attitude in IS-WT2 compared with that in NS-WT2 and IS-WT1. In contrast, there are no such differences across the two NS corpora. For example, no lexical items were deployed, and the numbers of semantic infusion items are very similar.

A closer investigation indicates the more varied use of realisations of Graduation in IS-WT2 in comparison with that in NS-WT2 and IS-WT1. This tendency can be seen in Table 5.49.

Table 5.49. Grammatical items realising Quality_degree in the two writing tests

IS-WT1		IS-WT2		NS-WT1		NS-WT2	
very	17	very	12	very	14	very	23
most	4	extremely	7	really	7	really	1
really	3	more	6	most	7	most	1
so	2	so	6	so	2		
quite	2	most	4	almost	1		
too	1	totally	4	more	1		
		quite	3	quite	1		
		really	2	somehow	1		
		absolutely	2				
		fairly	1				
		completely	1				
		relatively	1				

Table 5.49 shows the much higher quantity of grammatical items in IS-WT2 than that in NS-WT2 and IS-WT1. Moreover, basic intensifiers such as “very” were less frequently repeated in IS-WT2. Instead of employing the basic intensifying adverb „very“ to intensify a quality, the IS chose a variety of alternative intensifiers in WT2, including:

- other grammatical items (i.e. „extremely“, „so“, „totally“, „absolutely“, „completely“, „really“)
- lexical items (i.e. „deliriously“, „breathtakingly“)
- semantic infusion items (i.e. „delightful“, „glorious“, „unforgettable“, „honorable“, „delightful“, „awesome“, „crazy for“, „unique“, „significant“, „amazing“, „passionate“, „energetic“, „perfect“, „adore“, „miraculous“, „professional“, „exotic“, „valuable“)
- Focus resources (i.e. „especially“, „particularly“).

The employment of these alternative resources in context is illustrated in Table 5.50.

Table 5.50. Alternative resources for basic intensifiers “very” employed by the intervention students in Writing Test 2

	IS-WT2
Grammatical items	I feel <i>really</i> lucky because I have loads of chances to enjoy delicious food at many restaurants with my family. My leg was broken, and I couldn’t walk. My parents were <i>extremely</i> nervous. When I come to the restaurant, I am <i>totally</i> satisfied with the staff. My father is <i>completely</i> different from her. I am <i>so</i> pleased to talk to her all my secret problems that nobody else can help me. The atmosphere is <i>totally</i> fresh, pleasant, friendly and <i>relatively</i> romantic.
Lexical items	I feel <i>deliriously</i> lucky. When I was born, I have both parents. When you come to it, you will be surprised by the <i>breathtakingly</i> beautiful scene with the view of the sea.
Semantic infused words	Situated by our <i>amazing</i> beach, Mango Garden is <i>glorious</i> , especially at night. Sitting on a wooden chair by a wooden table with <i>delicious</i> and <i>unique</i> seafood dishes prepared by <i>passionate</i> chefs while your eyes wandering towards the far edge of the sea and

	<p>your ears lost in the romantic music, you will feel like being in heaven. The staff is very friendly and <i>energetic</i>. He is really <i>passionate</i> about teaching and he has <i>awesome</i> responsibility for his students. I also <i>adore</i> him because of his absolute determination. Everything seemed <i>perfect</i>.</p>
Focus resources	<p>His lessons are interesting and are <i>particularly</i> useful.</p>

Generally, the aggregated data from the four corpora indicate substantial differences between IS-WT2 and NS-WT2 and between IS-WT2 and IS-WT1, and at the same time, they reveal similarities across the two NS corpora in: (1) the quantities of inscribed Attitude instances, (2) the range of instantiations of inscribed Attitude, and (3) the quantities of inscribed Attitude instances that are graduated and realisations of Graduation resources for grading inscribed Attitude. These differences reflect substantial development of the six IS compared with the six NS in terms of using evaluative resources after Intervention 1. The next section will explore commonalities and differences in the deployment of invoked Attitude of the IS and NS in the two tests.

5.1.2.1.2. Invoked Attitude according to category choices

The first of the three aspects of invoked Attitude which were examined, quantities of instances, is presented in Table 5.51.

Table 5.51. Quantities of invoked Attitude instances in the two writing tests

	IS-WT1	IS-WT2	NS-WT1	NS-WT2
Affect	0	11	1	2
Judgement	28	58	29	35
Appreciation	27	45	33	37
Total	55	114	63	74

Table 5.51 shows substantial differences in the quantities of instances in IS-WT2 compared with those in NS-WT2 and in IS-WT1. In particular, the quantity of instances in IS-WT2 is more than one and a half times as many as that in NS-WT2 and more than twice as many as that in IS-WT1. Similar tendencies can also be seen in the quantities of instances of the three Attitude categories. However, there was little difference in the quantities of instances in the two NS corpora.

The quantities of realisations of invoked Attitude, the second aspect under examination, are shown in Table 5.52.

Table 5.52. Quantities of realisations for invoked Attitude in the two writing tests

	IS-WT1			NS-WT1		
	Provoked	Flagged	Afforded	Provoked	Flagged	Afforded
Affect	0	0	0	0	1	0
Judgement	0	18	10	0	17	12
Appreciation	0	14	13	0	15	18
Total	0	32	23	0	33	30
	IS-WT2			NS-WT2		
	Provoked	Flagged	Afforded	Provoked	Flagged	Afforded
Affect	6	3	2	0	1	1
Judgement	4	46	8	1	25	9
Appreciation	2	31	12	0	20	17
Total	12	80	22	1	46	27

Table 5.52 reveals substantial differences in the quantities of realisations for provoked and flagged Attitude in IS-WT2 compared with those in NS-WT2 and in IS-WT1. At the same time, it indicates similarities in those quantities in the two NS corpora.

In terms of Provoke, there are 12 realisations in NS-WT2 compared with only one in NS-WT2 and none in IS-WT1. More importantly, the twelve realisations in IS-WT2 spread across three Attitude categories. For example, the simile „feel like being in heaven“, or metaphors „hero“ or „God has given me“ were employed to express Affect of Happiness: Cheer, Judgement of Normality and Appreciation of Quality, respectively. The use of these realisations in context is illustrated in the following extracts from IS-WT2:

- Sitting on a wooden chair by a wooden table with delicious and unique seafood dishes prepared by passionate chefs while your eyes wandering towards the far edge of the sea and your ears lost in the romantic music, *you will feel like being in heaven*.
- My mother didn't go to university when she was young, but she always works her best to ensure I do. Moreover, *she is a hero to me*. When I was young, my house was damaged by bad people. They had been the neighborhood's fear for a long time, but when they touched my family, my mother is the one who stood up to them.
- Anyone in the world has their own idol who deeply influences your life. They also play an important role that nothing can replace. For me, the most miraculous thing *that God has given me* is my parents.

Similarly, the quantity of Flagged realisations in IS-WT2 approximately doubles that in NS-WT2 and in IS-WT1. A difference in the quantity of Flagged instances can also be found between the two NS corpora; however, it is not as substantial. Details of resources for flagging attitude will be reported in the next section.

In contrast to the dominance in the quantities of Flagged realisations in IS-WT2, the quantity of Afforded realisations in IS-WT2 is smaller than that in NS-WT2 and is similar to that in IS-WT1. There is also a very small change in the quantities of Afforded realisations in the two NS corpora. Detailed lists of realisations of invoked Attitude in the four corpora can be seen in Appendix 1.

The third aspect, resources for flagging Attitude, was examined from two perspectives: quantities and realisations of resources deployed to flag Attitude. Quantities of resources used to flag attitude are shown in Table 5.53.

Table 5.53. Quantities of resources for flagging Attitude in the two writing tests

	IS-WT1	IS-WT2	NS-WT1	NS-WT2
Intensifiers	0	26	0	2
Quantifiers	32	72	33	39
Total	32	98	33	41

Table 5.53 reveals substantial differences in the quantity of resources deployed to flag Attitude between IS-WT2 and NS-WT2 and IS-WI2 and IS-WT1. For example, the quantity of intensifiers instances in IS-WT2 is significantly higher than that in NS-WT2 and IS-WT1. Similarly, the quantity of quantifiers instances in IS-WT2 approximately doubles that in NS-WT2 and IS-WT1. There are also differences in the quantity of intensifiers and quantifiers in NS-WT2 and NS-WT1; however, the difference is quite small.

The quantities of realisations for flagging Attitude are shown in Table 5.54.

Table 5.54. Quantities of realisations for flagging Attitude for flagging Attitude in the two writing tests

	IS-WT1	IS-WT2	NS-WT1	NS-WT2
Isolated lexemes	7	19	6	9
Semantic infusion	3	32	4	6
Repetition or listing	7	15	8	9
Total	17	66	18	24

Table 5.54 indicates the substantially higher quantities of realisations in IS-WT2 compared with those in NS-WT2 and in IS-WT1. Most significant is the difference in Semantic infusion items. Differences can also be found in the quantities of Isolated lexemes; however, the differences are not as noticeable for Repetition and listing. On comparing NS-WT2 and NS-WT1, it is interesting to find that there are very small differences in the quantities of Isolated items, Semantic Infusion, and Repetition or listing. A closer investigation indicates the more differentiated employment of realisations for flagging Attitude in IS-WT2 compared with that in NS-WT2 and IS-WT1. This tendency can be seen in Table 5.55.

Table 5.55. Quantifiers under isolated lexemes for flagging Attitude in the two writing tests

IS-WT1	IS-WT2	NS-WT1	NS-WT2
many 7	all 6	every 6	all 4
all 3	many 5	many 3	many 4
a lot 2	a lot of 3	some 3	everything 2
anything 1	any 2	all 1	a lot of 2
various 1	both 2	even 1	most of 1
not only ... but also 1	nothing 2	day by day 1	some 1
every time 1	nobody else 2		everyone 1
	various 1		not only ... but also 1
	everything 1		
	anything 1		
	even 1		
	each of 1		
	a few 1		
	none of 1		
	loads of 1		
	numerous 1		
	especially 1		

As evident from Table 5.55, in order to flag Attitude, the two groups of students deployed basic isolated quantifiers such as „many“, „all“, „a lot“ or „every“ with high frequency. However, besides these basic isolated quantifiers, the IS also deployed a variety of isolated lexemes to quantify ideational meanings such as „various“, „numerous“, „loads of“, „each of“, „nobody else“, „especially“ or „nothing“. The deployment of these varied quantifiers is illustrated in the following extracts from IS-WT2.

- I am so pleased to talk to her **all** my secret problems that **nobody else** can help me.
- I really can't describe **all** things about her in only a few words.
- **Everything** in restaurant seemed perfect.
- **Numerous** kinds of people in other towns and countries all hope to have a chance to set their foot on this restaurant.
- My first impression is the way that they decorate it with **loads of** furniture in a quiet atmosphere.
- If you visit Mango Garden at the right time, you will be surrounded by **various** well-raised trees and flowers.
- I have **nothing** to complain about the quality of this restaurant.
- My teacher of English understands **each of** his students very well.
- There are **many** interesting places in my town if you would like to visit such as Quy Nhon Beach, Ky Co Land, Cham Tower, and **especially** Sinh Thai Lake.

Overall, the aggregated data from the four corpora demonstrate substantial differences between IS-WT2 and NS-WT2 and between IS-WT2 and IS-WT1, and at the same time, they reveal similarities across two NS corpora in: (1) the quantities of invoked Attitude instances, (2) the realisations of invoked Attitude, and (3) the quantities of invoked Attitude instances that are flagged and realisations of resources for flagging Attitude. Details of resources for flagging Attitude can be seen in Appendix 1.

5.1.2.1.3. Summary of findings

This section has highlighted the most distinguishing features of the deployment of Attitude and Graduation by the six IS and six NS in WT2 compared with their performance on WT1. It was indicated that there are substantial differences between the statistics in IS-WT2 compared with those in NS-WT2 and in IS-WT1. In particular, differences were recorded in: (1) the substantially higher quantities of inscribed and invoked Attitude instances in IS-WT2, (2) the more differentiated instantiations for inscribing Attitude with the employment of more semantic infusion items in IS-WT2, (3) the more varied realisations to graduate inscribed Attitude in IS-WT2, (4) the larger number of realisations for invoking Attitude in IS-WT2, and (5) the more varied realisations for flagging Attitude in IS-WT2. At the same time, there are almost no or very small differences in the statistics of the five above aspects in across the two NS corpora. These differences indicated more expanded repertoires of evaluative language of the six IS compared with those of the six NS after Intervention 1. The presentation of the two groups' performance on Reading Test 2 (RT2) compared with their performance on RT1 in the next section further indicated the commonalities or differences in their comprehension of evaluative resources after Intervention 1.

5.2.2.2. Reading Test 2

The quantities and average proportions of correct items scored by the six IS and six NS in Reading Test 2 (RT2) is presented in Table 5.56 and the comparison of the quantities and proportions of correct items gained by the two groups of students in the two reading tests is shown in Table 5.57.

Table 5.56. Quantities and proportions of correct items in Reading Test 2

	IS-RT2								NS-RT2							
	High scorers		Medium scorers		Low scorers		Correct items per exercise		High scorers		Medium scorers		Low scorers		Correct items per exercise	
	S1	S2	S3	S4	S5	S6	Num	%	S1	S2	S3	S4	S5	S6	Num	%
Correct items per student	52	47	44	40	36	37	256		42	34	36	29	27	26	194	
Proportions of correct items per student (%)	74	67	63	57	51	53		61	60	49	51	41	39	37		46

Table 5.57. Quantities and proportions of correct items in the two reading tests

	IS-RT1		IS-RT2		NS-RT1		NS-RT2	
	Num	%	Num	%	Num	%	Num	%
Total numbers and proportions of correct items	170	40	256	61	172	41	194	46

The data from Tables 5.56 and 5.57 reveal broad differences between the quantities and percentages of correct items in IS-RT2 and in NS-RT2 and between those in IS-RT2 and in IS-RT1. Specifically, the quantities and proportions of correct items in IS-RT2 are higher than those in NS-RT2 and IS-RT1. Of particular interest is the fact that the increase in the quantities and proportions of correct items across the two IS corpora is much more substantial than that in the two NS corpora. A closer examination of the results of each student in each group from Table 5.56 indicates substantial improvements in the ability to comprehend evaluative resources for each individual IS, and at the same time, reflects only slight improvements among the NS.

In summary, the data from the four corpora reflect more substantial improvement of the IS than the NS in interpreting evaluative resources in reading texts. This tendency is indicative of greater development of the intervention students' repertoire of evaluative resources compared with that of the NS after Intervention 1.

5.2.2.3. Concluding remarks

This section has presented findings from the data collected from Test 2 after Intervention 1 in comparison with those from Test 1 prior to Intervention 1. Two prominent features can be concluded. First, the two groups of students had similar limited repertoires of Attitude and Graduation resources and poor experience in realizing these resources in reading texts before Intervention 1. They also had similar low capacity in employing these resources in written texts. After Intervention 1, however, the IS showed more substantial improvements in comprehension and employment of these aspects of evaluative language than the NS did. Second, the two groups of students still had limited resources for expression of evaluation

after Intervention 1. Despite some improvements in the comprehension and production of Attitude and Graduation resources of the students, especially the IS after Intervention 1, the six IS and six NS still used basic or core words with quite high frequency. These two prominent features suggest that the IS achieved more substantial improvements than the NS in terms of comprehending and using Attitude and Graduation resources; however, they also indicate that the increases of the IS were in the quantities rather than the varieties of attitudinal expressions. The next section reports on the analysis of the data collected from Test 3 and Semi-structured Interview 2 and on the comparison of the statistics of all three paper tests and two interviews. The comparison provided an insight into the extent of development of the students from both groups in terms of interpreting and using evaluative resources after Intervention 2.

5.2.3. Writing and Reading Tests 3 and Semi-structured Interview 2 taken after Teaching Intervention 2

This section presents findings of the data analysis of Test 3, which was taken by the six intervention students (IS) and six non-intervention students (NS) after Teaching Intervention 2. It also reports on findings on the analysis of the data from Semi-structured Interview 2 (SI2) conducted with the six IS. These analyses enabled comparisons of the three sets of data from the three writing tests, three from the reading tests and one from the two semi-structured interviews as shown in Table 5.58. These comparisons indicated similarities and differences in the development of the IS and NS in terms of evaluative language employment and comprehension after the interventions, thereby showing the extent of development of the IS compared to that of the NS.

Table 5.58. Seven sets of data for comparison after Intervention 2

Writing Tests	Reading Tests	Semi-structured Interviews
IS-WT3 vs. NS-WT3	IS-RT3 vs. NS-RT3	SI1 vs. SI2
IS-WT3 vs. IS-WT2 and IS-WT1	IS-RT3 vs. IS-RT2 and IS-RT1	
NS-WT3 vs. NS-WT2 and NS-WT1	NS-RT3 vs. NS-RT2 and NS-RT1	

5.2.3.1. Writing Test 3

The quantities of Attitude instances that the six IS and six NS employed in WT3 compared with those in WT2 and WT1 are shown in Table 5.59.

Table 5.59. Quantities of Attitude instances in the three writing tests

	IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Inscribed Attitude	139	208	350	135	132	163
Invoked Attitude	55	114	253	63	74	84
Total	194	322	603	198	206	247

Table 5.59 clearly illustrates the extensive increase by the IS in their deployment of Attitude resources from IS-WT1 to IS-WT3 and the massive difference between their deployment of these resources in IS-WT3 compared with the quite stable low deployment of Attitude resources by the NS across the three tests. For example, the quantity of Attitude instances the IS produced in IS-WT3 is about two and a half times as many as the instances the NS generated in NS-WT3. More interestingly, the instances the IS employed in IS-WT3 almost double and triple those they did in IS-WT2 and in IS-WT1. In contrast, there are very small differences in the quantities of Attitude instances the NS employed in the three NS corpora. These all clearly indicate the positive impact of the two teaching interventions on the development of the intervention students' competence in deploying evaluative resources. Further close analysis in the following sections will provide an insight into the similarities and differences in the employment of evaluative resources of two groups of students across the three writing tests.

5.2.3.1.1. Inscribed Attitude according to categories

The first of the three aspects of inscribed Attitudes under investigation, quantities of instances of each category of Attitude, is shown in Table 5.60.

Table 5.60. Quantities of inscribed Attitude instances types in the three writing tests

	IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Affect	39	48	67	35	40	47
Judgement	43	70	96	49	38	45
Appreciation	57	90	187	51	54	71
Total	139	208	350	135	132	163

Table 5.60 demonstrates the extensive increase by the IS in their employment of instances from IS-WT1 to IS-WT3 and the massive difference between their employment of these instances in IS-WT3 compared with the quite stable low employment of these instances by the NS across the three tests. For example, the quantity of Appreciation instances in IS-WT3 approximately triples that in NS-WT3. Moreover, this quantity of Appreciation instances the IS employed in IS-WT3 is more than twice and three times as many as those they did in IS-WT2 and in IS-WT1. At the same time, the quantities of Appreciation instances the NS

employed in the three tests remain consistently low. A closer examination of Attitude sub-categories revealed the most significant differences which are highlighted in Table 5.61.

Table 5.61. Quantities of Attitude sub-categories instances employed in the three writing tests

		IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Affect	Misery/Cheer	5	3	10	6	10	4
	Antipathy/Affection	12	16	16	9	7	15
	Ennui/Interest	1	3	9	1	0	1
	Dis/Pleasure	15	12	17	8	13	13
	Disquiet/Confidence	1	4	4	0	3	3
	Surprise/Trust	1	1	2	2	0	0
	Desire	4	9	8	9	7	11
	Fear	0	0	1	0	0	0
	Sub-total	39	48	67	35	40	47
Judgement	Normality	27	37	28	25	16	24
	Capacity	4	13	27	4	7	5
	Tenacity	4	6	18	9	0	1
	Propriety	8	14	22	11	15	15
	Veracity	0	0	1	0	0	0
	Sub-total	43	70	96	49	38	45
Appreciation	Impact	4	16	19	8	9	6
	Quality	41	39	96	31	34	49
	Balance	0	1	7	0	0	0
	Complexity	6	20	45	8	6	3
	Social Valuation	6	14	20	4	5	13
	Sub-total	57	90	187	51	54	71
	Total	139	208	350	135	132	163

The second aspect of inscribed Attitude under examination is range of instantiations. Quantities are shown in Table 5.62.

Table 5.62. Quantities of different instantiations of inscribed Attitude in the three writing tests

	IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Affect	18	38	56	18	20	27
Judgement	24	49	74	26	19	24
Appreciation	33	65	133	29	29	32
Total	75	152	263	73	68	83

Table 5.62 indicates a substantial difference between the quantities in IS-WT3 and NS-WT3. A similar tendency can be seen between IS-WT3 and IS-WT2 and IS-WT1. Of particular interest is the fluctuating trend in the quantities across the three NS corpora. A further investigation into the Attitude sub-categories demonstrates the most noticeable differences in the quantities of instantiations of the highlighted sub-categories as shown in Table 5.63.

Table 5.63. Quantities of instantiations of inscribed Attitude sub-categories in the three writing tests

		IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Affect	Misery/Cheer	2	3	7	4	3	3
	Antipathy/Affection	4	12	12	4	4	7
	Ennui/Interest	1	3	9	1	0	1
	Dis/Pleasure	7	8	13	5	5	9
	Disquiet/Confidence	1	4	4	0	3	3
	Surprise/Trust	1	1	2	1	0	0
	Desire	2	7	8	3	5	4
	Fear	0	0	1	0	0	0
	Sub-total	18	38	56	18	20	27
Judgement	Normality	12	22	22	10	8	9
	Capacity	3	12	20	2	3	5
	Tenacity	4	6	12	7	0	1
	Propriety	5	9	19	7	8	9
	Veracity	0	0	1	0	0	0
	Sub-total	24	49	74	26	19	24
Appreciation	Impact	3	11	11	5	5	6
	Quality	23	27	66	17	14	17
	Balance	0	1	7	0	0	0
	Complexity	4	16	35	3	5	3
	Social Valuation	3	10	14	4	5	6
	Sub-total	33	65	133	29	29	32
Total		75	152	263	73	68	83

A closer examination demonstrates the more varied instantiations in IS-WT3 compared with those in NS-WT3 and in IS-WT2 and IS-WT1. However, there are very small differences in the instantiations across the three NS corpora. This trend can be seen in Table 5.64.

Table 5.64. Instantiations of inscribed Judgement of Propriety in the three writing tests

IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
polite 2	bad 2	welcoming 2	good 4	nice 2	polite 3
kind 2	helpful 2	helpful 2	helpful 2	polite 2	best 3
nice 2	polite 2	caring 2	nice 1	kind 2	good 2
good 1	hospitable 2	nice 1	polite 1	warm-hearted 2	kind 2
mischievous 1	nice 1	hospitable 1	right 1	good 2	helpful 1
	good 1	good 1	care 1	caring 1	caring 1
	kind 1	loving 1	takes care 1	takes care 1	takes care 1
	caring 1	kind 1	of 1	look after 1	of 1
	looks after 1	looks after 1			bad 1
		care 1			welcoming 1
		takes care of 1			
		vicious 1			
		sabotaged 1			
		sympathizes 1			
		kind-hearted 1			
		courteous 1			
		virtues 1			
		support 1			

As is evident in Table 5.64, Judgement of Propriety was expressed through basic or simple words such as „good“, „nice“, „kind“ or „polite“ with high frequency in NS-WT1, NS-WT2, NS-WT3, IS-WT1 and IS-WT2 corpora. However, each of these words was just deployed once in IS-WT3. More numerous and differentiated instantiations with more specific meaning committed were deployed in IS-WT3 as alternatives for precisely conveying this positive meaning of Propriety such as „welcoming“, „helpful“, „caring“, „kind-hearted“, „hospitable“, „courteous“, „loving“, „sympathizes“, „support“, or „virtues“.

Overall, significant differences in the quantities and range of instantiations of inscribed Attitude in IS-WT3 compared with those in NS-WT3 and IS-WT2 and IS-WT1 in contrast to small differences in the three NS corpora reflect significant improvement of the IS compared to the NS in using a much wider range of evaluative resources to inscribe Attitude after the interventions.

Graduation of inscribed Attitude is the third aspect under investigation. The starting point for exploring this aspect is quantities of instances that are graduated as shown in Table 5.65.

Table 5.65. Quantities of inscribed Attitude instances that are graduated in the three writing tests

	IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Affect	17	45	46	10	10	20
Judgement	16	31	62	22	23	35
Appreciation	20	55	119	19	19	24
Total	53	131	227	51	52	79

Table 5.65 demonstrates the extensive increase in the quantities of graduated Attitude instances from IS-WT1 to IS-WT3 and the massive difference between the quantity in IS-WT3 compared with the quite stable low quantities by the NS across the three tests. For example, the quantity in IS-WT3 approximately triples that in NS-WT3. Moreover, the quantity the IS employed in IS-WT3 is about twice and four times as many as those they did in IS-WT2 and in IS-WT1. At the same time, the differences in the quantities across the three NS tests are minimal relative to the differences in the three IS tests. Similar tendencies can also be seen in the three Attitude categories.

A further issue of graduation of inscribed Attitude for exploration is quantities of Graduation instances, which is shown in Table 5.66.

Table 5.66. Quantities of Graduation instances in the three writing tests

			IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Force	Intensification	Quality_degree	59	123	202	67	56	77
		Process_vigour	12	24	29	5	4	10
		Proposal	0	0	0	0	0	0
	Quantification	Amount	1	1	9	0	0	0
		Extent	0	1	12	0	0	0
		Frequency	1	0	6	1	0	3
	Sub-total			73	149	258	72	60
Focus	Valeur	Authenticity	0	0	5	1	0	0
		Specificity	2	3	4	0	0	0
	Fulfillment	Completion	0	0	3	0	0	0
		Actualisation	0	1	4	0	0	0
	Sub-total			2	4	16	1	0
Total			75	153	274	73	60	90

Table 5.66 indicates the extensive increase by the IS in their deployment of Force and Focus resources for graduating inscribed Attitude from IS-WT1 to IS-WT3 and the wide difference between their deployment of these resources in IS-WT3 compared with the quite stable low employment of these resources by the NS across the three tests. In particular, the quantity of Force instances the IS produced in IS-WT3 is more than one and a half times as many as that in IS-WT2 and more than three and a half times as many as that in IS-WT1. This quantity of Force instances in IS-WT3 also approximately triples that in NS-WT3, which remains consistently low across the three NS tests. These tendencies are even sharper in the case of

Focus. The quantity of Focus instances in IS-WT3 is much higher than that in IS-WT2 and IS-WT1. Meanwhile, there are almost no Focus instances in the three NS corpora.

On considering Force and Focus sub-categories, Table 5.66 demonstrates the dominant quantities of instances in nine out of ten Graduation sub-categories in IS-WT3 compared with those in IS-WT2 and IS-WT1 and those in the three NS corpora. The most noticeable differences can be found in Intensification of Quality: degree and Process: vigour, Quantification of Amount and Extent, and Valeur of Authenticity.

The final consideration in exploring graduation of inscribed Attitude is realisations of Graduation resources. Quantities are shown in Table 5.67.

Table 5.67. Quantities of realisations of Graduation in the three writing tests

			IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Force	Isolated lexemes	Lexical items	0	2	5	0	0	0
		Grammatical items	7	12	13	9	4	6
	Semantic infusion		11	46	118	12	13	18
	Repetition or listing		8	15	17	6	4	3
Focus	Isolated lexemes – Grammatical items		2	4	10	1	0	0
Total			28	79	163	28	21	27

Table 5.67 reveals a number of prominent features between IS-WT3 and NS-WT3 and between IS-WT3 and IS-WT2 and IS-WT1. First, there is the dominant quantity of Semantic infusion items in IS-WT3. Second, there is the deployment of five lexical items in IS-WT3 compared to two in IS-WT2 and none in other corpora. Third, there are a relatively high number of Focus resources in IS-WT3. In contrast, there are no such differences across the three NS corpora. For example, no lexical items and only one Focus item were employed in all three NS corpora. Differences do exist in the numbers of Semantic infusion items; however, they are very minimal.

A closer examination reveals the lower preference for deploying grammatical items in IS-WT3. Instead of deploying such basic and simple intensifiers as „very“, „really“ or „so“ to graduate inscribed Attitude, the IS tended to deploy more Semantic infusion and Lexical items as alternative strategies. The more diverse semantic infusion items used to graduate inscribed Attitude in IS-WT3 compared with those in NS-WT3 and those in IS-WT2 and IS-WT1 can be seen in Table 5.68.

Table 5.68. Semantic infusion realising Intensification of Quality_degree in the three writing tests

IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
<i>11 realisations 21 instances</i>	<i>35 realisations 59 instances</i>	<i>91 realisations 137 instances</i>	<i>12 realisations 24 instances</i>	<i>11 realisations 26 instances</i>	<i>14 realisations 37 instances</i>
delicious 4	delicious 5	perfect 7	special 5	special 4	best 7
influential 4	special 5	valuable 5	influential 4	wonderful 4	special 6
special 4	influential 4	passionate 5	best 3	best 4	influential 6
best 2	best 4	great 5	delicious 3	influential 3	delicious 5
astonished 1	valuable 4	attentive 4	dedicated 2	proud 3	great 2
professional 1	exciting 2	professional 4	luxury 1	delicious 3	luxury 2
fantastic 1	serious 2	unique 4	wonderful 1	impressive 1	professional 2
mischievous 1	proud 2	mouth-watering 4	cheaper 1	warm-hearted 1	proud 1
grateful 1	energetic 2	appealing 4	unforgettable 1	valuable 1	wonderful 1
amazing 1	romantic 2	cozy 3	professional 1	terrible 1	valuable 1
proud 1	wonderful 2	amazing 3	proud 1	cheapest 1	generous 1
	unique 2	best 3	enthusiastic 1		excellent 1
	professional 1	wonderful 3			stingy 1
	horrible 1	spectacular 2			closest 1
	optimistic 1	impressive 2			
	crazy for 1	gorgeous 2			
	grateful 1	delicious 2			
	significant 1	fantastic 2			
	perfect 1	influential 1			
	excited 1	glorious 1			
	wise 1	memorable 1			
	hospitable 1	romantic 1			
	delightful 1	exotic 1			
	honourable 1	significant			
	unforgettable 1	miraculous 1			
	memorable 1	luxurious 1			
	luxury 1	pity 1			
	passionate 1	flawless 1			
	glorious 1	jolly 1			
	amazing 1	hospitable 1			
	miraculous 1	glamorous 1			
	exotic 1	excellent 1			
	psychic 1	iconic 1			
	great 1	lush 1			
	sound 1	wisdom 1			
		fortitude 1			
		brilliant 1			
		marvellous 1			
		delicate 1			
		irresistible 1			
		determination 1			
		ferocious 1			
		vicious 1			
		ideal 1			
		passion 1			
		intense 1			
		soothing 1			
		serene 1			

		ultimate	1			
		pessimistic	1			
		indelible	1			
		sincere	1			
		uncountable	1			
		mouth-water	1			
		excellent	1			
		tough	1			
		darkest	1			
		impeccable	1			
		splendid	1			
		convenience	1			
		varied	1			
		simplest	1			
		sophisticated	1			
		feat	1			
		meticulous	1			
		masterpiece	1			
		eye-catching	1			
		yummy	1			
		exceptional	1			
		courteous	1			
		vivid	1			
		crave for	1			
		ecstatic	1			
		brehtaking	1			
		outstanding	1			
		strictest	1			
		tasty	1			
		mature	1			
		adorable	1			
		awesome	1			
		shining	1			
		unpretentious	1			
		subtle	1			
		brilliant	1			
		talented	1			
		affectionate	1			
		gentle	1			
		indescribable	1			
		kind-hearted	1			
		vibe	1			

As is evident from Table 5.68, the IS deployed 91 semantic infusion items to graduate 137 Attitude instances in IS-WT3, which extensively increased from the quantities of 35 for 59 in IS-WT2 and 11 for 21 in IS-WT1. The quantities of 91 for 137 in IS-WT3 are significantly higher than those quantities of 14 for 37 in NS-WT3, which remain almost unchanged across the three NS corpora. The extensive deployment of semantic infusion items in IS-WT3 compared to NS-WT3 is illustrated through descriptions of a favorite restaurant written by one high-achieving IS and NS in WT3 as can be seen in Table 5.69.

Table 5.69. Description of a favourite restaurant by one IS and one NS high achiever

IS-WT3- Phuong	NS-WT3 - Thu
<p>NamSushi Japanese Restaurant, located near the large square in Quy Nhon city centre, is an <i>ideal</i> option for those who have an <i>intense passion</i> for culture and cuisine of the cherry blossom country. It's an <i>absolute convenience</i> while you can discover the full flavour of traditional Japanese meals and enjoy the <i>most soothing</i> moments here. Stepping into this restaurant, you will be immediately <i>struck</i> by the <i>serene, cozy</i> ambience and the <i>gorgeous</i> way the restaurant is decorated. Surrounded it are multi-coloured lanterns and <i>splendid</i> pictures of Japan sceneries symmetrically hung on the wall and along the way. The menu is <i>particularly varied</i> from the <i>simplest</i> to the <i>most sophisticated</i> food like sushi, sashimi, Udon noodles, Japanese pancake, hotpot, etc. Each dish is truly the chef's <i>feat, meticulous</i> and <i>passionate masterpiece</i>, so you can see how <i>eye-catching, yummy</i> and <i>mouth-watering</i> the foods are. Especially, what sets our mind at rest is the fact that all materials are imported directly from Japan, ensuring the <i>most exceptional</i> quality and health safety for customers. The staff is <i>extremely courteous, welcoming</i> and <i>attentive</i>, which truly reflects good virtues of Japanese people, so you will feel like kind of being a V.I.P. in here. The price is <i>pretty expensive</i>, but it worth every penny. The minus point of this place is the low service that you may experience during festivals or holidays. In general, this restaurant brings to me <i>absolute content</i> and peace of mind. Almost everything seems to be <i>perfect</i>, so I would recommend it to you as the first choice when you think of eating out in Quy Nhon.</p>	<p>I am <i>very happy</i> to know that you and your family is going to visit Quang Ngai, my hometown next week and you want me to introduce you some places to eat during your time in here. Well, I have many chances to come to lots of famous restaurants in my hometown, and the restaurant I <i>like most</i> is Dong Xanh.</p> <p>Dong Xanh restaurant is located on the top of the hill. From this restaurant, I can enjoy the views of Quang Ngai city. Especially at night, the views are <i>extremely beautiful</i>. Visiting Dong Xanh restaurant, I am <i>impressed</i> with its family atmosphere because it is decorated like the kitchen of a family. The furniture, for example chairs, tables, is made of wood, which makes me feel comfortable and relaxed. Moreover, the restaurant has their own band and they often play ballad or country music. It is <i>very suitable</i> for a lovely restaurant for family. I like the professional staff <i>very much</i> because they are always polite and helpful. Finally, the food is <i>very delicious</i> in spite of the low price. The flavour and taste of the food is similar to what my mother often cooks, therefore, I like the food in here <i>so much</i>. I hope that you will be satisfied with this restaurant when you have a chance to come to this place.</p>

As shown in Table 5.69, whereas the NS, Thu employed isolated grammatical items (i.e. „very“, „so“, „extremely“ or „most“) as the main resources to graduate inscribed Attitude, the IS, Phuong deployed various strategies for graduating Attitude such as:

- Isolated items of Force (i.e. „most“, „pretty“, „extremely“, „absolute“)
- Isolated items of Focus (i.e. „particularly“)
- Semantic infusion items (i.e. „ideal“, „intense“, „passion“, „soothing“, „struck“, „serene“, „cozy“, „gorgeous“, „splendid“, „simplest“, „sophisticated“, „perfect“, „feat“, „meticulous“, „passionate“, „masterpiece“, „eye-catching“, „welcoming“, „yummy“, „mouth-watering“, „exceptional“, „courteous“, „attentive“)
- Repetition (i.e. „meticulous and passionate“, eye-catching, yummy and mouth-watering“, „courteous, welcoming and attentive“)

In general, the data from the six corpora indicate significant differences between IS-WT3 and NS-WT3 and between three IS corpora, and at the same time, they revealed minimal differences across the three NS corpora in: (1) the quantities of inscribed Attitude instances, (2) the range of instantiations of inscribed Attitude, and (3) the quantities of inscribed

Attitude instances that are graduated and realisations of Graduation resources for grading inscribed Attitude. These differences are indicative of the significant improvements of the six IS compared with the six NS in deploying evaluative resources after the interventions. The next section will explore similarities and differences in the employment of invoked Attitude of the two groups of students across the three tests.

5.2.3.1.2. Invoked Attitude according to categories

The first of the three aspects of invoked Attitude which were investigated, quantities of instances of each category of Attitude, is presented in Table 5.70.

Table 5.70. Quantities of invoked Attitude instances types in the three writing tests

	IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Affect	0	11	24	1	2	2
Judgement	28	58	131	29	35	56
Appreciation	27	45	98	33	37	26
Total	55	114	253	63	74	84

Table 5.70 clearly indicates the extensive increase by the IS in their deployment of instances from IS-WT1 to IS-WT3 and the significant difference between their deployment of these instances in IS-WT3 compared with the quite stable low deployment of these instances by the NS across the three tests. In particular, the quantities of instances the IS produced in IS-WT3 is three times as many as the instances the NS produced in NS-WT3. More importantly, this quantity of instances the IS employed in IS-WT3 double and almost quintuple the instances they did in IS-WT2 and IS-WT1. At the same time, there are very small differences in the quantities of instances the NS used across the three tests. Similar differences in the quantities of instances of three Attitude categories can also be seen across the corpora.

The second aspect of invoked Attitude under examination, quantities of realisations, is shown in Table 5.71.

Table 5.71. Quantities of realisations for invoked Attitude in the three writing tests

	IS-WT1			NS-WT1		
	Provoked	Flagged	Afforded	Provoked	Flagged	Afforded
Affect	0	0	0	0	1	0
Judgement	0	18	10	0	17	12
Appreciation	0	14	13	0	15	18
Total	0	32	23	0	33	30
	IS-WT2			NS-WT2		
	Provoked	Flagged	Afforded	Provoked	Flagged	Afforded
Affect	6	3	2	0	1	1
Judgement	4	46	8	1	25	9
Appreciation	2	31	12	0	20	17
Total	12	80	22	1	46	27
	IS-WT3			NS-WT3		
	Provoked	Flagged	Afforded	Provoked	Flagged	Afforded
Affect	11	11	2	0	1	1
Judgement	27	90	14	0	40	16
Appreciation	19	70	9	1	16	9
Total	57	171	25	1	57	26

Table 5.71 indicates the extensive increase by the IS in their deployment of Provoke strategy from IS-WT1 to IS-WT3 and the massive difference between their employment of Provoke in IS-WT3 compared with the consistently low employment of this strategy by the NS across the three tests. For instance, the quantity of realisations of Provoke the IS deployed across the three tests increases dramatically from IS-WT1 to IS-WT2 and IS-WT3. This quantity of Provoked realisations is significantly higher than those across the three NS tests. A closer examination indicates that a variety of differentiated similes and metaphors were deployed in IS-WT3 to provoke attitudinal meanings. To judge their fathers, mothers or teachers, for example, the IS used in IS-WT3 a wide range of similes and metaphorical expressions such as „a model“, „an idol“, „a heroine“, „a beaver“, „a light house“, „a torch“, „creators“, „sea lights“, „wings“, „statue“, „fulcrum“ or „a shining example“ as seen in the following extracts:

- By working like a *beaver*, my father gradually built up a bright future for my family... My parents are real *creators* of who I am today. They are kind of *sea lights* leading me to the right direction. They are *wings* sheltering me on rainy time and raising me up on sunny days.
- My parents seem to be normal to other, but to me, they are the *models*, the *idols* and the *heroines*.
- My mother is always the *lighthouse* leading me to be on the right way in every tough situation... She is a perfect *statue* in my heart.

- My teacher of English is really a **shining example** for me to follow and I wish I could be a great teacher like him... Both of my father and my teacher of English are great **models** for me.
- I see my parents as kind of **solid fulcrum** that I can lean against to be supported whenever I am exhausted.
- If my father is a **lighthouse**, my mother will be a **torch**. The lighthouse will illuminate my future while the torch will warm up my heart for the rest of my life.

Similar significant increase and notable differences can also be seen in the Flagged strategy. For example, the quantity of realisations of Flag in IS-WT3 is twice as many as that in IS-WT2 and five and a half times as many as that in IS-WT1. Moreover, this quantity of Flag realisations in IS-WT3 also triples that in NS-WT3, which remains stably low across the three NS tests. Details of resources for flagging attitude will be presented in the next section.

In sharp contrast to the dominant numbers of Provoked and Flagged realisations in IS-WT3, the quantity of Afforded realisations in IS-WT3 remains almost unchanged across the three IS tests. This quantity of Afforded realisations in IS-WT3 is a little lower than that in NS-WT3, which remains almost unchanged across the three NS corpora. Details of realisations of invoked Attitude in the six corpora can be seen in Appendix 1.

The third aspect, resources for flagging Attitude, was examined from two perspectives: quantities and realisations of resources deployed to flag Attitude. Quantities of resources used to flag attitude are shown in Table 5.72.

Table 5.72. Quantities of resources for flagging Attitude in the three writing tests

	IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Intensifiers	0	26	80	0	2	9
Quantifiers	32	72	127	33	39	43
Total	32	98	207	33	45	52

Table 5.72 indicates the extensive increase by the IS in their deployment of resources for flagging Attitude from IS-WT1 to IS-WT3 and the significant difference between their deployment of these resources in IS-WT3 compared with the quite stable low employment of these resources by the NS across the three writing tests. For example, the quantity of Quantifiers instances in IS-WT3 is about twice and four times as many as that in IS-WT2 and IS-WT1. This quantity of Quantifiers instances in IS-WT3 is two and a half times as many as that in NS-WT3, which remains stably low across the three NS tests. These tendencies are even more significant in the case of Intensifiers. For example, the quantity of Intensifiers

instances in IS-WT3 is much higher than that in IS-WT2 and IS-WT1. At the same time, the differences in the quantities of Intensifiers instances in the three NS corpora are minimal at very small numbers.

The quantities of realisations for flagging Attitude are shown in Table 5.73.

Table 5.73. Quantities of realisations for flagging Attitude for flagging Attitude in the three writing tests

	IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Isolated lexemes	7	19	41	6	9	8
Semantic infusion	3	32	84	4	6	12
Repetition or listing	7	15	34	8	9	14
Total	17	66	159	18	24	34

Table 5.73 reveals a number of prominent differences between IS-WT3 and NS-WT3, and between IS-WT3 and IS-WT2 and IS-WT1. First, there is a dominant quantity of realisations in IS-WT3 compared to NS-WT3, and to IS-WT2 and IS-WT1. Another prominent feature is the significant increase in the quantity of Semantic infusion items and Isolated lexemes from IS-WT1 to IS-WT3 compared to the small increase in the three NS corpora. Increases are also recorded in the quantities of Semantic infusion items across the three NS corpora; however, the increases are very minimal. A closer examination indicates the more varied employment of realisations for flagging Attitude in IS-WT3 compared with that in NS-WT3 and in IS-WT2 and IS-WT1 as can be seen from Table 5.74.

Table 5.74. Quantifiers under isolated lexemes for flagging Attitude in the three writing tests

IS-WT1		IS-WT2		IS-WT3		NS-WT1		NS-WT2		NS-WT3	
many	7	all	6	all	14	every	6	all	4	many	10
all	3	many	5	every	7	many	3	many	4	a lot	3
a lot	2	a lot of	3	everything	3	some	3	everything	2	all	2
anything	1	any	2	even	2	all	1	a lot of	2	everyone	2
various	1	both	2	nobody else	2	even	1	most of	1	some	1
not only ... but also	1	nothing	2	nothing	2	day by day	1	some	1	lots of	1
every time	1	nobody else	2	day by day	2			everyone	1	most	1
		anything	1	some	1			both	1	every	1
		even	1	lots of	1			not only ... but also	1		
		each of	1	various	1						
		everything	1	only	1						
		a few	1	all of	1						
		none of	1	each	1						
		loads of	1	any time	1						
		various	1	more than	1						
		numerous	1	all everything	1						
		especially	1	trillions of	1						
				almost all	1						
				almost everything	1						
				almost all every	1						
				every time	1						
				none of	1						
				nowhere else	1						
				less than	1						
				a variety of	1						
				selection of	1						
				gradually	1						
				throughout	1						
				whole	1						
				whenever	1						
				long	1						
				up to	1						
				at once	1						
				immediately	1						
				whole	1						

As shown in Table 5.74, the two groups of students used basic isolated quantifiers such as „many“, „all“, „a lot“ or „every“ with high frequency to flag Attitude. However, besides these basic isolated quantifiers, the IS also deployed in IS-WT3 a wide range of isolated lexemes to quantify ideational meanings such as „almost all“, „almost everything“, „almost all every“, „every time“, „various“, „trillions of“, „nowhere else“, „a variety of“, „up to“, „only“, „less than“ or „selection of“ as illustrated in the following extract:

- My father suffered from *almost all* extreme miseries on earth from the death of his beloved mother, to the cruelty of bombs, the fatality of famine and pestilence.

- **All** my life, I could hardly ever pay the debt to my parents.
- **Almost all every** memorable or meaningful events of my life relates to my mother.
- **Every time** I think of my mom and my sister, I can gain more motivation and energy.
- **Everything** I have today has been traded by my parents' sweat, and blood and tears.
- Swiftly and attentive, a waiting staff will lead you to a suitable spot where welcomes you is a lovely set of professionally crafted wooden table and chairs, where you can make yourself at home under a magical plafond created by **trillions of** glamorous stars.
- In **less than** thirty minutes, your table will be filled with plates of culinary masterpieces that will blow all of your senses.
- The feelings I give my parents cannot be told **only** in paper.
- My mother teaches me **all everything**.
- I was sometimes totally astonished when getting **up to** 30 per cent discount as a reward to loyal customers on some special occasions.
- **Almost everything** in the restaurant seems to be perfect.
- Fresh seafood and mouth-watering specialities of **all** regions are always available anytime you need.
- I strongly believe that **nothing** can be better than sitting in the middle of the open air, sipping the wonderful beverage or food that you are interested in and contemplating the unique romance of the paradise on earth.
- My mother usually helps me overcome obstacles that **nobody else** can help me.

Generally, the data from the six corpora indicated significant differences between IS-WT3 and NS-WT3 and between IS-WT3 and IS-WT2 and IS-WT1, and at the same time, they reveal similarities across the three NS corpora in: (1) the quantities of invoked Attitude instances, (2) the realisations of invoked Attitude, and (3) the quantities of invoked Attitude instances that are flagged and realisations of resources for flagging Attitude. Details of resources for flagging Attitude can be seen in Appendix 1.

5.2.3.1.3. Summary of findings

This section has highlighted the most prominent features of the employment of Attitude and Graduation resources by the six IS and six NS in WT3 in comparison with their performance on WT2 and WT1. It was demonstrated that there are significant differences between the statistics in IS-WT3 compared with those in NS-WT3 and those in IS-WT2 and IS-WT1. In particular, differences were recorded in: (1) the significantly higher quantities of inscribed and

invoked Attitude instances in IS-WT3, (2) the much broader range of instantiations for inscribing Attitude with the employment of various semantic infusion items in IS-WT3, (3) the much larger range of realisations to graduate inscribed Attitude in IS-WT3, (4) the far greater number of realisations for invoking Attitude in IS-WT3, and (5) the more diverse realisations for flagging Attitude in IS-WT3. However, the statistics of these five aspects in NS-WT3 compared with those in NS-WT2 and NS-WT1 are only minimally different relative to the above differences. These are indicators of significant development of the six IS compared with the six NS in terms of using evaluative resources after Intervention 2 (Ngo, 2013; Ngo et al., 2012). The report of the two groups' performances on Reading Test 3 (RT3) in comparison with their performance on RT2 and RT1 in the next section further reinforced the similarities or differences in their comprehension of appraisal resources after the interventions.

5.2.3.2. Reading Test 3

The quantities and average proportions of correct items scored by the six IS and six NS in Reading Test 3 (RT3) are presented in Table 5.75.

Table 5.75. Quantities and proportions of correct items in Reading Test 3

		IS								NS							
		High scorers		Medium scorers		Low scorers		Correct items per exercise		High scorers		Medium scorers		Low scorers		Correct items per exercise	
		S1	S2	S3	S4	S5	S6	Num	%	S1	S2	S3	S4	S5	S6	Num	%
Vocabulary Test	E1	8	8	7	7	7	7	44	92	6	7	7	6	5	5	36	75
	E2	3	3	2	2	3	2	15	63	3	2	1	1	1	1	9	38
	E3	12	11	10	8	9	9	59	82	6	6	3	4	4	5	28	39
	E4	16	15	15	15	13	12	86	90	8	8	8	7	8	7	46	48
RC Test	E5	12	12	12	11	11	11	69	96	10	8	9	8	6	5	46	64
	E6	6	5	5	5	5	6	32	89	5	5	4	3	4	2	23	64
	E7	12	12	11	10	9	8	62	86	10	9	9	8	5	6	47	65
Correct items per student		69	66	62	58	57	55	367		48	45	41	37	33	31	235	
Proportion of correct item per student %		94	94	89	83	81	78		87	67	64	59	53	47	44		56

Table 5.75 shows significant differences between the quantities and percentages of correct items by six IS and six NS in RT3. A closer investigation into each vocabulary and reading comprehension exercise reveals the far greater quantity of correct items the IS achieved over the NS in all seven exercises of the reading test. This may be indicative of significant improvement of the IS over the NS in recognizing a variety of evaluative resources at word level and in comprehending evaluative stance at sentence or text levels.

To provide a clearer view of the extent of improvement that the IS gained across the three reading tests, I compared the quantities and proportions of correct items by the six IS in IS-

RT3 with those in IS-RT2 and IS-RT1 and with those by the six NS in the three NS corpora from the data presented in Table 5.76.

Table 5.76. Quantities and proportions of correct items in the three reading tasks

	IS-RT1		IS-RT2		IS-RT3		NS-RT1		NS-RT2		NS-RT3	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Total numbers and proportions of correct items	170	40	256	61	367	87	172	41	194	46	235	56

Table 5.76 clearly indicates the enormous increase by the IS in their comprehension of evaluative resources from IS-RT1 to IS-RT3 and the dramatic difference between their comprehension of these resources in IS-RT3 compared with the minimal increase in appraisal comprehension by the NS across the three RT. For example, the quantity of correct items in IS-RT3 is about one and a half times as many as that in IS-RT2 and more than twice as many as that in IS-RT1. This quantity of correct items in IS-RT3 is significantly higher than that in NS-RT3, which is consistently low compared with the other two NS corpora. It is interesting to note that the increase in the proportions of correct items in the three NS corpora is minimal relative to the extensive increase in the three IS corpora.

In conclusion, the results from RT3 together with the findings from WT3 are strong indications of the intervention students' significant development of repertoires for evaluative language and their massive improvement in comprehending evaluative resources in reading texts as well as deploying these resources in written texts compared with the non-intervention students' after the interventions.

5.2.3.3. Semi-structured Interview 2

The quantities and proportions of Attitude instances that the six intervention students (IS) deployed in the two Semi-structured Interviews (SI) and writing tests before and after the interventions are presented in Table 5.77.

Table 5.77. Quantities and proportions of Attitude instances in the interviews and writing tests before and after the interventions

	IS-WT1		IS-WT3		IS-SI1		IS-SI2	
	Num	%	Num	%	Num	%	Num	%
Inscribed Attitude	139	72%	350	58%	212	74%	404	65%
Invoked Attitude	55	28%	253	42%	73	26%	215	35%
Total	194		603		285		619	

Table 5.77 clearly indicates the similar quantities of Attitude instances deployed by the IS in IS-WT3 and IS-SI2 and the extensive increase in the quantities of instances across the two

WT and two SI. For example, the quantities of instances in IS-WT3 and IS-SI2 are approximately the same. There is a three-fold increase in the quantity of Attitude instances from IS-WT1 to IS-WT3 compared with the two-and-a-half increase from IS-SI1 to IS-SI2.

Of particular interest is the similar increase in invoked instances across the two WT and two SI. All of these serve as convincing evidence for the significant development of the intervention students in terms of using evaluative language after the two teaching interventions. Further reporting on inscribed and invoked Attitude in the following sections will provide an insight into the similarities in appraisal deployment of the IS in IS-WT3 and IS-SI2 and the extent of their development in appraisal deployment across the two WT and two SI.

5.2.3.3.1. Inscribed Attitude according to categories

The first of the three aspects of inscribed Attitudes under examination, quantities and proportions of instances of each category of Attitude, can be seen in Table 5.78.

Table 5.78. Quantities and proportions of inscribed Attitude instances types in the interviews and writing tests before and after the interventions

	IS-WT1			IS-WT3			IS-SI1			IS-SI2		
	Inscribed instances	Total instances	Proportions	Inscribed instances	Total instances	Proportions	Inscribed instances	Total instances	Proportions	Inscribed instances	Total instances	Proportions
Affect	39	39	20%	67	91	11%	67	74	23%	81	91	13%
Judgement	43	71	22%	96	227	16%	62	98	22%	95	209	15%
Appreciation	57	84	30%	187	285	31%	83	113	29%	228	319	36%
Total	139	194	72%	350	603	58%	212	285	74%	404	619	64%

Table 5.78 indicates similar quantities and proportions of instances in IS-WT3 and IS-SI2 and the extensive increase in the quantities of Attitude instances across the two WT and two SI. For example, the proportions of inscribed Appreciation instances deployed in IS-WT3 and IS-SI2 are very similar. Moreover, there was a similar significant increase in the quantities and proportions of inscribed Appreciation instances across the two tests and two interviews.

The second aspect of inscribed Attitude, range of instantiations, is presented in Table 5.79.

Table 5.79. Quantities of different instantiations and instances of inscribed Attitude in the interviews and writing tests before and after the interventions

	IS-WT1			IS-WT3			IS-SI1			IS-SI2		
	Instantiations	Instances	Ratio	Instantiations	Instances	Ratio	Instantiations	Instances	Ratio	Instantiations	Instances	Ratio
Affect	18	39	0.46	56	67	0.84	24	67	0.36	46	81	0.57
Judgement	24	43	0.56	74	96	0.77	32	62	0.52	53	95	0.56
Appreciation	33	57	0.58	133	187	0.71	46	83	0.55	105	228	0.46
Total	75	139	0.54	263	350	0.75	102	212	0.48	204	404	0.51

As can be seen from Table 5.79, although the ratios between the quantities of instantiations and instances of inscribed Attitude in IS-SI1 and IS-SI2 are the approximately the same, there is a wide difference between the quantities of instantiations and instances in these two corpora. For example, the quantities of instantiations and instances in IS-SI2 almost double those in IS-SI1. The difference is even more notable in the written mode. A closer investigation demonstrates the much more differentiated deployment of different instantiations inscribing Attitude in IS-SI2 and IS-WT3 compared with that in IS-SI1 and IS-WT1 to convey a similar evaluative meaning. This tendency can be seen in Table 5.80.

Table 5.80. Instantiations of inscribed Affect of Desire in the interviews and writing tests before and after the interventions

IS-WT1		IS-WT3		IS-SI1		IS-SI2	
want	2	want	1	want	14	want	4
hope	2	hope	1	need	3	needs	3
		wants	1	wants	1	willing to	2
		crave for	1	hope	1	desire	2
		dream	1	hopeless	1	need	2
		desire	1			wants	1
		wish	1			hopeless	1
		need	1			in need	1
						wish	1
						wished	1
						dream	1
						cherished a dream	1

As seen in Table 7.80, for the same number of twenty instances of Desire in the spoken mode, only 5 different instantiations were deployed in IS-SI1 compared with a wide range of 12 instantiations in IS-SI2. In the written mode, there are only 2 basic instantiations for 4 instances in IS-WT1 compared to 8 varied instantiations for 8 instances in IS-WT3.

Overall, a similarity in the much more diverse instantiations of inscribed Attitude in IS-SI2 and IS-WT3 over IS-SI1 and IS-WT1 is indicative of significant development in the intervention students’ deployment of inscribed Attitude after the interventions.

The third aspect under examination, graduation of inscribed Attitude, was examined from three perspectives. The first perspective, quantities of instances that are graduated, is presented in Table 7.81.

Table 5.81. Quantities and proportions of inscribed Attitude instances that are graduated in the interviews and writing tests before and after the interventions

	IS-WT1			IS-WT3			IS-SI1			IS-SI2		
	Instances graduated	Instances	Proportion graduated	Instances graduated	Instances	Proportion graduated	Instances graduated	Instances	Proportion graduated	Instances graduated	Instances	Proportion graduated
Affect	17	39	12%	46	67	13%	17	67	8%	51	81	13%
Judgement	16	43	11%	62	96	18%	45	62	21%	65	95	16%
Appreciation	20	57	15%	119	187	34%	40	83	19%	163	228	40%
Total	53	139	38%	227	350	65%	102	212	48%	279	404	69%

The aggregated data from Table 5.81 indicates similarities in the quantities and proportions of graduated Attitude instances in IS-WT3 and IS-SI2 and the extensive increase in the quantities and proportions of graduated instances across the two WT and two SI.

A further perspective of graduation of inscribed Attitude for exploration, quantities of Graduation instances, is shown in Table 5.82.

Table 5.82. Quantities of Graduation instances in the interviews and writing tests before and after the interventions

			IS-WT1	IS-WT3	IS-SI1	IS-SI2
Force	Intensification	Quality degree	59	202	100	242
		Process vigour	12	29	10	49
		Proposal	0	0	0	0
	Quantification	Amount	1	9	1	5
		Extent	0	12	0	1
		Frequency	1	6	0	0
	Sub-total			73	258	111
Focus	Valeur	Authenticity	0	5	1	2
		Specificity	2	4	1	1
	Fulfillment	Completion	0	3	0	0
		Actualisation	0	4	0	0
	Sub-total			2	16	2
Total			75	274	113	300

Table 5.82 indicates similar quantities of Graduation instances in IS-WT3 and IS-SI2 and the extensive increase in the quantities of Graduation instances across the two WT and two SI. Of

particular interest is the three-fold increase in the quantity of Graduation instances in the two SI compared to the four-fold increase in that across the two WT. Similar tendencies can also be seen in most of the Graduation sub-categories.

The final perspective for exploring graduation of inscribed Attitude is realisations of Graduation resources. Quantities are shown in Table 5.83.

Table 5.83. Quantities of realisations of Graduation in the interviews and writing tests before and after the interventions

			IS-WT1	IS-WT3	IS-SI1	IS-SI2
Force	Isolated lexemes	Lexical items	0	5	0	2
		Grammatical items	7	13	12	20
	Semantic infusion		11	118	18	76
	Repetition or listing		8	17	1	16
Focus	Isolated lexemes – Grammatical items		2	10	2	3
Total			28	163	33	117

Table 5.83 reveals a number of prominent features in the deployment of Graduation resources in the four corpora. First, there is a similar extensive increase in the quantities of realisations of Graduation across the two WT and two SI. For example, the quantities of semantic infusion items increased seven and a half times from IS-WT1 to IS-WT3 and seven times from IS-SI1 to IS-SI2. Also noteworthy is the deployment of lexical items in IS-WT3 and IS-SI2. A closer investigation indicates a similar preference for deploying semantic infusion rather than grammatical items to graduate inscribed Attitude in IS-WT3 and IS-SI2. The more diverse semantic infusion items in IS-WT3 compared with IS-WT1 and in IS-SI2 with IS-SI1 can be seen in Table 5.84.

Table 5.84. Semantic infusion realising Intensification of Quality: degree in the interviews and writing tests before and after the interventions

IS-WT1		IS-WT3		IS-SI1		IS-SI2	
delicious	4	perfect	7	perfect	3	complicated	8
influential	4	valuable	5	energetic	2	wonderful	7
special	4	passionate	5	challenging	2	unique	7
best	2	great	5	smartest	1	perfect	7
astonished	1	attentive	4	closest	1	delicate	6
professional	1	professional	4	cheaper	1	great	6
fantastic	1	unique	4	quieter	1	impressive	6
mischievous	1	mouth-watering	4	better	1	energetic	6
grateful	1	appealing	4	lower	1	valuable	4
amazing	1	cozy	3	awesome	1	mouth-watering	4
proud	1	amazing	3	unique	1	significant	3
		best	3	delicious	1	creative	3
		wonderful	3	wonderful	1	romantic	3
		spectacular	2	proud of	1	ideal	2
		impressive	2	glamorous	1	hospitable	2
		gorgeous	2	dynamic	1	splendid	2
		delicious	2			reputation	2
		fantastic	2			eye-catching	2
		influential	1			delicious	2
		glorious	1			superb	2
		memorable	1			passionate	2
		romantic	1			challenging	2
		exotic	1			awesome	1
		significant				cheaper	1
		miraculous	1			kind-hearted	1
		luxurious	1			amazing	1
		pity	1			sympathetic	1
		flawless	1			appealing	1
		jolly	1			glorious	1
		hospitable	1			breathtaking	1
		glamorous	1			distressed	1
		excellent	1			monotonous	1
		iconic	1			impeccable	1
		lush	1			determination	1
		wisdom	1			wisdom	1
		fortitude	1			cherished a dream	1
		brilliant	1			competent	1
		marvellous	1			enthusiastic	1
		delicate	1			significance	1
		irresistible	1			courteous	1
		determination	1			attentive	1
		ferocious	1			cleaner	1
		vicious	1			moderate	1
		ideal	1			ancient	1
		passion	1			outstanding	1
		intense	1			picturesque	1
		soothing	1			challenge	1
		serene	1			crucial	1
		ultimate	1			talented	1
		pessimistic	1			glamorous	1
		indelible	1			strictest	1

sincere	1	complex	1
uncountable	1	unspoiled	1
mouth-water	1	mouth-water	1
excellent	1	terrible	1
tough	1	annoyed	1
darkest	1	responsible	1
impeccable	1	sophisticated	1
splendid	1	brilliant	1
convenience	1	fantastic	1
varied	1		
simplest	1		
sophisticated	1		
feat	1		
meticulous	1		
masterpiece	1		
eye-catching	1		
yummy	1		
exceptional	1		
courteous	1		
vivid	1		
crave for	1		
ecstatic	1		
breathtaking	1		
outstanding	1		
strictest	1		
tasty	1		
mature	1		
adorable	1		
awesome	1		
shining	1		
unpretentious	1		
subtle	1		
brilliant	1		
talented	1		
affectionate	1		
gentle	1		
indescribable	1		
kind-hearted	1		
vibe	1		

As is evident from Table 5.84, the IS deployed 91 semantic infusion items to graduate 137 Attitude instances in IS-WT3, which extensively increased from the quantity of 11 for 21 in IS-WT1. Similarly, 60 semantic infusion items were used to graduate 126 instances in IS-SI2, which significantly increased from the quantity of 16 for 20 in IS-SI1. The extensive deployment of semantic infusion in combination with other strategies such as isolated items and repetition in IS-WT3 and IS-SI1 can be seen in Table 5.80, which presents the performance of one high-achieving IS, Phuong in WT3 and SI2.

Table 5.85. Phuong's performance in Semi-structured Interview 2 and Writing Test 3

IS-WT3- Phuong	IS-SI2 - Phuong
<p>Nam Sushi Japanese Restaurant, located near the large square in Quy Nhon city center, is an ideal option for those who have an intense passion for culture and cuisine of the cherry blossom country. It's an absolute convenience while you can discover the full flavour of traditional Japanese meals and enjoy the most soothing moments here. Stepping into this restaurant, you will be immediately struck by the serene, cosy ambience and the gorgeous way the restaurant is decorated. Surrounded it are multi-coloured lanterns and splendid pictures of Japan sceneries symmetrically hung on the wall and along the way. The menu is particularly varied from the simplest to the most sophisticated food like sushi, sashimi, Udon noodles, Japanese pancake, hotpot, etc. Each dish is truly the chef's feat, meticulous and passionate masterpiece, so you can see how eye-catching, yummy and mouth-watering the foods are. Especially, what sets our mind at rest is the fact that all materials are imported directly from Japan, ensuring the most exceptional quality and health safety for customers. The staff is extremely courteous, welcoming and attentive, which truly reflects good virtues of Japanese people, so you will feel like kind of being a V.I.P. in here. The price is pretty expensive, but it worth every penny. The minus point of this place is the low service that you may experience during festivals or holidays.</p> <p>In general, this restaurant brings to me absolute content and peace of mind. Almost everything seems to be perfect, so I would recommend it to you as the first choice when you think of eating out in Quy Nhon.</p>	<p>- In my opinion, Quy Nhon is an ideal city to live in. This city will bring you kind of absolute content and a peace of mind once you choose to live in here.</p> <p>- In Quy Nhon, there is a wide range of local food which are unique, mouth-watering and well-known all over the country. The natural view, especially the beach, is breathtaking and uncontaminated. Quy Nhon also has a reputation for cultural heritage, for example the long-lasting Champa culture, which still exists in the temples and architecture. The people in Quy Nhon are known to be very kind, hospitable and honest...</p> <p>- My mother is a true idol to me. She has proved to be not only a loving and caring mother, but also an impeccable woman whose strong determination, absolute caring and profound wisdom lighten up my life.</p> <p>- I attend the English program at Quy Nhon University because I am really into English, I love learning not only English but also other languages. And Quy Nhon University has a long lasting reputation for training teachers of English in Central Vietnam.</p> <p>- I have absolute confidence that I will get high marks on this test because I understand almost all of the reading texts and vocabulary in the reading section.</p> <p>- I am completely satisfied with most of the teachers, but a few of them are quite boring and I want them to be more creative, to be more energetic in the way of teaching ... They need to infuse their students with love for learning new knowledge in an energetic and humorous way.</p>

Table 5.85 indicates that Phuong employed various strategies with a wide range of realisations for graduating Attitude in her performance on both modes. For example,

- In terms of Isolated items, she used both Force (i.e. „very“, „really“, „quite“, „most“, „pretty“, „extremely“, „completely“, „absolute“) and Focus (i.e. „particularly“).
- Regarding Semantic infusions, she deployed a great variety of semantically infused words to convey Affect (i.e. „intense passion“, „absolute content“, „struck“, „am into“, „absolute confidence“), Judgement (i.e. „meticulous“, „passionate“, „courteous“, „welcoming“, „impeccable“, „strong determination“, „absolute caring“, „attentive“, „profound wisdom“, „creative“, „energetic“), and Appreciation (i.e. „ideal“, „serene“, „soothing“, „cozy“, „gorgeous“, „splendid“, „simplest“, „sophisticated“, mouth-watering“, „feat“, „masterpiece“, „eye-catching“, „yummy“, „exceptional“, „perfect“, „breathtaking“, „uncontaminated“, „long-lasting reputation“, „unique“).
- In relation to Repetition, she employed various repetitive expressions such as „meticulous and passionate“, „eye-catching, yummy and mouth-watering“, „courteous, welcoming and attentive“, „absolute content and a peace of mind“, „unique, mouth-

watering and well-known“, „breathtaking and uncontaminated“, „kind, hospitable and honest“, „loving and caring“, „strong determination, absolute caring and profound wisdom“, „to be more creative, to be more energetic“, „energetic and humorous“.

Overall, the data from the four corpora indicated similarities between IS-WT3 and IS-SI2, and at the same time, they revealed significant differences across the two WT and two SI in: (1) the quantities of inscribed Attitude instances, (2) the range of instantiations of inscribed Attitude, and (3) the quantities of inscribed Attitude instances that are graduated and realisations of Graduation resources for graduating inscribed Attitude. These tendencies reflect significant development of the IS in deploying evaluative resources in both written and spoken texts after the interventions.

5.2.3.3.2. Invoked Attitude according to categories

The first of the three aspects of invoked Attitude under examination is quantities and proportions of instances of each category of Attitude. The aggregated data records similar quantities and proportions of instances of each Attitude category in IS-WT3 and IS-SI2 and the significant increase in the quantities across the two WT and two SI as can be seen in Table 5.86.

Table 5.86. Quantities and proportions of invoked Attitude instances types in the interviews and writing tests before and after the interventions

	IS-WT1			IS-WT3			IS-SI1			IS-SI2		
	Invoked instances	Total instances	Proportions	Invoked instances	Total instances	Proportions	Invoked instances	Total instances	Proportions	Invoked instances	Total instances	Proportions
Affect	0	39	0%	24	91	4%	7	74	2%	10	91	2%
Judgement	28	71	14%	131	227	22%	36	98	13%	114	209	19%
Appreciation	27	84	14%	98	285	16%	30	113	11%	91	319	15%
Total	55	194	28%	253	603	42%	73	285	26%	215	619	36%

The second aspect under examination is realisations of invoked Attitude. The quantities of invoked Attitude through Provoked, Flagged and Afforded strategies are shown in Table 5.87.

Table 5.87. Quantities of realisations for invoked Attitude in the interviews and writing tests before and after the interventions

	IS-WT1			IS-SI1		
	Provoked	Flagged	Afforded	Provoked	Flagged	Afforded
Affect	0	0	0	0	3	4
Judgement	0	18	10	0	18	18
Appreciation	0	14	13	0	18	12
Total	0	32	23	0	39	34
	IS-WT3			IS-SI2		
	Provoked	Flagged	Afforded	Provoked	Flagged	Afforded
Affect	11	11	2	6	3	1
Judgement	27	90	14	17	77	20
Appreciation	19	70	9	18	61	12
Total	57	171	25	41	146	43

Table 5.87 indicates quite similar quantities of realisations of Provoke in IS-WT3 and IS-SI2 and the extensive increase in the quantities of Provoke realisations across the two WT and two SI. Of particular interest is the deployment of a variety of similes or metaphors to provoke Affect, Judgement or Appreciation in IS-WT3 and IS-SI2. The use of a number of similes or metaphors in context can be seen in Table 5.88.

Table 5.88. Contexts of some realisations of provoked Attitude in Semi-structured Interview 2 and Writing Test 3

IS-WT3 – Description of a special person	IS-SI2 – Evaluation of the Appraisal framework or evaluative language
<ul style="list-style-type: none"> - My parents are real creators of who I am today. They are kind of sea lights leading me to the right direction. They are wings sheltering me on rainy time and raising me up on sunny days. - My mother is always the lighthouse leading me to be on the right way in every tough situation. ... She is a perfect statue in my heart. - I also see them [my parents] as kind of solid fulcrum that I can lean against to be supported whenever I am exhausted. - If my father is a lighthouse, my mother will be a torch. The lighthouse will illuminate my future while the torch will warm up my heart for the rest of my life. - My parents seem to be normal to other, but to me, they are the models, the idols and the heroines. 	<ul style="list-style-type: none"> - It is divided into many smaller parts and it looks like a ... matrix to me. - Evaluative language is kind of a key to success. I mean it is very crucial to me. - The knowledge of evaluative meanings in language and in photos can be a key to this problem. [difficulty in expressing opinions, or feelings, or describing someone or something] - This kind of language [evaluative language] is kind of a real ... tool that helps me describe the restaurant I like and the people I adore very effectively. - As an advanced student, I think it [evaluative language] is kind of a secret of success in describing people or things.

Table 5.88 reveals that the IS deployed a wide range of similes and metaphors such as „a model“, „an idol“, „a heroine“, „a beaver“, „a light house“, „a torch“, „creators“, „sea lights“, „wings“, „statue“ or „solid fulcrum“ to judge a special person in IS-WT3, and „a matrix“, „a key to success“, „a key to this problem“, „a tool“ or „a secret to success“ to evaluate the appraisal framework or the significance of evaluative language in IS-SI2.

Similar significant increase can also be seen in the quantity of realisations of Flag. The quantity of Flagged realisations in IS-WT3 is five and a half times as many as that in IS-WT1 and the quantity of Flagged realisations in IS-SI2 is three and a half times as many as that in IS-SI1. The resources for flagging attitude will be presented in the next section.

In contrast to the above significant differences, it is of particular interest to note the stable quantities of Afforded realisations across the two WT and two SI. Details of realisations of invoked Attitude can be seen in Appendix 1.

The third aspect, resources for flagging Attitude, was examined from two perspectives: quantities and realisations of resources deployed to flag Attitude. The quantities of intensifiers and quantifiers deployed to flag Attitude can be seen in Table 5.89.

Table 5.89. Quantities of resources for flagging Attitude in the interviews and writing tests before and after the interventions

	IS-WT1	IS-WT3	IS-SI1	IS-SI2
Intensifiers	0	80	5	63
Quantifiers	32	127	34	136
Total	32	207	39	199

Table 5.89 illustrates similar extensive increase in the intervention students' deployment of resources for flagging Attitude in both written and spoken modes. The quantities of intensifiers rose sharply from IS-WT1 to IS-WT3 and from IS-SI1 to IS-SI2. Similarly, the quantities of quantifiers increased four times across the two tests and two interviews.

The quantities of realisations for flagging Attitude are shown in Table 5.90.

Table 5.90. Quantities of realisations for flagging Attitude in the interviews and writing tests before and after the two interventions

	IS-WT1	IS-WT3	IS-SI1	IS-SI2
Isolated lexemes	7	41	11	50
Semantic infusion	3	84	8	39
Repetition or listing	7	34	2	34
Total	17	159	21	123

Table 5.90 indicates significant increase in the quantities of realisations of all three strategies across the two writing tests and two interviews. The most notable increase was recorded in semantic infusion items and isolated lexemes. A closer examination reveals the more diverse deployment of realisations for flagging Attitude across the two WT and two SI as can be seen in Table 5.91.

Table 5.91. Quantifiers under isolated lexemes for flagging Attitude in the interviews and writing tests before and after the interventions

IS-WT1		IS-WT3		IS-SI1		IS-SI2	
many	7	all	14	many	6	all of	10
all	3	every	7	a lot of	5	many	7
a lot	2	everything	3	everything	3	all	6
anything	1	even	2	all	3	some	5
various	1	nobody else	2	a few	2	so many	4
not only ... but also	1	nothing	2	more	2	every	4
every time	1	day by day	2	long	1	also	4
		some	1	very much	1	no	3
		lots of	1	anything	1	each	3
		various	1	no	1	some of	3
		only	1			various	3
		all of	1			a wide range of	3
		each	1			much	2
		any time	1			a lot	2
		more than	1			a lot of	2
		all everything	1			any time	2
		trillions of	1			whenever	2
		almost all	1			just	1
		almost everything	1			even	1
		almost all every	1			a wide variety of	1
		every time	1			a great variety of	1
		none of	1			almost all	1
		nowhere else	1			almost all of	1
		less than	1			a little	1
		a variety of	1			very little	1
		selection of	1			everything	1
		gradually	1			more	1
		throughout	1			heaps of	1
		whole	1			both	1
		whenever	1			most	1
		long	1			several	1
		up to	1			any	1
		at once	1			still	1
		immediately	1			a great deal of	1
		whole	1			every time	1
						a few of	1
						five or six times	1
						numerous	1
						the wide range of	1

As shown in Table 5.91, the IS used basic isolated quantifiers such as „many“, „all“, „a lot“ or „every“ with high frequency flag Attitude. However, besides these basic isolated quantifiers, they also deployed a wide range of isolated lexemes to quantify ideational meanings such as „almost all“, „almost everything“, „almost all every“, „every time“, „various“, „trillions of“, „five or six times“, „nowhere else“, „a variety of“, „heaps of“, „a great deal of“, „a wide range of“, „a great variety of“, „only“, „less than“, „selection of“, „up to“, etc. Table 5.92 illustrates the varied use of these resources in IS-WT3 and IS-SI2.

Table 5.92. Use of some isolated quantifiers in Semi-structured Interview 2 and Writing Test 3

IS-WT3	IS-SI2
<ul style="list-style-type: none"> - My father suffered from <i>almost all</i> extreme miseries on earth from the death of his beloved mother, to the cruelty of bombs, the fatality of famine and pestilence... - <i>All</i> my life, I could hardly ever pay the debt to my parents. - <i>Almost all every</i> memorable or meaningful events of my life relates to my mother. - <i>Every time</i> I think of my mom and my sister, I can gain more motivation and energy. - <i>Everything</i> I have today has been traded by my parents' sweat, and blood and tears. - In <i>less than</i> thirty minutes, your table will be filled with plates of culinary masterpieces that will blow all of your senses. - The feelings I give my parents cannot be told <i>only</i> in paper. - My mother teaches me <i>all everything</i>. - I was sometimes totally astonished when getting <i>up to</i> 30 per cent discount as a reward to loyal customers on some special occasions. - <i>Almost everything</i> in the favourite restaurant seems to be perfect. - Fresh seafood and mouth-watering specialities of <i>all</i> regions are always available <i>anytime</i> you need. 	<ul style="list-style-type: none"> - In the third test, I have been taught the Appraisal framework completely and have mastered <i>almost all</i> aspects of Attitude and Graduation. - The Appraisal framework has <i>a wide range of</i> vocabulary and strategies, and it also includes <i>many</i> smaller and smaller parts and difficult words to memorize. - The food quality in Quy Nhon is terrible and it is a real nightmare to me. I had to be hospitalized about <i>five or six times</i> so far. - Sometimes I am up to the neck with <i>heaps of</i> homework and the deadlines are near. - The reading test had <i>so many</i> new words, so I couldn't understand it. - Quy Nhon has <i>a lot of</i> glamorous tourist attractions such as Quy Nhon beach, Ky Co beach, which still preserve their natural and unspoiled beauty. There are also <i>numerous</i> cultural heritages such as ancient temple and Champa architecture. - In Quy Nhon, there is <i>a wide range of</i> local food which are unique, mouth-watering and well-known <i>all over</i> the country. - The food has outstanding quality, and the menu includes <i>a wide variety of</i> mouth-watering foods. - They celebrate my birthday with a birthday cake and <i>various</i> kinds of gifts.

Overall, the data from the four corpora indicate significant differences across the two WT and two SI, and at the same time, they illustrate similarities between IS-WT3 and IS-SI2 in: (1) the quantities of invoked Attitude instances, (2) the realisations of invoked Attitude, and (3) the quantities of invoked Attitude instances that are flagged and realisations of resources for flagging Attitude. Details of realisations for flagging Attitude can be seen in Appendix 1.

5.2.1.3.3. Summary of findings

This section has highlighted the most prominent features of the deployment of Attitude and Graduation by the six IS in the two SI and two WT performed prior to and after the interventions. The aggregated data indicated similarities between IS-WT3 and IS-SI2 and extensive differences across the two WT and two SI in: (1) the much greater quantities of inscribed and invoked Attitude instances in IS-WT3 and IS-SI2, (2) the much wider range of instantiations for inscribing Attitude with the deployment of a variety of semantic infusion items in IS-WT3 and IS-SI2, (3) the far broader range of realisations to graduate inscribed Attitude in IS-WT3 and IS-SI2, (4) the more differentiated realisations for invoking Attitude in IS-WT3 and IS-SI2, and (5) the more varied realisations for flagging Attitude in IS-WT3

and IS-SI2. These findings indicated similarity in the extensive development of the IS in deploying evaluative resources in both written and spoken modes after the interventions.

5.2.3.4. Concluding remarks

Section 5.2.3 has reported findings from the data collected from Tests 3, which was performed by the six IS and six NS and Semi-structured Interview 2 conducted with the six IS after Teaching Intervention 2. Based on the analysis and comparisons of the data collected, it can be concluded that the IS gained much more significant improvements in comprehension and deployment of Attitude and Graduation than the NS did. The extensive improvements of the IS were demonstrated not only in written but also in spoken mode. This is indicative of the extensive development of the intervention students' repertoires of evaluative resources after the interventions.

5.2.4. Conclusion of Section 5.2

In conclusion, Section 5.2 has addressed Research Question 2 investigating the extent of development of the intervention students' repertoires of Attitude and Graduation resources through explicit teaching of Attitude and Graduation within the Appraisal framework. The aggregated data indicated that the six IS and six NS from the two groups initially established had similarities in the limited repertoire of Attitude and Graduation resources, the poor experience in understanding these resources in reading texts and the low capacity in deploying these resources in written texts. The IS gained more substantial improvements in comprehending and employing these aspects of evaluative language compared to the NS after Intervention 1. However, both groups of students still demonstrated their limited resources for attitudinal expressions through their highly frequent production of core words. This trend was largely resolved among the IS after Intervention 2. There were significant increases in both quantities and varieties of Attitude and Graduation resources deployed by the IS, which is in contrast to the minimal increases of the NS. More importantly, the improvement of the IS was recorded not only in their deployment of evaluative resources in both written and spoken modes but also in their comprehension of these resources in reading texts. These findings reinforced the significant development of the intervention students' repertoire of evaluative resources after the interventions. The next section will present findings on the intervention students' capacity to use the Appraisal framework as a resource for learning about and expressing evaluation in English.

5.3. Capacity of the intervention students to use Appraisal as a resource for discussing their understanding and use of the language of evaluation

This section reports on the ability of the intervention students to use their knowledge about the Appraisal framework as a resource for discussing their understanding and use of the language of evaluation in English in response to Research Question 3.

How can tertiary TEFL teacher education students use a metalanguage informed by linguistic descriptions of evaluative resources to discuss their understanding and use of the language of evaluation?

5.3.1. Development of each intervention student in Attitude and Graduation deployment from the Writing Tests 1 to 3

Section 5.2.1 briefly presents the development of each high, medium and low achiever from the intervention group from WT1 to WT3 in terms of (1) the quantities of inscribed and invoked Attitude instances deployed, and (2) the quantities of Graduation instances and the range of realisations in graduating inscribed Attitude and flagging Attitude deployed.

As presented in Chapter 4 – Methodology, the work generated in WT1 by fifteen IS was first evaluated by two senior lecturers of English at Quy Nhon University using assessment criteria adapted from the 3x3 assessment grid proposed by Humphrey, Martin, Dreyfus, and Mahboob (2010). Based on this initial evaluation, these pieces of writing were then categorized into high, medium and low achieving groups. Twelve pieces of writing of six IS from the high, medium and low achieving groups were taken for analysis of Attitude and Graduation resources. After the interventions, the twelve pieces of writing produced by these six IS in WT3 were analyzed in terms of Attitude and Graduation, and the data collected were then compared with the data from WT1.

The quantities of Attitude instances deployed in WT1 and WT3 are shown in Table 5.93.

Table 5.93. Quantities of inscribed and invoked Attitude instances deployed by the six intervention students in Writing Tests 1 and 3

	WT1						WT3					
	HA1	HA2	MA1	MA2	LA1	LA2	HA1	HA2	MA1	MA2	LA1	LA2
Inscribed Attitude	32	29	27	23	14	14	64	65	48	73	55	45
Invoked Attitude	9	12	12	8	4	10	61	45	41	37	35	34
Total	41	41	39	31	18	24	125	110	89	110	90	79

Table 5.93 reveals that the six IS deployed small quantities of Attitude instances and there was a wide gap between the quantities produced by the high and low achievers before the interventions. For example, the quantities by the two high achievers (HA) were almost double those by the two initially low achievers (LA). After the interventions, there were significant changes in the quantities deployed by all six IS when the quantities by each student in WT3 increased from around two and a half to five times. The most notable changes were recorded in the cases of two initially low achievers LA1, Thuy and LA2, Bich and one medium achiever MA2, Nhu. Of particular interest is the narrower gap between the quantities used by the high and low achievers. More interestingly, after the interventions the two initial low achievers deployed in WT3 twice as many attitudinal expressions as the two initial high achievers did in WT1.

Similarly, there were significant changes in the quantities of Graduation realisations for graduating inscribed Attitude and flagging Attitude deployed by each IS as seen from Table 5.94.

Table 5.94. Quantities of Graduation realisations deployed by the six intervention students in Writing Tests 1 and 3

	IS-WT1						IS-WT3					
	HA1	HA2	MA1	MA2	LA1	LA2	HA1	HA2	MA1	MA2	LA1	LA2
Isolated lexemes	10	10	6	6	4	4	10	15	18	16	17	13
Semantic infusion	8	6	5	5	0	2	48	43	32	43	34	35
Repetition or listing	3	3	4	3	1	1	9	7	7	7	5	2
Total	21	19	15	14	5	7	67	65	57	66	56	50

Table 5.94 indicates that all six IS employed a limited range of realisations for graduating Attitude in WT1. There was also a wide gap between the quantities deployed by the high and low achievers. However, there were significant changes in these quantities after the interventions. For example, the quantities each IS produced in WT3 increased from three to eleven times. Of particular interest is the significant increase in the quantities of Semantic infusion items in relation to isolated lexemes across the two WT. For example, all six students

deployed more isolated lexemes than semantic infusion items in WT1; however, they all tended to employ more numerous semantically infused expressions in WT3. The three students who had most significant changes are the two low achievers LA1, Thuy, LA2, Bich and one medium achiever, MA2 Nhu. More interestingly, the quantities of semantic infusion items that the two initially low achievers employed in WT3 are approximately five times higher than the items the two initially high achievers did in WT1. Also noteworthy is the closer gap between the quantities of Graduation realisations deployed by high, medium and low achievers.

In summary, there were significant changes in the breadth and depth of the repertoire for expressing of Attitude and Graduation of each IS after the interventions. Two initially low achievers, Thuy and Bich and one initially medium achiever, Nhu are the three who demonstrated most noticeable improvement in Attitude and Graduation deployment. Whereas Nhu achieved more like the two high achievers, Thuy and Bich performed more like the medium achiever, Nguyen in WT3. The next section will report on the capacity of each student to provide SFL descriptions of some Appraisal aspects and to use their metalanguage of the framework to talk about the development of their own use of evaluative language in WT3 compared to WT1.

5.3.2. Capacity to use Appraisal to provide systemic functional linguistic descriptions of evaluative resources in English

This section reports intervention students' ability to articulate three aspects of the Appraisal framework within the three groups of high, medium and low achieving students who were selected based on the assessment results of their performance on WT1. Students' ability to articulate the aspects of Appraisal was assessed on the basis of two criteria: (1) the degree of accuracy, and (2) the degree of confidence of their responses in Interview 2. The degree of confidence was determined based on numbers of hesitations and prompts in the students' responses as presented in Chapter 4. Findings on their comprehension and memory of the difference between Judgement and Appreciation, Judgement sub-categories and Semantic infusion will be presented in Sections 5.3.2.1, 5.3.2.2, and 5.3.2.3, respectively.

5.3.2.1. Judgement versus Appreciation

The students' responses to distinguishing Judgement and Appreciation are shown in Figure 5.1 and the degree of accuracy and level of confidence of their responses in Table 5.95.

Figure 5.1. Intervention students' responses to distinguishing Judgement and Appreciation

INTERVIEWER: Great, that's good, so, can you tell me the difference between Judgement and Appreciation? DUC: Well, Judgement includes resources to describe or judge people while Appreciation tends to describe things or sceneries.
INTERVIEWER: Thank you. So, what is the difference between ... Judgement and Appreciation? PHUONG: Well, I think Judgement is to talk about people and Appreciation is used to ... describe things or views.
INTERVIEWER: Uhm, can you tell me the difference between Judgement and Appreciation? NGUYEN: OK, let me see. Appreciation is used to describe views or things while Judgement is used to talk about people.
INTERVIEWER: Good, so tell me the difference between Judgement and Appreciation. NHU: Yes, I know that Judgement is used to describe a person and Appreciation is used to talk about things or describe a view.
INTERVIEWER: Are you sure? Now, can you tell me the difference between Judgement and Appreciation? THUY: Judgement and Graduation? INTERVIEWER: No, no, no, Judgement and Appreciation. THUY: Yes, well, Judgement is the language we use to describe a person, for example my father or my teacher. Uhm ... and ... Appreciation is to talk about things or views such as a restaurant or the food.
INTERVIEWER: So, can you tell me the difference between Judgement and Appreciation? BICH: Yes, you often tell about this difference in the class. Judgement talks about people and Appreciation is used to describe things or sceneries.

Table 5.95. Intervention students' ability to distinguish Judgement and Appreciation

	Accuracy degree			Confidence level		
	Absolute	Approximate	Inaccuracy	High	Medium	Low
HA1 - Duc	✓			✓		
HA2 - Phuong	✓			✓		
MA1 - Nguyen	✓			✓		
MA2 - Nhu	✓			✓		
LA1 - Thuy	✓			✓		
LA2 - Bich	✓			✓		

As can be seen from Figure 5.1 and Table 5.95, all six IS were able to articulate the difference between Judgement and Appreciation with absolute accuracy and high level of confidence. In their words, Judgement includes resources to „describe“, „judge“ or „talk about“ „people“ or „a person“ whereas Appreciation resources are used to „describe“ or „talk about“ „things“, „views“ or „sceneries“. One initially low achiever, Thuy even provided examples to further demonstrate her understanding of the difference and another low achiever, Bich confirmed her memory and comprehension of the two categories by recalling the teacher's frequent repetition of the difference between Judgement and Appreciation in the class.

5.3.2.2. Judgement sub-categories

Details of students' responses to naming the five Judgement sub-categories are shown in Figure 5.2 and the degree of accuracy and level of confidence of their responses in Table 5.96.

Figure 5.2. Intervention students' responses to naming the five Judgement sub-categories

INTERVIEWER: So, can you name the categories of Judgement and give some examples of Judgement that you used in your most recent writing? DUC: OK, I think I remember. Uhm, there are five types of Judgement – first Judgement of Normality , then Judgement of Capacity , and then ... of Tenacity and ... Veracity and ... Propriety .
INTERVIEWER: Can you name the five categories of Judgement and give some examples of Judgement that you used in your most recent writing? PHUONG: The five Judgement types are Judgement of Capacity , and Tenacity , and then Judgement of ... Normality , and Judgement of Prop ... Propriety . And the last one is ... it is ... INTERVIEWER: Can you memorise that? It starts with a V... PHUONG: V? Ah, Veracity. Judgement of Veracity .
INTERVIEWER: Good. Can you name the categories of Judgement and give some examples of Judgement that you used in your most recent writing? NGUYEN: Judgement? Well, there are five ... yes, five Judgement types. First, Judgement of ... Normality , and then ... Judgement of Capacity to tell what people can do, and thirdly is Judgement of Tenacity , and then Judgement of Ver ... yes, Veracity , and the last one is ... is Judgement of ... INTERVIEWER: Judgement of ... It is to describe some ... how ethical a person is? and ... it starts with letter P ... NGUYEN: Ah, yes, it is Prop ... Propriety, Judgement of Propriety .
INTERVIEWER: OK, can you name the categories of Judgement and give some examples of Judgement that you used in your most recent writing? NHU: Yeah, well ... there are five types of Judgement: first ... Normality , and Capacity and then Judgement of ... Tenacity , and ... Judgement of ... Vera ... Veracity and after that Judgement of Prop ... Propriety .
INTERVIEWER: So, can you name the categories of Judgement and give me some examples of Judgement that you used in your most recent writing? THUY: Yes, give me a minute to memorise ... uhm ... first is Normality , then Capacity , and then Tenacity ... well ... after that is ... Judgement of Propriety and finally ... uhm ... Judgement of ... uhm ... INTERVIEWER: It describes how honest a person is ... and it begins with letter V ... THUY: Yes, it is Veracity . Thank you, teacher.
INTERVIEWER: Good, so can you name the categories of Judgement? BICH: Well, Judgement ... Yes, there are five Judgement: first is Judgement of Normality , then Capacity , and Tenacity ... after that Judgement of Propriety and then ... uhm ... INTERVIEWER: This last type of Judgement begins with letter V ... and ... then e ... BICH: Yes, Veracity , thank you.

Table 5.96. Intervention students' ability to name five Judgement sub-categories

	Accuracy degree			Confidence level		
	Absolute	Approximate	Inaccuracy	High	Medium	Low
HA1	✓			✓		
HA2	✓				✓	
MA1	✓					✓
MA2	✓			✓		
LA1	✓					✓
LA2	✓					✓

Figure 5.2 and Table 5.96 indicate that all six students could name the five sub-categories of Judgement with absolute accuracy though different levels of confidence. One high achiever, Duc and one medium achiever, Nhu are the two who could name all five sub-categories of Judgement without prompts from the interviewer. The other four were able to articulate only four sub-categories of Judgement, and then they could only recall the last category with the scaffolding from the interviewer. For example, one medium achiever, Nguyen was unable to memorize Judgement of Propriety until two prompts were disclosed (i.e. „It is to describe how ethical a person is“ and „it starts with letter P...“). The other three failed to recall Judgement of Veracity; however, they all managed to articulate this sub-category with one or two prompts from the interviewer. Phuong, the high achiever, for example, could recall Veracity with one prompt (i.e. „It starts with a V“); however, only at the second prompting could the two low

achievers memorize this sub-category (i.e. „It describe how honest a person is ... and it begins with letter V“ for Thuy and „This last type of Judgement begins with letter V ... and ... then e ...“ for Bich).

5.3.2.3. Semantic infusion

The students“ responses to clarifying Semantic infusion strategy are presented in Figure 5.3 and the degree of accuracy and level of confidence of their responses in Table 5.97.

Figure 5.3. Intervention students' clarifications of Semantic infusion strategy

INTERVIEWER: Oh, very good, now how do you understand semantic infusion? DUC: Oh, OK, ... it is a difficult question, but I think that ... isolated words are not good and ... we should use semantic infusion more frequently in our writing or speaking .. I think “semantic infusion” is not to use ... not to use simple words such as “very good” or “very beautiful”. but we should use complicated or more delicate words like “fantastic”, “marvellous”, “glorious” or “brilliant” to intensify our description of a person or a thing.
INTERVIEWER: Good. And how do you understand the term semantic infusion? PHUONG: Well, I think that ... I think that semantic infusion is... to use complicated words or delicate words to emphasise your feelings or emotions. You don't use simple words ... uhm ...
INTERVIEWER: OK, so how do you understand semantic infusion? NGUYEN: What? Can you repeat? INTERVIEWER: Semantic infusion? Isolated lexemes and then semantic infusion and then repetition ... you see ... semantic infusion ... NGUYEN: Yes, isolated lexemes is we use one simple word to express our feelings and opinions, but semantic infusion is ... when we use more complicated words or very delicate words to intensify these opinions or feelings.
INTERVIEWER: Right, now tell me how you understand semantic infusion. NHU: Uhm, I think semantic infusion is .. it is ... the way you use complex or delicate words to express your emotions or opinions or describe something.
INTERVIEWER: Great. Now, how do you understand semantic infusion? THUY: Semantic infusion? Well ... uhm ... INTERVIEWER: You see, we have the term isolated lexemes, then semantic infusion, and then repetition or listing ... Semantic infusion ... THUY: Ah, yes. When we use sophisticated or delicate words to intensify our feelings or description, we are using kind of semantic infusion. Yes, it means using complicated words to intensify an attitude.
INTERVIEWER: Very good. Now, how do you understand semantic infusion? BICH: Uhm ... Can you say again please? INTERVIEWER: Semantic infusion? You see, we have ... isolated lexemes, and then semantic infusion ... can you remember? BICH: I think that isolated lexeme is to use simple words, but semantic infusion is to describe someone or something by more complex or delicate words.

Table 5.97. Intervention students' ability to clarify Semantic infusion strategy

	Accuracy degree			Confidence level		
	Absolute	Approximate	Inaccuracy	High	Medium	Low
HA1		✓		✓		
HA2		✓		✓		
MA1		✓			✓	
MA2		✓		✓		
LA1		✓			✓	
LA2		✓			✓	

Examination of the data reveals that though not precisely and explicitly articulated, the six students could indicate their comprehension of Semantic infusion strategy with approximate accuracy and quite high level of confidence as shown in Figure 5.3 and Table 5.97. To these students“ understanding, Semantic infusion means not using simple words but deploying

„complicated“, „delicate“, „complex“, „sophisticated“ words to „intensify“, or „emphasize“ our „emotions“, „feelings“, „descriptions“ or „opinions“. Half of the students, including one medium achiever, Nguyen and two low achievers, Thuy and Bich could not recall this strategy until other strategies such as isolated lexemes or repetition were listed by the interviewer. In contrast, two high achievers, Duc and Phuong not only demonstrated their comprehension of this strategy but also indicated their awareness of the necessity of using this strategy more frequently to intensify feelings and emotions. Especially, Duc even provided examples of some semantically infused adjectives such as „fantastic“, „marvelous“, „glorious“ or „billiant“ as alternatives for the simple intensifiers „very“ and basic adjectives „good“ or „beautiful“ to further indicate his understanding of this strategy.

5.3.2.4. Concluding remarks

In general, the six IS of three different achievement levels assessed on the basis of their performance on WT1 could demonstrate their understanding and memory of three aspects of the Appraisal framework with a similar degree of accuracy though different degrees of confidence. These six students can be divided into two groups. The first group includes two high achievers and one medium achiever (i.e. Duc, Phuong and Nhu), who were able to articulate the three aspects with quite high accuracy and confidence levels. The second one consists of two low achievers and one other medium achiever (i.e. Thuy, Bich and Nguyen), who could respond to these aspects with similar accuracy but lower confidence level. The next section will report on their ability to discuss the development of their own use of evaluative resources in WT3.

5.3.3. Capacity to discuss the development of evaluative resources deployment using the Appraisal framework

5.3.3.1. Self-evaluation of development

Table 5.98 summarizes students“ self-evaluations of their performance on WT3 compared to that on WT1 in terms of Attitude and Graduation deployment.

Table 5.98. Intervention students' ability to self-evaluate their writing in Reading Test 3 compared with Reading Test 1

	Degree of improvement/satisfaction			Illustrated examples drawn from the two tests	
	Highly improved / satisfied	Moderately improved/ satisfied	Not improved/ satisfied	WT1	WT3
HA1	✓			<i>very good, very beautiful</i>	<i>fantastic, marvellous, glorious, brilliant</i>
HA2	✓			<i>good or beautiful pictures, good or delicious food</i>	<i>splendid picture, mouth-watering and eye-catching food</i>
MA1	✓			The food is <i>delicious</i> .	The food is <i>of very high standard and superb quality</i> . It is <i>great and makes me mouth-water every time I think of it</i> .
MA2	✓			The <i>restaurant has many kinds of food</i> .	The food <i>has outstanding quality</i> ... The menu <i>includes a wide variety of mouth-watering foods</i> ... The foods in here are <i>out of this world</i> .. They <i>absolutely satisfy even the strictest customers</i> .
LA1	✓			The seafood is <i>good</i> .	Fresh seafood and mouth-watering specialities <i>of all regions are always available any time</i> you need.
LA2	✓			- I <i>like it very much</i> . I <i>enjoy delicious</i> food.	I was <i>totally tempted</i> by the <i>impressive</i> architecture. What I found <i>most appealing</i> is the dishes.

Although the IS did not explicitly name the exact categories of Attitude and Graduation that were most improved in WT3, it could be generally interpreted from Table 5.98 that they were all satisfied with the broad extent of improvement in their use of Attitude and Graduation resources from WT1 to WT3. Especially, the two low achievers, Thuy and Bich acknowledged „enormous“ and „impressive“ improvement in their ability to use of Attitude and Graduation resources in a more „natural“ and „appropriate“ way. To further illustrate the extent of the improvement, Thuy provided an example „fresh seafood and mouth-watering specialties“ in WT3 as an alternative for „good seafood“ in WT1 whereas Bich gave an example „I was totally tempted by the impressive architecture“ in WT3 as a replacement for „I like it very much“ in WT1. Although the two high and two medium achievers did not directly articulate their improvement, they did acknowledge the efficacy of the knowledge of evaluative language they had gained in facilitating their refinement of expressions of evaluation. These four students also provided several examples as demonstrations for their positive changes in evaluation expressions such as:

- „fantastic“, „marvelous“, „glorious“ or „brilliant“ to appraise an item instead of „very good“ or „very beautiful“ (Duc, a high achiever),
- „splendid“ as a replacement for „good“ to evaluate a picture or „beautiful“ and „mouth-watering“ and „eye-catching“ instead of „good“ or „delicious“ to appreciate the food (Phuong, a high achiever),

- „of very high standard and superb quality“ and „great and makes me mouth water“ to evaluate the food as alternatives for one single adjective „delicious“ (Nguyen, a medium achiever),
- „has outstanding quality“, „include a wide variety of mouth-watering foods“, „out of this world“ and „satisfy even the strictest customers“ to appreciate the food rather than just one phrase „has many kinds of food“ (Nhu, medium-achiever).

Overall, it could be concluded that the six IS of different achieving levels were satisfied with the extent of their development in using Attitude and Graduation resources after the interventions. More importantly, they were able to show their own development through the provision of examples of evaluative instances they deployed in the two writing tests.

5.3.3.2. Articulation of Judgement deployment

Table 5.99 summarizes the students' articulations of a number of expressions of Judgement that they deployed in WT3.

Table 5.99. Intervention students' articulations of some Judgement expressions in Writing Test 3

	Expressions of Judgement	Expressions requested to be categorised	Judgement sub-categories	Accuracy degree	Confidence level
HA1	- My father <i>worked like a beaver</i> . - He is the one who <i>crafted me from blood, sweat and tears</i> .	- worked like a beaver - crafted me from blood, sweat and tears	- Tenacity - Tenacity	- Absolute - Absolute	- High - High
HA2	- The staff is extremely <i>courteous</i> and <i>attentive</i> . - My mother is my <i>model</i> or <i>idol</i> .	- model or idol	- Normality	- Absolute	- Medium
MA1					
MA2	- My English teacher is really <i>passionate</i> about teaching. - He <i>has awesome responsibility</i> for his students.	- has awesome responsibility	- Tenacity	- Absolute	- Medium
LA1	- The chefs are so <i>passionate</i> and <i>talented</i> people.	- talented	- Capacity	- Absolute	- High
LA2	- My father <i>works like a beaver</i> . - My mother is a really <i>gentle</i> and <i>kind-hearted</i> person	- kind-hearted	- Propriety	- Absolute	- Medium

As I missed requesting one medium achiever to exemplify Judgement expressions, there are only five responses recorded and analyzed. As seen in Table 5.94, each IS could provide a number of Judgement expressions they produced in WT3. More importantly, they were all able to accurately articulate the Judgement sub-categories of the expressions once requested with quite high level of confidence and especially, without any scaffolding from the interviewer. In particular, one high achiever, Duc and one low achiever, Thuy could respond without hesitation and the other three were only able to correctly recall the sub-category of Judgement after a short hesitation. It is particularly interesting to find that the examples they provided cover almost all Judgement sub-categories.

5.3.3.3. Articulation of semantic infusion deployment

As indicated in Section 5.3.2.3, all six students were well-aware of the necessity to frequently use semantic infusion rather than isolated lexemes. To demonstrate their own capacity to deploy this strategy, they each exemplified a couple of semantic infusion items in WT3 as presented in Table 5.100.

Table 5.100. Intervention students' articulations of some semantic infusion items in Writing Test 3

	Semantic infusion items	Accuracy degree
HA1	<i>fantastic, marvellous, glorious, brilliant</i>	Absolute
HA2	<i>It worth every penny.</i>	Approximate
MA1	- My mother is always the <i>light house</i> leading me on the right way. - She <i>has a heart of gold</i> .	Approximate Approximate
MA2	- <i>Time flied</i> . - He's really <i>a shining example</i> for me to follow.	Approximate Approximate
LA1	- Looking from afar, the lights look like thousands of <i>brilliant</i> candles.	Absolute
LA2	- If my father is a <i>light house</i> , my mother will be <i>a torch</i> . - My parents are <i>the favour that God brings to my life</i> .	Approximate Approximate

Several expressions were provided in Table 5.100 as examples of semantic infusion such as:

- non-core adjectives such as „glorious“, „fantastic“, „marvelous“ (Duc), „brilliant“ (Duc and Thuy),
- metaphorical expressions such as „a lighthouse“ (Nguyen and Bich), „a torch“ (Bich), „a shining example“ (Nhu), „a favour that God brings to my life“ (Bich),
- idiomatic expressions such as „it worth every penny“ (Phuong), „has a heart of gold“ (Nguyen), „time flied“ (Nhu).

The data show that only one high achiever, Duc and one low achiever, Thuy provided absolutely accurate responses when they exemplified non-core adjectives such as „glorious“,

„fantastic“, „marvellous“ or „brilliant“ as semantic infusion items. Though not absolutely correct, the responses of the other four can be considered to reach approximate accuracy providing that metaphorical and idiomatic expressions are resources to provoke attitude; however, these are sophisticated or delicate ways to convey an attitudinal meaning. Therefore, these expressions may be regarded as semantic infusion to these students“ understanding.

5.3.3.4. Concluding remarks

In conclusion, although not explicitly articulated in some cases, it might be interpreted from students“ responses that the six IS of three different achievement levels could demonstrate their reasonable confidence in using some aspects of the Appraisal framework to discuss the development of their own use of evaluative language with rather a high degree of accuracy after the interventions. The six students can be classified into two groups. The first group consists of one high and one low achiever (Duc and Thuy), who were able to accurately respond to the three requests with high level of confidence. The second group includes the other four who could reply to the three requests with quite high accuracy and medium level of confidence.

5.3.4. Conclusion of Section 5.3

Section 5.3 has addressed Research Question 3 considering the intervention students“ capacity to use the Appraisal framework as a resource for learning about and expressing evaluation in English. It can be concluded that after the interventions, the six IS of three different achievement levels could comprehend and memorise a number of aspects of the Appraisal framework with rather high degree of accuracy and high level of confidence. More importantly, they could demonstrate their similarly quite high confidence in using some aspects of the Appraisal framework to discuss about their own improvement in deploying Attitude and Graduation resources in WT3 compared with WT1. Of particular interest are the narrower gaps between the students“ competence to use and to talk about evaluation expressions in English after the interventions.

The next section will present the strong engagement of the IS in all aspects of the courses, which contributes to their ability to demonstrate such impressive results in the various assessments.

5.4. Engagement of the intervention students in the courses

This section will present evidence for the strong engagement of the intervention students on the courses as documented in their performance in the classroom, in their feedback on the mid-intervention survey-questionnaires, and in their responses in Interview 2.

The first source of evidence for the positive outcome of the courses is from my students' performance on Guided and Independent writing tasks. This can be seen from Figure 5.4, which presents a love story created by Nhu, a medium achiever, in Guided writing practice.

Figure 5.4. Written text performed by Nhu in Guided writing practice

Mai met her Australian husband, John five years ago when she was following an English course at a Foreign Language Center in Quy Nhon city. Mai wasn't impressed with him as her Australian teacher of English. However, John seemed to love her at first sight as he felt his heart beat rapidly. Since then he gave her special assistance in study and daily life. First she thought these were just a teacher's help concern for his student, but later, he soon undeceived her with his ~~sincere~~ sincerity and ~~thinking~~ thoughtfulness and she realized that she had ~~loved~~ fallen for him. Every dawn they were hand in hand walking along the beach, watching the sunrise and Mai was overwhelmed with happiness and dreams for a mortal love. Unfortunately, when Mai introduced him to her family, every member in her family strongly disagreed with their loves, especially her parents. They found ~~very~~ so heartbroken when they knew that their only daughter was in love with a man from a strange country with different culture. Her mother felt totally crushed when she with the idea that her daughter would soon fly away from their loving arms to live with a foreigner. Under high pressure of her family, she was dying inside when having to split up with him. With the heart broken into thousand pieces, John flew back to his hometown in Australia, but he kept asking for news about Mai from her classmates. When he knew Mai was hospitalized after an accident, he was like a cat on hot bricks and rushed back to Quy Nhon and looked after her until she recovered. In the end, Mai gradually recovered with in the care and love of John and her family. His patience, caring, and strong passions ~~to~~ ~~her~~ helped her family realize his true love to her. Therefore, Mai's parents began to change their opinion and accepted John. Finally, they got married in extreme happiness.

Figure 5.4 indicated that Nhu was able to deploy a wide range of Affect and Intensification resources to express and intensify different degrees of Un/happiness or Dis/satisfaction such as:

- Isolated items (i.e. „strongly“, „totally“ or „extreme“)
- Semantic infusion items (i.e. „fall for“, „heartbroken“)
- Figurative language (i.e. „heart beat rapidly“, „die inside“, „felt crushed“)
- Repetition (i.e. „happiness and dream“)

Of particular interest was the fact that all of these expressions of evaluation had been explicitly introduced to her in the Scaffolded reading and Modelled practice phases of the teaching-learning model when I introduced Un/happiness or Dis/satisfaction resources and strategies for graduating these attitudes during my teaching of the text in Chapter 3.7, which can be seen in Appendix 3.

The second source of evidence for the positive outcome of the course is from my students' preparation and interactions with each other during speaking activities in the classroom. This may be illustrated by Nhu's preparation and her conversation with Duc, a high achiever and Thuy, a low achiever during a speaking activity as shown in Figure 5.5 and Text 5.2.

Figure 5.5. A handout completed by Nhu for an additional oral practice activity of Affect and Intensification

<i>How does someone possibly feel when ...</i>	Degrees of Happiness	Degrees of Sadness	Evaluative resources	Affect sub-categories	Intensification strategies
1. ... he knows that he passed his driving test?	☺☺☺	☹☹☹	Very very glad	Happiness	Repetition "very"
2. ... her boyfriend forgets her birthday?	☺☺☺	☹☹☹	So sorrowful and heart broken Totally crushed	Unhappiness	Intensifying adverbs "so", "totally" Semantic infusion "sorrowful"
3. ... he hears that he has won a holiday for two in a competition?	☺☺☺	☹☹☹	On top of the world	Happiness	Idiom "on top of the world"
4. ... she realizes that her lovely cat has been dead?	☺☺☺	☹☹☹	Very sad	Unhappiness	Intensifying adverbs "very"
5. ... he is informed that he failed the final exam?	☺☺☺	☹☹☹	Extremely sorrowful and heavy-hearted	Unhappiness	Intensifying adverb "extremely" Semantic infusion Repetition
6. ... she has just been promoted?	☺☺☺	☹☹☹	Ecstatic Over the moon Feel like being in heaven	Unhappiness Satisfaction	Semantic infusion "ecstatic" Idioms "over the moon", "feel like being in heaven"
7. ... she is informed that her best friend has just been hospitalized?	☺☺☺	☹☹☹	So sad and sorrowful In grieved	Unhappiness	Intensifying adverb "so" Semantic infusion "sorrowful" Repetition
8. ... he knows that his first child has come into being?	☺☺☺	☹☹☹	Ecstatic In seventh heaven	Happiness Satisfaction	Semantic infusion "ecstatic" Idiom "in seventh heaven"
9. ... the romance film she is watching has a sad ending when the main actress kills herself?	☺☺☺	☹☹☹	Sad	Unhappiness	No
10. ... the striker of his favourite soccer team has just scored a goal to help the team wins the match at the last minute?	☺☺☺	☹☹☹	Very excited On cloud nine	Happiness	Intensifying adverb "very" Idiom "on cloud nine"

Text 5.2. Excerpt from a conversation for oral practice of Affect and Intensification resources

Nhu: Right, I want to ask you question number two “How may a girl feel when her boyfriend forgets her birthday?”, Thuy?

Thuy: I do not have a boyfriend, so I do not know that feeling. But I think ... she will be very very sad. I repeat the grammatical item “very” to ... intensify her high degree of sadness.

Nhu: I think Thuy used the grammatical item “really” correctly. Do you think so, Duc?

Duc: I agree that Thuy used the adverb “really” correctly. But If I were in her shoes, I would be really sorrowful, and heart-broken. I use repetition of ... two semantic infusion items “sorrowful” and “heart-broken” to show my very high degree of sadness. Do you think so, Nhu?

Nhu: I think you used the two semantically infused adjectives “sorrowful” very ... OK ... very appropriately. I will also use these two words with the different intensifying adverb “so”. I will feel so sorrowful and heart-broken. Especially, if I know that he is in love with another girl, my heart will be ... be totally crushed because I love him so much.

Thuy: (laugh) OK, I am interested in soccer, so I want to ask you question number ten “How does someone possibly feel when the striker of his favourite soccer team has just scored a goal to help the team wins the match at the last minute, Duc?

Duc: Well, question ten. Yes, ... actually, I am not very fond of sports. But in this situation, I think I will feel happy and contented. I repeat the adjectives “happy” and “contented” to express my quite high degree of happiness.

Nhu: Good, Duc. But because he scored the goal at the last minute, and especially it helped his team win the match, I will be very excited and I will be on cloud nine. I used ... the idiom “on cloud nine” to show my very high degree of excitement and happiness.

Thuy: OK, Nhu, I agree with you. I am crazy for soccer, and in this situation, I am overjoyed and ecstatic. I will feel ... like being in heaven and ... I jumped and shouted like crazy. Uhm, ... to express my extreme happiness, I used the idioms “feel like being in heaven” and “jumped and shouted like crazy”. I also used two semantic items “overjoyed” and “ecstatic” ...

As can be seen from the completed handout in Figure 5.5, during the preparation time, Nhu was able to determine several degrees of Un/happiness for the ten given situations and she chose a wide range of evaluative resources she had learnt to convey these degrees of Un/happiness. Her feelings of unhappiness, for example, range from „sad“ (i.e. in Situation 9) to „very sad“ (i.e. in Situation 4) and „so sad and sorrowful“ or „in grieved“ (i.e. in Situation 7), and to „extremely sorrowful and heavy-hearted“ (i.e. in Situation 5) and finally „so sorrowful and heart-broken“ or „totally crushed“ (i.e. in Situation 2). She was also able to recall her metalinguistic knowledge of these resources within the Appraisal framework. Text 5.1 then indicated that that not only Nhu but also Duc and Thuy could use Un/happiness and Intensification resources appropriately and they were also capable of evaluating and categorizing the resources their partners were deploying.

The third form of evidence for the positive impact of the courses was derived from the mid-intervention survey questionnaires. It was found that all of the fifteen IS indicated their satisfaction to the introduction of evaluative resources within the Appraisal framework, the explicit teaching and the inclusion of additional activities when they rated these aspects as “satisfied” or “very satisfied/” on the five-level Likert scale ranging from 1 = very

dissatisfied, 2 = dissatisfied, 3 = Neutral, 4 = satisfied, 5 = very satisfied. Two third of the students were satisfied or very satisfied with the extent of improvement of their comprehension and use of evaluative resources whereas the rest of them showed neutral opinion.

The positive impact of the teaching intervention was further confirmed by the students' responses in Interview 2. Although not requested to evaluate the pedagogy, all of the six interviewed students acknowledged the importance of the explicit teaching and the provision of extra learning activities when they were requested to express their opinion about the complexity of the Appraisal framework and the difficulty in understanding it. All six students highly evaluated the explicit teaching and five of them explicitly appraised the addition of extra learning activities to the *Solutions* textbooks. Of particular interest was their acknowledgement of the significance of the knowledge of evaluative resources to them as tertiary advanced students and as future teachers of English. The knowledge would facilitate their teaching of this aspect of language so that their future students would be able to „express their opinions and feelings appropriately“, „speak or write naturally and correctly and understand reading texts exactly“, „speak or write in an effective and natural way in different situations“, „know and use it in different contexts or various situations“ or „understand evaluative language in reading texts or everyday conversations with foreigners.

Overall, the strong engagement of the IS in the courses is evident in the writing and speaking tasks that the students were involved in as well as in their responses to the mid-intervention survey and the end-of-intervention interview. It is the students' strong engagement in the course that supported their significant improvement in understanding and using evaluative language as indicated in the previous Sections 5.2 and 5.3.

5.5. Conclusion

This chapter has highlighted the significant development of the intervention students compared to the non-intervention students in terms of deploying and interpreting evaluative resources after the two interventions. Findings from the data collected from the three tests indicated that there were significant increases in both quantities and varieties of Attitude and Graduation employed by the IS, which is contrast to the small increases of the NS. The improvement of the IS was found not only in their employment of Attitude and Graduation resources in both written and spoken modes but also in their ability to interpret these

resources in reading texts. More importantly, all six IS taking part in Interview 2 demonstrated their quite high capacity to discuss their understanding and use of the language of evaluation in English using the metalinguistic knowledge of the Appraisal framework they accumulated from the interventions. Of special interest is the significant development of the low achieving IS to approximate the high achievers. These positive outcomes reflect the positive impact of the courses I designed and implemented to improve my students' evaluative language competence.

The next chapter will present the discussion and conclusions of the study.

CHAPTER 6. DISCUSSION AND CONCLUSIONS

6.0. Introduction

The motivation for this study derived from the context of high demand for skilled workforce in Vietnam and from my professional experience as an English lecturer. Despite the increasingly high demand for a qualified workforce, the labor market in Vietnam fails to provide a skilled workforce with both critical thinking skills and a good command of communication skills (World Bank, 2014). My professional experience as a lecturer in English at tertiary level for over twenty years informed me about the difficulties of even tertiary advanced learners or teachers of English at schools in Vietnam in expressing evaluation appropriately. This resonates with recent studies of Ngo and her colleagues (Ngo, 2013; Ngo et al., 2012) that Vietnamese postgraduate students with high command of English fail to convey their attitudes in a varied, appropriate and nuanced manner. This fact is due to the limited repertoires for appraisal expressions of learners at almost all levels of English in Vietnam. However, the learners' limited repertoires for evaluation seem to be not adequately extended by Communicative Language Teaching (CLT) - the most widely approved teaching approach in Vietnam (Ngo, 2013). With this background in mind, this study set out to address three research questions:

1. *How can tertiary TEFL teacher education courses be designed and implemented to improve students' evaluative language competence?*
2. *To what extent can the evaluative language repertoires of tertiary TEFL teacher education students be expanded in pre-service teacher preparation programs?*
3. *How can tertiary TEFL teacher education students use linguistic descriptions of evaluative resources to discuss their understanding and use of the language of evaluation?*

To address these research questions, this study adopted the Appraisal framework as a theoretical base and text-based explicit teaching as pedagogical approaches for the design and implementation of the courses. This chapter discusses the significance of the teachers' knowledge about Appraisal and text-based pedagogies, the positive impacts of the theoretical framework and pedagogical approaches on the courses development and implementation, the innovation and implications of the study, as well as its limitations and recommendations for further research. In particular, the chapter commences with a discussion of major findings in

Section 6.1, followed by the professional innovation of the study, the implications for TEFL in the Vietnamese context, the limitations of the study and recommendations for further research in Sections 6.2, 6.3, 6.4 and 6.5, respectively.

6.1. Discussion of major findings

6.1.1. The role of teachers' knowledge in designing and conducting programs to improve students' evaluative language competence

This study highlights the significance of teachers' linguistic and pedagogical knowledge in the development and implementation of courses to enhance students' evaluative language competence. The knowledge about the Appraisal framework provided me as a researcher and a teacher in this project with a systematic and comprehensive account of the language of evaluation in English which supported my programming of the courses in a number of ways. The knowledge about text-based pedagogies enabled me to plan the sequence of teaching and conduct the teaching practices in the most appropriate manner. These aspects of the deployment of the Appraisal framework and text-based pedagogies have been reported on in Chapters 4 and 5 and will be discussed further in Sections 6.1.2 and 6.1.3.

6.1.2. Efficacy of the Appraisal framework in informing the teaching of evaluative language

In this section, I will argue for the significance of the Appraisal framework as a powerful theoretical base for the design and implementation of the courses for teaching evaluative language. The discussion emphasizes the efficacy of the Appraisal framework in informing five fundamental and inter-related dimensions of TEFL: (1) broadening teachers' knowledge about evaluative language, (2) evaluating the teaching and learning materials, (3) framing the pedagogic practices, (4) evaluating students' written and spoken performance, and (5) supporting students' learning about expressing evaluation.

6.1.2.1. The Appraisal framework: a robust tool for broadening teachers' knowledge about evaluative language

A starting point for evaluating the significance of the Appraisal framework in this study is to consider the efficacy of using it to widen the teachers' metalinguistic knowledge about Appraisal.

The productive results of the courses as established in Chapter 5 are partly attributable to my awareness of the distinctiveness of Appraisal as a comprehensive linguistic account of evaluative language in English. As discussed in Chapter 2, the theories Pragmatics (Brown & Levinson, 1987; Leech, 1983) and Communicative Competence (Celce-Murcia, 2007) do not provide a transparent theoretical framework that supports teachers' adopting and adapting it for their pedagogical practices. As a delicate, comprehensive and systematic account of evaluative resources in English, the SFL-based Appraisal framework has demonstrated its significance in this empirical study. This framework has broadened my knowledge about the language of evaluation in a systematic manner and alerted me to use this kind of metalanguage in a range of fundamental activities of TEFL such as analyzing and augmenting textbooks, framing pedagogic practices, and evaluating students' performance. These positive impacts have been presented in Chapters 4 and 5 and will be discussed further in the following sections.

This thesis extends previous case studies that advocate the role of teacher knowledge about language (Derewianka, 2012; Humphrey et al., 2011; Macken-Horarik et al., 2011) or the significance of their increased knowledge about language in the improvement of their teaching from their case studies (Humphrey et al., 2015; Pauline Jones & Chen, 2012; Schleppegrell, 2013; Schleppegrell & O'Hallaron, 2011). This thesis also complements other studies which acknowledge the value of teachers' metalanguage about different aspects of SFL on students' productive outcomes (Payaprom, 2012) by offering clear evidence for demonstrating the link between teachers' knowledge about Appraisal and the efficacy of their teaching of this aspect of language as indicated by the improvements in students' interpretation and deployment of evaluative language in reading comprehension and writing assessments.

6.1.2.2. The Appraisal framework: a robust tool for evaluating teaching and learning materials

This study confirms the efficacy of the Appraisal framework as an analytic tool for investigating the affordances or opportunities for teaching a variety of forms and aspects of evaluation on the basis of these actually being included in the textbook materials. As discussed in Chapter 4, without Appraisal, my analysis of the reading texts in textbooks in terms of evaluative resources was notional because of lack of a delicate, comprehensive and systematic set of assessment criteria. However, I have demonstrated in Chapter 4 that the

comprehensiveness and delicacy of Appraisal facilitated the textbook analysis process, making the affordances of evaluative resources in the texts apparent to me. This can be seen in Tables A.2.1 and A.2.2 in Appendix 2, which summarize the quantities and realisations of Attitude and Graduation resources in the ten reading texts. The Appraisal framework provided me with a clear and detailed insight into the quantities and realisations of specific aspects of evaluation such as inscription and invocation strategies, sub-categories of Attitude, and especially strategies for intensifying Attitude. For example, results of analysis of Attitude in the ten chapters shown in Table A2.1 informed me that Attitude sub-categories are unevenly attended to in the ten chapters with the focus on Judgement of Capacity and Propriety and lack of attention to other sub-categories of Attitude. A more detailed analysis of each particular text in Table A2.2 provides further information about the affordances of evaluative resources in each text. For example, the text in Chapter 3.3 enabled me to introduce only one inscribed expression of In/security (e.g. „feel wobbly“) and two of Dis/inclination (e.g. „want“ and „need“), and more importantly, it restricts my introduction of strategies for intensifying Attitude to only one semantic infusion item (i.e. „feel wobbly“).

It can be argued that the Appraisal framework can be used as an efficient analytical tool to evaluate teaching and learning materials in terms of evaluative resources. The detailed and comprehensive analysis resulting from this analytical process allowed me to discover the „gaps“ of evaluative resources in the reading texts in textbooks. This establishes the basis for me to determine whether to supplement the texts in textbooks with texts from external sources and to what extent the evaluative resources in textbooks would need augmented. The evidential base from this study extends Zhang’s (2017) advocacy of SFL in providing useful frameworks for examining the value of textbook content. Whereas Zhang generally emphasizes the significance of SFL in textbook examination, this study extends his work by providing evidence of the efficacy of the SFL-based Appraisal framework in evaluation of teaching and learning materials.

6.1.2.3. The Appraisal framework: a robust tool for framing pedagogic practices

A further significance of the Appraisal framework that I have demonstrated in this study relates to facilitating my redesign of students’ existing learning experiences in the *Solutions* textbooks (Falla & Davies, 2013a, 2013b) and the devising of new practices to assist students’ learning. Examination of students’ learning experiences as presented in Chapter 4 and summarized in Table A.2.3 in Appendix 2 revealed that the majority of the activities that

accompanied the reading texts in the textbooks do not focus on evaluative language. Only ten out of the fifty exercises focus on this aspect of language, and of particular interest is the fact that none of these ten exercises highlight Attitude or Graduation resources explicitly to students.

My knowledge about Appraisal alerted me to mismatches of exercises focusing on word level structures rather than their evaluative meanings. On this basis, I was able to redesign or devise additional teaching and learning experiences as demonstrated in Chapter 5 to support my students' recognition, comprehension and revision of evaluative resources in the most visible, comprehensive and systematic manner. The efficacy of these learning experiences in enhancing students' repertoires of evaluative language was indicated not only from students' productive outcomes on Test 3 as presented in Sections 5.2 and 5.3 but also from their interactions with each other which were recalled and recorded as can be seen in my notes in Section 5.1 and Appendix 5.

In general, this study has made a distinctive contribution to highlighting the significance of my knowledge about the Appraisal framework in supporting the framing of pedagogic practices. The newly created pedagogic practices were then incorporated into the lesson plan within courses designed to explicitly teaching evaluative resources to the students.

6.1.2.4. The Appraisal framework: a robust tool for evaluating students' written and spoken performance

In addition to acknowledging the value of the Appraisal framework as an efficient analytical tool to analyze evaluative resources in the reading texts as discussed in Section 6.1.2.2, this study also confirms the value of this framework as a comprehensive tool for assessing students' use of evaluative resources and diagnosing their further instructional needs in terms of appraisal. Without Appraisal, teachers or examiners are only able to evaluate students or candidates' use of evaluation in a very broad and imprecise manner because there are no clear or explicit criteria for assessing this aspect of language in even prestigious international tests of English. For example, the criteria for assessing IELTS academic writing - Task 2 include „use of a wide range of vocabulary with very natural and sophisticated control of lexical features“ or IELTS descriptive or narrative speaking - Part 2 „use of vocabulary with full flexibility and precision“ (British Council, 2019). As description of feelings and attitudes of characters is crucial in making a good narrative (Macken-Horarik & Isaac, 2014), a more detailed and comprehensive set of criteria is needed for evaluating the delicacy of candidates'

deployment of this sophisticated language aspect. The comprehensive and systematic Appraisal framework also enables qualitative evaluation and at the same time allows quantitative evaluation of clearly defined categories of evaluative meaning using specific criteria that can be derived from the framework. Therefore, the Appraisal framework has the potential to be used as a template to examine the breadth and depth of whatever aspects of evaluative language being deployed in a written or spoken text. The Appraisal framework I applied as an assessment template in this study enabled my assessment of students' work both quantitatively and qualitatively. In particular, it provided an insight into the range of evaluative resources deployed, thereby quite precisely indicating students' strengths and weaknesses in using differentiated aspects of evaluation. Therefore, it clearly informed me and my students about how to improve the quality of their work. The efficacy of Appraisal in supporting assessment is demonstrated through my examination of the work of one medium-achieving intervention student, Nhu in WT1 and WT3 as below:

- WT1: You can choose many foods in here. The restaurant has many kinds of sweet cakes, salads, fried chicken and ice-cream for teenagers
- WT3: What makes Binsu restaurant *more **appealing*** to both domestic and foreign customers is the ***outstanding*** food quality. The menu includes *a wide variety of **mouth-watering*** foods. Thanks to the ***professional*** and ***passionate*** chefs and the ***fresh*** materials, the foods in here are ***out of this world***. They *absolutely satisfy even the strictest customers*.

Without Appraisal, as an examiner, I just knew that in WT3 Nhu provided a more detailed description of the food and she used many expressions of evaluations in WT3. However, I could not define or explain precisely the extent of delicacy or sophistication of her employment of resources to appreciate the quality of the food in WT3. The affordances of Appraisal detailed my evaluation and comparison of her descriptions in WT1 and WT3 as can be seen in Table 6.1.

Table 6.1. Assessment of evaluative resources deployed in Nhu's descriptions of the food quality

			WT1	WT3
Attitude	Judgement	Inscribed	0	professional passionate 2
		Invoked	0	0
		<i>Total</i>	0	2
	Appreciation	Inscribed	0	Appealing outstanding mouth-watering fresh 4
		Invoked	0	out of this world absolutely satisfy even the strictest customers 2
		<i>Total</i>	0	6
Graduation	Force Intensification	Isolated lexemes	0	0
		Semantic infusion	0	professional passionate appealing outstanding mouth-watering 5
		Repetition	0	professional and passionate 1
		<i>Total</i>	0	6
		Force Quantification	Isolated lexemes	0
	Semantic infusion	0	0	
	Repetition	0	0	
	<i>Total</i>	0	2	
	Focus	Isolated lexemes	0	Absolutely 1
		Total	0	1

Table 6.1 provides a very clear and detailed analysis of the differences in the two descriptions in terms of not only the numbers and realisations of evaluative resources, but also the strategies for intensifying attitude. This is strong evidence for the efficacy of Appraisal as a robust tool for evaluating students' work in terms of appraisal deployment.

As reviewed in Chapter 3, the systems of Attitude and Graduation have been used in a number of ways to measure the deployment of evaluative resources in students' written work such as simply counting the number of instances of Attitude or Graduation sub-categories to measure the frequency of evaluation (A. Riazi & Knox, 2013; Guoyan, 2015; S. L. Lam & P. Crosthwaite, 2018; X. Liu, 2013; X. Liu & Thompson, 2009; Morton & Llinares, 2018; Payaprom, 2012; Thomas, Thomas, & Moltow, 2015) or counting the number of different instantiations of Attitude subcategories to measure the range of resources deployed (Yang, 2016a) or considering the way differentiated intensification strategies are combined and deployed to express and intensify Attitude (Ngo, 2016). What makes this study distinctive from previous studies in assessing students' work is its application of the framework as a template to evaluate both the breadth and depth of students' ability to deploy evaluative resources in their writing. The breadth of the students' repertoires was investigated by

determining the quantities of instances of Attitude and Graduation they deployed whereas the depth of their repertoires was examined by determining the quantities of instantiations of inscribed Attitude, the realisations of invoked Attitude and the Graduation resources, especially the quantities of semantically infused lexical items deployed in relation to the grammatical items and core words. This is in line with Ngo's study (2013) on employing Appraisal to investigate the deployment of evaluative language in spoken discourse of Vietnamese highly competent users of English.

6.1.2.5. The Appraisal framework: a robust metalanguage tool for supporting students' learning about expressing evaluation

This study confirms the importance of using the Appraisal framework to widen students' metalinguistic knowledge about evaluative language. Given that an evaluative meaning can be expressed explicitly or implicitly via a range of grammatical categories and intensified by various strategies, a shared metalanguage of Appraisal is crucial for students to discuss with the teacher and with each other the differentiated aspects of evaluative language. My study has shown that a shared metalanguage provides an intersection between teachers and students experience of evaluative resources that allowed them to talk to each other about the evaluative resources available in reading texts. More importantly, as I have demonstrated in Chapter 5, it enabled my students to negotiate with me or with each other how to make adjustments for refining the quality of their own oral language use or written work. The shared metalanguage also offered my students a tool to explain the categories and sub-categories of Attitude and the strategies to intensify Attitude they deployed in their spoken or written language and to evaluate their own achievement in terms of Attitude and Graduation deployment.

The development of the students' knowledge and use of a metalanguage in using evaluative language in spoken and written modes in this study challenge previous studies on Appraisal in the TEFL context in China (X. Liu, 2010), in Iran (Haromi, 2014) or in Thailand (Payaprom, 2012). The studies in the China and Iran contexts (Haromi, 2014; X. Liu, 2010) focus on using Appraisal for analysis of critical reading texts and to improve students' ability to identify the writer's voice, positioning and creative purpose. However, they do not focus on developing the shared metalanguage between the teacher and the students and they were not concerned with developing students' ability to deploy the language of evaluation in written or spoken discourse. The study in Thailand (Payaprom, 2012) attempts to enhance students' use of evaluative language in spoken and written modes; however, it does not seek to develop a

shared metalanguage about Appraisal between teacher and students. Using the Appraisal framework to design and implement courses for extending students' metalinguistic knowledge about Appraisal is a distinctive aspect in this study.

This empirical study provides an evidential basis for concluding that the Appraisal framework can be considered as a heuristic for students to discuss with the teacher and to evaluate their own use of evaluative language in speaking and writing. It is also a valuable tool for students to develop explicit and systematic awareness of the nature of various evaluative resources that they may encounter through reading texts. In the context of advanced students of pedagogical English in this study, the knowledge of metalanguage of Appraisal is even more significant in a number of respects. For example, it will support students' autonomous study as advanced learners of English. It will also enable their selection of teaching materials and implementation of pedagogic practices in the classroom in their future teaching career. The students' ability to discuss the improvement of their own work using their metalinguistic knowledge also ensures that they will be able to discuss the work of the children they will teach in their future classroom practices which will in turn develop the metalanguage about Appraisal of their young students.

6.1.2.6. Summary

This section has discussed the significance of the Appraisal framework from the teachers' and students' perspectives. From the teachers' perspective, Appraisal can broaden teachers' metalinguistic knowledge about Appraisal in English, which enables them to teach these resources to their students explicitly. Secondly, Appraisal equips teachers with a powerful analytical tool to examine teaching and learning materials in terms of affordances of evaluative resources, thus clearly and precisely informing them of the aspects of evaluative resources in the textbooks that need to be augmented with additional materials. Thirdly, Appraisal provides teachers with an insight into differentiated aspects of evaluation which are meant to be taught in each particular unit, thereby supporting the redesign and devising of students' learning experiences in order to maximize students' development of repertoires of evaluative language. Fourthly, Appraisal can serve as a potential template for teachers to evaluate the breadth and depth of students' deployment of appraisal in their writing and speaking, which facilitates their assessment of students' use of evaluative language and the diagnosis of student further instructional needs. All of the benefits that Appraisal brings to teachers allow them to design and implement courses which have positive impacts on

developing tertiary students' evaluative language competence. From the students' perspective, Appraisal supports students' learning about the language of evaluation by offering them a shared metalanguage that they can use to discuss or negotiate with their teachers or friends about evaluative resources in reading texts or in their own writing or speaking tasks. The metalinguistic knowledge is of special importance to them as advanced learners of English and future teachers of English in that they can use this kind of metalanguage to self-expand their repertoires of evaluative resources, to program their future lesson plans, and to discuss the language of evaluation with their young students in their future classrooms. The next section will discuss the significance of text-based pedagogies to the development of students' repertoires of evaluative resources in this study.

6.1.3. Potential of text-based explicit teaching pedagogies in teaching evaluative language

This study appears to be the first to apply text-based pedagogies to explicitly introduce evaluative resources to tertiary students in texts of particular genres (i.e. anecdote, narrative, biographical recount, review and exposition) using the Appraisal framework. It is distinct from previous studies in that it proposed a teaching-learning model for teaching evaluative resources within the Appraisal framework on the basis of combining the teaching learning cycle (TLC) and the scaffolding reading in Reading to Learn (R2L). The innovative aspect of the proposed model relates to the integration of R2L-based scaffolded reading into the TLC as the first phase of the model. As discussed in Chapters 4 and 5, the scaffolded reading phase was an essential aspect of the intervention because it contributed to supporting the students' recognition and understanding of the meaning of evaluative resources within the sentence and beyond the sentence where the complexity and delicacy of linguistic features in the texts are unpacked. More importantly, this phase drew the students' attention to Attitude and Graduation resources, raised their awareness of the sub-categories of these resources within the Appraisal framework, and explained how these evaluative resources were marshaled across these texts in the most explicit and systematic way. This has been indicated in Section 5.1.2, which reported on the classroom interaction between the teacher and the students for explicit teaching of „interested in“ in the reading text of Chapter 3.7. The classroom interaction evidences the way in which the model supports gradual expansion of students' evaluative resources repertoires and development of their metalinguistic knowledge about Appraisal. This finding is in line with previous research (Derewianka, 2012; Humphrey & Feez, 2016; Humphrey & Macnaught, 2011), which emphasized the significance of text-based

pedagogies in developing the learners' knowledge of metalanguage. The successful intervention in this empirical study has contributed to supporting the efficacy of text-based pedagogies in explicit teaching of evaluative resources using the Appraisal framework.

6.1.4. Positive impact of the courses on the development of students' evaluative language competence

Findings from this empirical study confirm the positive outcomes of the courses designed and implemented to expand students' competence to comprehend and use evaluative language. As established in Chapter 5, after Intervention 1, there was substantial development of the IS compared to the NS in understanding and using evaluative resources. However, the development was in the breadth rather than the depth of evaluative resources deployment. More specifically, the IS deployed many more instances of Attitude and Graduation, but the range of instantiations for these Attitude instances and of items for Graduation were still limited. They also deployed some basic intensifiers with quite high frequency. This might be attributed to the fact that Intervention 1 had influenced their awareness of the various types of evaluation and the need to deploy evaluative resources in descriptive and persuasive texts. However, the fifteen-week intervention seemed to be not long enough for them to enrich their repertoires of these resources and they still needed time to build up the richness of these repertoires. This is further reinforced by students' feedback on the mid-intervention survey questionnaires when two-thirds of the IS indicated their satisfaction with the extent of improvement in their understanding and using of evaluative resources and all of them agreed that the fifteen-week teaching intervention was too short for them to extend their repertoires of evaluative language. The further fifteen-week intervention provided the IS with adequate time and learning experiences to gradually and systematically build up their repertoires for the language of evaluation. They have demonstrated development in both the extent and nature of expressions of Attitude and deployment of Graduation in Writing Test 3 (WT3) and Interview 2. Moreover, the much wider expansion of repertoires of evaluative language of the IS compared to the NS were also documented in the much higher scores in Reading Test 3 (RT3).

Of particular interest in this study is the finding that the courses demonstrated their efficacy in bridging the gaps between the high achieving and low achieving students. In particular, the gaps between the high achievers and low achievers in the intervention groups in evaluative language deployment across the three writing tests are narrower as indicated Section 5.3.1.

This finding is reinforced by the work of Rose (2015), who claims that R2L helps „narrowing the gap between students“ (p.5).

Of special interest is also the extensive development of the initially low achieving IS compared to even the high achieving NS. As demonstrated from Tables A6.1 to A6.4 in Appendix 6, the two initially low achieving students from the intervention group not only deployed more numerous Attitude instances and Graduation realisations, but also more differentiated semantic infusion items than even the high achieving students from the non-intervention group in WT3 compared to WT1. This is also a strong indicator of the positive impact of the courses treated to the IS.

It was also revealed in Sections 5.3.2 and 5.3.3 that there is very little difference in the capacity to use the knowledge of the Appraisal framework to learn about expressing evaluation of the six IS from three different achievement levels. As can be seen from the transcript of Interview 2 presented in Appendix 7, the Appraisal framework first appeared to be „very complex“ to even the high achieving student like Phuong because „it is divided into many sections and there are many words which are so difficult to remember“. However, all of the IS including the initially low achieving IS students were able to „memorize it naturally and use it correctly“ (Phuong) at the end of the intervention. The positive outcome is attributed to the impact of explicit teaching as indicated in the recall of Thuy, a low achieving student in Interview 2:

Well, to be honest, at first, ... I thought that it is a waste of time to learn this framework because the framework is too complicated with so many stuffs to remember. It is divided into many smaller parts and looks like a ... well ... a matrix to me. But then you slowly and carefully teach each small part every week and you draw the framework from the reading text. Uhm, I still remember that you read the text, then asked us questions and told us to highlight evaluative words, then mapped the words onto the framework. This way helps me to clearly and gradually understand the framework. Uhm, more importantly, thanks to this way of teaching, we know the use of the words from contexts; therefore, we understand how to use them in our speaking and writing. Now, I think that ... I have understood the framework and I find it really valuable in my English learning.

(Thuy, Interview 2)

It can be argued that the course designed to teach evaluative resources in parallel with the metalinguistic knowledge about Appraisal may be complicated to students at first sight;

however, with carefully designed and implemented courses underpinned by relevant pedagogies such as text-based explicit teaching, this kind of metalanguage is certainly no impediment, and in fact is a significant impetus, to even the low achieving students.

A further interesting point which emerged from the study is the intervention students' deployment of some resources in WT3 which were not included in the explicit teaching of evaluative language in the classroom such as some similes or metaphorical expressions to provoke Affect (i.e. „your ears wandering towards the far edge of the sea“, „your ears lost in the romantic music“), Judgement (i.e. „she is a hero to me“, „she is always the target I want to reach to“, „They had been the neighbor's fear for a long time“) or Appreciation (i.e. „food paradise“, „the most miraculous things that God has given me“). This phenomenon can be explained by the intervention students' awareness of the significance of similes or metaphors adoption in enhancing the quality of attitudinal expressions, which was rooted from the extension of their metalinguistic knowledge about Appraisal. The awareness then motivates them to search for differentiated realisations for expressing an attitude from additional sources of materials and deploy these resources for refinement of their writing performance.

6.2. Professional innovation of the study

The study has included innovative professional practice in adapting the text-based teaching-learning model for the introduction of evaluative resources as detailed in the Appraisal framework.

The proposed teaching-learning model was derived from the combination of two well established pedagogic approaches namely the text-based teaching and learning cycle (TLC) (Feez & De Silva Joyce, 2012) and the scaffolding interaction model within R2L (Rose & Martin, 2012). As demonstrated in Chapter 4 and Section 5.1, the model I proposed starts with the scaffolded interaction cycle (Rose & Martin, 2012) with the aim to provide a reading-oriented approach to support students' comprehension of the logogenetic unfolding of the field of the text and to make evaluative resources in the text visible to them. The scaffolding interaction cycle aims to ensure students' awareness of Attitude and Graduation resources in the text and how these resources work to make evaluative meaning. This cycle ends with students' mapping of a particular evaluative resource against the Appraisal framework to gradually build up their repertoires of evaluation. The model continues with three phases named Modelled practice, Guided practice and Independent practice to gradually

build up students' metalanguage of Attitude and Graduation resources through various modelling, guiding and independent activities as presented in Chapter 4. The model I adapted inherits the benefits from both R2L and the TLC. From R2L, it enables students of different academic levels to understand the reading texts more effectively and to recognize evaluative resources easily. From the TLC, it supports the development of students' use of evaluative language and their metalinguistic knowledge about Appraisal in a gradual, visible and comprehensive and systematic manner. The advantages of TLC and R2L make them appropriate approaches in the context of this study and these approaches have been used to enhance the Communicative Language Teaching (CLT) which is currently the most widely adopted teaching approach in Vietnam. The benefits have impact on the development of the repertoires of evaluative resources of all six intervention students, especially those of the low achievers as is indicated in their performance on Test 3 and presented in Section 5.3.1.

6.3. Implications for TEFL in Vietnamese context

The productive outcomes of this study have a number of implications for different aspects of the current teaching of English in Vietnam including the shift in TEFL policies, TEFL professional development, the pedagogic practices of TEFL, the design of English textbooks, and the assessment of English at all levels.

6.3.1. Implications for policy

The starting point for discussing the professional implications of this study is to consider its potential impact on shifting policies related to TEFL in Vietnam. As indicated in the introductory chapter, there is currently a high demand for English users in Vietnam to have enhanced ability to express their attitude, judgement or appreciation to meet the increasingly high requirements of different English-speaking contexts such as business, commerce, technology, education, politics or tourism. However, this study together with the work of Ngo and her colleagues (Ngo, 2013; Ngo et al., 2012) confirm that even advanced users of English fail to express attitudinal expressions in an appropriate and nuanced manner. This raises a serious concern for the efficiency and the quality of TEFL in Vietnam. There is an urgent need for review of several aspects of TEFL such as current teaching practices, curriculum, teachers' expertise, and resources, consistent with the advice of a number of Vietnamese researchers (Hoang, 2010; Hoang, Nguyen, & Hoang, 2006; Le, 2013). Such reviews could

serve as the basis for potential policy shifts in retraining teachers, adopting innovative pedagogies or designing new textbooks.

6.3.2. Implications for TEFL professional development

Training and retraining for TEFL teachers needs to focus not only on updating them with most recent and efficient teaching pedagogy but also on equipping them with knowledge about language (Derewianka, 2012; Humphrey et al., 2011; Humphrey et al., 2015; Pauline Jones & Chen, 2012; Macken-Horarik et al., 2011; Schleppegrell, 2013; Schleppegrell & O'Hallaron, 2011). The widened metalinguistic knowledge will support teachers to build up teaching and learning experiences for maximizing the efficiency of the lesson (Humphrey & Feez, 2016; Humphrey & Macnaught, 2011; Pauline Jones & Chen, 2012). This empirical study indicates that the Appraisal framework can be used as a robust tool for systematic introduction of evaluative resources, precise evaluation of textbooks and students' work, and efficient framing of pedagogic practices. This study also confirms the efficacy of text-based pedagogies in supporting teachers' introduction and students' development of knowledge about language in an explicit and systematic manner (Feez & De Silva Joyce, 2012), thereby gradually extending students' metalanguage about Appraisal. The positive outcomes of the courses in this study suggest including the SFL-based Appraisal framework and text-based pedagogies in annual professional development programs for practising teachers of English in schools. These outcomes also raise the call for university English teacher educators and practising teachers of English to be aware of the need to regularly equip themselves with these kinds of metalinguistic knowledge and pedagogical approaches in their lifelong professional self-development.

6.3.3. Implications for TEFL practices

The study informs university English teacher educators of the poor employment of Attitude and Graduation resources by the tertiary pedagogical English major students represented by the participants of the study. The poor deployment of these aspects of evaluative language is rooted in their restricted repertoires of evaluation in English, which, in turn, hinder them from expressing their evaluations in highly nuanced ways.

The success of this study confirms that students' limited evaluative language competence could be extended through appropriate teaching pedagogy informed by a systemic functional linguistic theoretical base. Although this intervention was conducted to explicitly teach

evaluative resources in particular genres (i.e. anecdote, narrative, biographical recount, review and exposition) at tertiary level, it may shed light on both the need and the feasibility to enhance the teaching of evaluative language in various genres to school students. The teaching of evaluative language needs to aim at developing students' ability to use a wide range of evaluative resources appropriately and precisely in each genre, and at the same time to achieve comprehensive knowledge of the Appraisal framework. To facilitate students' deployment of evaluative language in a diverse and differentiated way, the teaching needs to concentrate on introducing students to a wide range of instantiations for inscribing Attitude and a variety of strategies to graduate Attitude including not only grammatical, but also lexical and semantic infusion items. To support their comprehensive understanding of the Appraisal framework, focus needs to be put on the introduction of the systemic Appraisal framework along with the teaching of evaluative resources. This is of special significance for advanced English learners and potential teachers of English to build up the richness of their repertoires through self-study or extra-learning activities and to apply these repertoires for programming the teaching sequence or devising teaching and learning activities or conducting assessment in their future classrooms.

The study suggests that more emphasis should be put on the teaching of non-core words, idioms, figurative language and cultural expressions to extend students' repertoires of evaluative language in English (Ngo, 2013). As is evident in Chapter 5, semantically infused or non-core words were used in very infrequently in WT1 by both groups of students, which might be explained by the common practice of students tending to use basic words to avoid potential mistakes which is the so-called „the trade-off between linguistic accuracy and the use of a wider range of resources“ (Morton & Llinares, 2018, p. 506). However, there were significant increases in the numbers of semantic infusion items and non-core words the IS deployed from WT1 to WT3 compared to minimal increase by the NS. This differential increase may be attributed to the fruitful impact of the intervention. The intervention has raised students' awareness about the necessity to use evaluative resources in a more delicate manner, and at the same time enriched their repertoires of evaluative language, which facilitates their delicate use of this aspect of language in WT3. It was also found during the intervention that there are some aspects of evaluative language students found challenging to comprehend such as idioms, figurative language or cultural words and expressions. For example, Vietnamese students may find it difficult to understand such expressions of judgement as „a sexy girl“ or „a real Don Juan“ or „a talking potato“ due to cultural

differences. The word „sexy“ has positive meaning in English; however, it is interpreted as negative or taboo in Asian cultures because it is associated with sex. „Don Juan“ is the name of a legendary, fictional libertine in Western culture, and this proper name is labeled to a man to invoke negative judgement of propriety to him as an evil who seduces women. However, it invokes no meaning of evaluation to Vietnamese students, so the teacher needs to provide further explanations about cultural variations for students to fully comprehend such attitudinal expressions. These aspects of the experience of the current study have implications for TEFL teachers to pay more attention to thorough explanations of these delicate attitudinal expressions and for textbook designers to incorporate more idioms, figurative language and cultural or non-core words into the textbooks.

6.3.4. Implications for the design of English textbooks

This study has implications in the field of English textbook design - one of the fundamental dimensions of English language teaching (Y. Chen, 2009; Pauline Jones & Chen, 2012; Mickan, 2011; Rose, 2006; Unsworth & Ngo, 2015; Zhang, 2017) in that it informs textbook publishers of the need for reforms of English textbooks with adequate attention to highlighting the affordances of evaluative resources in reading texts and exercises. It also raises the call for further study of other textbooks and of textbooks at various levels to examine how appraisal can be systematically incorporated into TEFL. For efficient and systematic introduction of the language of evaluation into textbooks, it is necessary to determine a developmental sequence for the teaching of evaluative language, and then consider how appropriate work on evaluative language might be incorporated at progressive grade levels through schooling. It is also essential to take account of the use of images in English textbooks (P. T. Nguyen, 2017; Unsworth & Ngo, 2015) because images serve as not only a tool to arouse students' motivation or elicit students' background knowledge of a topic or introduce the new words in texts, but they also interact with language to make meaning (Unsworth, 2014a) and frequently have the function of co-articulating attitude (Martin, 2001).

6.3.5. Implications for English language competence tests

Still another implication of the study is concerned with the criteria of assessment tests of English such as IELTS or TOEFL or entrance exams of English to universities or any exams of English at schools in Vietnam. Assessment of the IELTS writing test, for example, currently include four broad criteria named task achievement, coherence and cohesion, lexical

resources, grammatical range and accuracy. The two criteria of lexical resources, and grammatical range and accuracy just generally require candidates' uses of a wide range of vocabulary and structures naturally, sophisticatedly, flexibly and accurately (British Council, 2019) rather than explicitly and precisely listing the language of evaluation as an aspect of language worthy to take into account in the candidates' writing performance. The teaching of evaluative language and the design of textbooks of English with focus on highlighting evaluative language will be enhanced much more if these tests include this aspect of language within assessment criteria and make it explicit in designated test questions. One research study funded by the IELTS Research program in Australia has attempted to examine the deployment of evaluative resources in written texts of Task 2 of the IELTS academic writing tests using the Appraisal framework (A. Riazi & Knox, 2013). However, this study just counts the instances of Attitude and Engagement sub-categories of the writing scripts of three band scores of 5, 6 and 7, so its investigation is restricted to investigating the frequency of use of evaluative language rather than the delicate nature of use of these resources. The approach to assessment of the breadth and depth of evaluative language deployment in students' written work in this PhD study suggest ways to reform of assessment criteria of English tests. It suggests a more insightful way to assess the aspect of evaluation and raises the call for changes in criteria for assessment of English tests, thereby potentially helping to bridge the gaps between English teaching-learning experience in the classroom, criteria in the English assessment tests and real-life English language needs (Ngo, 2013).

Although this PhD study focuses on investigating the development of tertiary TEFL students' evaluative language competence through explicit teaching of Appraisal in some specific genres such as anecdote, narrative, biographical recount, review and exposition, its professional innovations, contributions and implications may be applied to other aspects of English teaching and learning in different contexts.

With regard to TEFL professional development, it suggests SFL as a linguistic theory and text-based pedagogies as valuable approaches that need to be incorporated in the training and retraining programs for English teachers of all levels. In terms of TEFL practices, it inspires English teachers of all levels to regularly extend their knowledge about SFL theory and text-based pedagogies and to apply their metalinguistic knowledge about the English language to various fundamental dimensions of language teaching such as evaluation of teaching and learning experiences, framing of teaching and learning practices, assessment of students' work and development of the shared metalanguage between the teacher and students. In

relation to the perspective of English textbook design, it informs the publishers of the need to reform English textbooks in such a way that make evaluative language explicit and to systematically incorporate this aspect of language into the textbooks at various levels. In the respect of assessment of EFL, it suggests changes of criteria for assessment tests of English of all levels toward a more explicit and precise manner.

6.4. Limitations of the study

The primary aim of this thesis is to investigate how tertiary TEFL teacher education students' evaluative language competence can be extended through explicit teaching of linguistic descriptions of resources within the Appraisal framework for expressing attitudinal meanings in English. However, it was impossible to encompass all aspects of evaluation in all genres within a thirty-week intervention. The aspect of evaluation not included is Engagement - the system about the sources of appraisal and the play of voice, which will support students' ability to identify the extent of subjectivity or objectivity of an attitude and to decide on how to effectively persuade putative readers through intentional choices of monoglossic or heteroglossic resources (A. Riazi & Knox, 2013; Brooke, 2014; Chang & Schleppegrell, 2011; Geng & Wharton, 2016; Guoyan, 2015; Hood, 2005; Humphrey, 2015; Humphrey & Economou, 2015; X. Liu, 2013; X. Liu & Thompson, 2009; Loi et al., 2016; Thomas et al., 2015; Xie, 2016; Yang, 2016a) (Haromi, 2014; X. Liu, 2010). The restricted time of the intervention only enabled focusing on teaching Attitude and Graduation in a number of genres which deploy the language of evaluation as the main linguistic features such as anecdote, narrative, biographical recount, exposition and review (Derewianka & Jones, 2016). Therefore, the scope of study is limited to developing students' repertoires of Attitude and Graduation, the two out of three aspects of the Appraisal framework in the five genres mentioned above.

The second limitation is the very little attention given to developing students' knowledge about multimodality during the intervention. As images have the function of co-articulating attitude, they play an important role in arousing readers' feeling towards issues in multimodal texts (Martin, 2001). Therefore, it is necessary to develop students' competence to negotiate both language and images in the communication of evaluative stance. However, the limited time of the project only permitted a focus on students learning to use evaluative resources in language.

A further limitation of the study is concerned with uneven development of all aspects of Attitude and Graduation of the IS. As can be seen in Appendix 1, which presents coding for evaluative resources deployed by both groups of students across the three tests, a number of core vocabulary rather than differentiated semantic infusions were used by the IS to inscribe Affect of Desire or Judgement of Propriety. Moreover, not many metaphors or similes were employed to provoke Affect. This may be due to the fact that the ten-unit teaching pathway within the thirty-week intervention is not long enough for the full development of students' repertoires of appraisal. However, the improvement in their awareness of the framework and their metalinguistic knowledge about Appraisal is expected to support their future and further self-study and self-expansion of their repertoires of evaluative language. Despite these limitations, the evidence obtained in this empirical study provides a substantial basis to support the proposed professional innovations and implications.

6.5. Recommendations for further study

This study concentrated on investigating how tertiary students' evaluative language competence can be improved through explicit teaching of linguistic descriptions of resources within the Appraisal framework for expressing attitude. Two major areas of recommended further research arise from this study. Firstly, the positive outcomes of the study suggest that further consolidating research is warranted that addresses aspects of the design of this study and of some of the outcomes. Secondly, it is recommended that further research be conducted on aspects which were not included in this study such as the Engagement system, other genres and multimodality. This section briefly outlines these two areas of recommended further research.

The substantial development of the intervention students, especially the low achievers in this empirical study is a strong indicator of the efficacy of the Appraisal framework in above-mentioned fundamental aspects of TEFL. Of particular interest is also the students' satisfaction as revealed in Interview 2. The satisfaction is not only with their self-assessed development across the tests but also with the classroom practices they experienced. As acknowledged by all students, the Appraisal framework looked complicated to them at first, but it was the appropriate text-based approaches the teacher conducted that gradually sparked their enjoyment of the learning of evaluative resources within Appraisal, thus leading to their mastery of the framework and their impressive development in comprehending and using this kind of language. The impressive outcomes of this study have strong implications for

potential immediate application in Quy Nhon University. It is hoped that larger scale studies with a substantially larger number of participants will be conducted to enable further evaluation of the intervention approach on student achievement, thereby enhancing the argument for scaling up such approaches in ELT for wider implementation. Given that students' repertoires of evaluative language need to be developed gradually and systematically from earlier schooling, it is also hoped that further research will be carried out to work out a reasonable developmental approach and to determine a best way to infuse the teaching of evaluative language at an appropriate level to students at different grade levels in the TEFL context, which compliments some studies on teaching evaluative language in first language context to adolescents of twelve years of age (Mills & Unsworth, 2018; Unsworth & Mills, 2020) or to a high performing Year-7 student (Ngo, 2016) or in foreign language context to tertiary students (Payaprom, 2012).

It is also recommended that a similar approach be conducted to extend students' repertoires of Engagement. Such similar empirical studies are hoped to be conducted to improve students' ability to use monoglossic or heteroglossic resources within the Engagement framework so that they are able to persuade putative readers through effective use of resources to indicate sources of evaluation. The outcomes of such studies may secure evidence about viable ways to incorporate Engagement in the kind of text-based pedagogy I have proposed and implemented in this study.

A similar approach could also be used to conduct research on developing students' evaluative language competence in other genres. Only one study has attempted to improve students' ability to use evaluative resources in TEFL context in Thailand (Payaprom, 2012), and it focused just on developing students' use of these resources in the genre of review within a limited intervention time of ten weeks. Moreover, it was implemented outside the regular teaching curriculum. Therefore, the outcomes may not fully reflect the impact of the intervention. This study has extended the genres to five (i.e. anecdote, narrative, biographical recount, exposition and review) and the intervention time to thirty weeks. However, similar studies need to be conducted to improve students' competence to deploy evaluative language in other genres to warranty the values of Appraisal and text-based pedagogies in teaching and learning practices.

Finally, it is also hoped that further empirical research would be implemented to explicitly teach multimodal resources which convey evaluative meanings to students. As indicated in

previous chapters, the expressions of judgement and evaluation occur in contexts of language-image interaction with high frequency (Unsworth, 2014a). The contribution of images to making meaning has been acknowledged and the knowledge about image-language interactions has become a significant dimension of literacy in English speaking countries. However, there have been very few projects aiming to develop students' competence to understand multimodal resources and to create multimodal texts to convey an evaluative (Mills & Unsworth, 2018; Unsworth & Mills, 2020). Such empirical studies; therefore, are of great value in modern media technology when images have been overwhelmingly prominent in texts.

Studies along these lines are expected to bring about research led educational innovations, which partly contribute to the improvement of the quality of current English teaching and learning in Vietnam. This helps to achieve the goal set by the Vietnamese Prime Minister in the 12-year National Plan of thoroughly renovating the teaching and learning of foreign languages within the national educational system, and implementing a new program on teaching and learning foreign languages at all school levels and training degrees (Vietnamese Prime Minister, 2008). This study concludes by endorsing the importance of the Cope and Kalantzis (1993) reporting of the goal of M. A. K. Halliday for a partnership between linguists and educators:

„Halliday's idea was to bring together linguists and educators to forge educational linguistics into a transdisciplinary, rather than simply an interdisciplinary field ... Linguists must begin working with teachers and teachers in turn would begin to see linguistics as a practical, rather than an esoteric tool which they could use in their everyday work.“

(Cope & Kalantzis, 1993, p. 231)

... and with my recognition of my having the extreme honor of having been trained to be a teacher of English in Vietnam, and then gradually gaining systemic functional linguistic knowledge about the English language in Australia that will assist me in pursuing my ongoing career as a teacher of English.

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APPENDIX 1. CODINGS FOR ATTITUDE AND GRADUATION RESOURCES

This Appendix presents the codings for Attitude and Graduation resources in the reading texts from the textbooks and in the students' performance on the three writing tests and two sets of semi-structured interviews. The codings of appraisal resources in the reading texts were done manually; however, the codings of appraisal resources in the students' writing work and interviews were done using the linguistic annotation software UAM Corpus Tool, version 3.3. (O'Donnell, 2008).

A1.1. Codings for Attitude and Graduation resources in the reading texts from the textbooks

To conduct an Attitude analysis, a coding scheme was first carried out using abbreviations suggested by Martin and White (2005) as follows:

I	inscribed Attitude	V	invoked Attitude
hap	affect: un/happiness	sec	affect: in/security
sat	affect: dis/satisfaction	des	affect: desire
norm	judgement: normality	cap	judgement: capacity
ten	judgement: tenacity	ver	judgement: veracity
prop	judgement: propriety	rec	appreciation: reaction
comp	appreciation: composition	val	appreciation: valuation

The evaluative meanings in the text were then analysed from a bottom up perspective, which means that the analysis began with realisations and worked back to the evaluative stances conveyed in the text (Martin & White, 2005). To capture the couplings of ideational and interpersonal choices involved in creating evaluative meanings, realisations included the type of Attitude and whether it was invoked or inscribed as well as the Appraiser and Appraised.

The result is displayed in Table A.1.1. Potentially challenging choices in coding have been discussed further in Section 4.2.1.2.1.

Table A.1.1. Example of Attitude analysis coding process

	Realisations	Appraiser	Affect	Judge.	Apprec.	I/V	Appraised
1	All adults think teenagers are a <i>nightmare</i> .	adults		prop		V	teenagers
2	According to them, we're <i>moody</i> ,	adults		prop		I	teenagers
3	<i>argumentative, rude and disruptive</i>	adults		prop		I	teenagers
4	But have any adults ever stopped to think that perhaps they are <i>responsible</i> [for ...]	Ellie		prop		V	adults
5	for the <i>unpredictable</i> and <i>confusing</i> way we behave?	Ellie		prop		I	teenagers
	Take me, for instance, I may be a teenager <i>nightmare</i> .	Ellie		prop		V	Ellie
6	But this is <i>all to do with my parents</i> , [not ...]	Ellie		prop		V	Ellie's parents
7	<i>not me</i> .	Ellie		prop		V	Ellie
8	With my mother, I <i>stamp my feet</i> ,	Ellie		prop		V	Ellie
9	<i>storm out of the shops in the middle of the arguments</i> ,	Ellie		prop		V	Ellie
10	and <i>moan until I get my own way</i> .	Ellie		prop		I	Ellie
11	But my father, on the other hands, <i>turns me into a shining example</i>	Ellie		prop		I	Ellie's dad
12	of teenage <i>perfection</i> .	Ellie		prop		I	Ellie
13	I <i>do as he asks</i> .	Ellie		prop		V	Ellie
14	I <i>don't answer back</i> ,	Ellie		prop		V	Ellie
15	and <i>happily</i>	Ellie	sat			I	Ellie
16	[<i>happily</i>] <i>accept</i> that no means no.	Ellie		prop		V	Ellie

A Graduation analysis was carried out along with the coding of Attitude to explore how attitudinal meanings are quantified, intensified, and sharpened or softened. In other to investigate the sub-categories of Force and Focus resources and at the same time explore the nuanced and delicate forms of evaluation, I paid special attention to analysing the Graduation strategies of attitudinal meaning (i.e. isolated lexemes, semantic infusion, repetition or listing) using abbreviations as follows:

quant	quantification	intens	intensification
vale	valeur	ful	fulfilment
am	amount	ext	extent
fre	frequency	qual	quality-degree
proc	process-vigour	prop	proposal
auen	authenticity: au_entities	auqua	authenticity: qualities
spe	specificity: spe_entities	num	specificity: number
comp	completion	act	actualisation
iso lex	isolated lexemes	rep	repetition
sem inf	semantic infusion		

Table A.1.2 displays an example of the coding of Graduation in the reading extract.

Table A.1.2. Example of Graduation analysis coding process

	Instantiation	Force		Focus		Attitudinal meanings graded	Graduation strategies	Appraised
		Quant	Intens	Vale	Ful			
1	All adults think teenagers are a <i>nightmare</i> .		qual			prop	sem inf.	teenagers
2	According to them, we're <i>moody argumentative, rude and disruptive</i> .		qual			prop	sem inf. rep	teenagers
3	... the <i>unpredictable</i> and <i>confusing</i> way we behave?		qual			prop	sem inf. rep	teenagers
4	With my mother, I <i>stamp my feet, storm out the shops</i> in the middle of the arguments		proc			prop	sem inf. rep	Ellie
5	and <i>moan</i> until I get my own way.		proc			prop	sem inf.	Ellie
6	But my father, on the other hands, turns me into a <i>shining</i> example		qual			prop	sem inf.	example (Ellie)
7	of teenage <i>perfection</i> .		qual			prop	sem inf.	Ellie
8	I <i>do as he asks, I don't answer back</i> , and <i>happily accept</i> that no means no		proc			prop	rep	Ellie

A1.2. Codings for Attitude and Graduation resources in the students' performance on writing tests and interviews

Attitude and Graduation resources in the three writing tests and two sets of interviews were coded in a similar way as those resources in the textbooks. Particularly, they were analysed from the bottom up perspective. Regarding Attitude, the appraiser and the appraised were first determined, then came the consideration of Attitude categories and sub-categories, and finally was the explicitness of the attitude. In relation to Graduation, the Force and Focus sub-categories were first identified, followed by an analysis of the realisations strategies for graduation. However, instead of manual analysis, I adopted UAM Corpus Tool, version 3.3. (O'Donnell, 2008) for the coding of the data from the students' work because the codings with assistance from the linguistic text annotation software would facilitate the data management, thus bringing much convenience for the comparisons between different sets of data in the study. The coding process from UAM Corpus Tool followed similar steps as illustrated in Section A1.1, which demonstrated the manual codings of Attitude and Graduation resources in the reading texts. After the coding process, realisations of Appraisal resources could be visually displayed as can be seen in Figure A1.1.

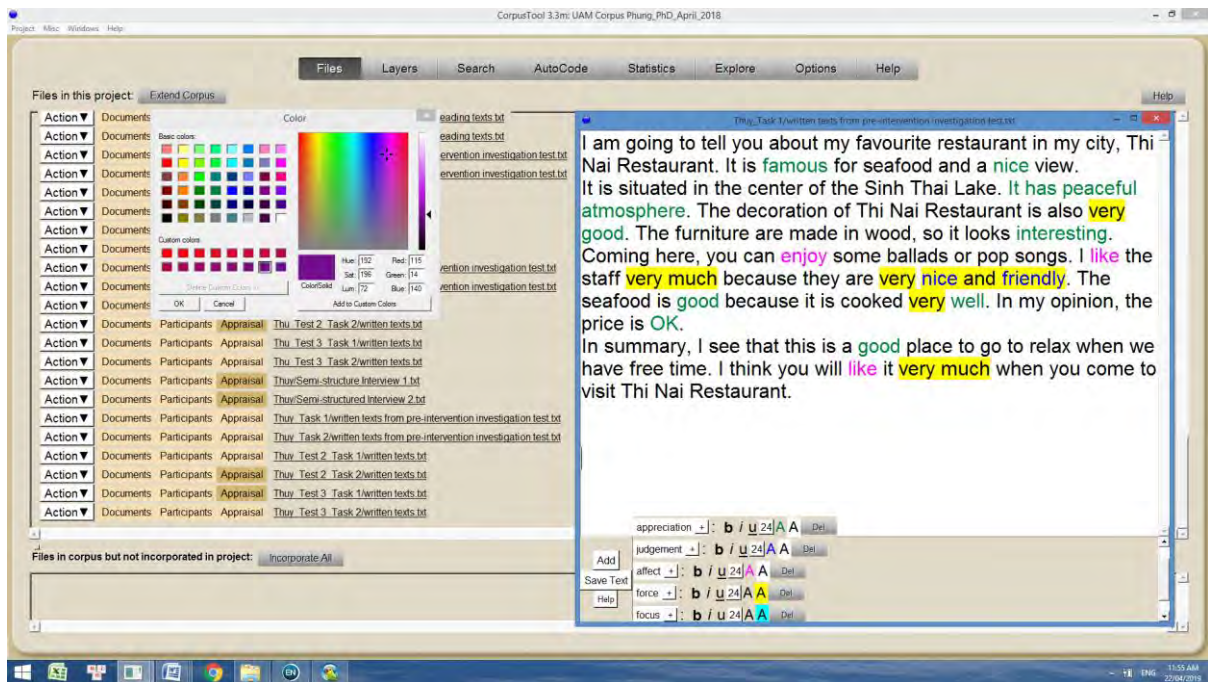


Figure A1.1. Visual display of realisations of Appraisal resources

As illustrated in Figure A1.1, which visually displays Appraisal resources in the description of a favourite restaurant of one intervention student in the pre-test writing task, Affect resources were in **Pink**, Judgement in **Blue**, Appreciation in **Green**; Force resources were **Yellow** highlighted and Focus **Light Blue** highlighted. It can be easily recognised that three Affect resources were employed (i.e. “**enjoy**” once and “**like**” twice) and none Focus resources were deployed.

A1.3. Realisations of Attitude resources in the three writing tests

A1.3.1. Realisations of inscribed Attitude

Table A1.3. Realisations of inscribed Affect sub-categories employed in the three writing test

	IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Misery/ Cheer	2-5 happy 3 sad 2	3-3 sad 1 contented 1 ecstatic 1	7-10 love 3 joyous 2 loves 1 contented 1 ecstatic 1 happy 1 cry 1	4-6 enjoy 2 relaxed 2 happy 1 likes 1	3-10 happy 5 feel happy 4 sad 1	3-4 happy 2 love 1 relaxed 1
Antipathy/ Affection	4-12 like 5 love 4 loves 2 grateful 1	12-16 love 3 adore 2 thanks to 2 fall for 1 am tempted 1 loves 1 crazy for 1 like 1 admire 1 was tempted 1 admired 1 grateful 1	12-16 enjoy 3 adore 2 thanks to 2 tempted 1 admired 1 be captivated 1 admire 1 content 1 thankful 1 happy 1 love 1 feel thankful 1	4-9 like 6 loves 1 love 1 loved 1	4-7 like 3 love 2 thankful 1 fall in love 1	7-15 like 5 enjoy 3 love 3 thankful 1 happy 1 thank 1 thanks to 1
Ennui/ Interest	1-1 liked 1	3-3 a pity 1 excited 1 attracted 1	9-9 pity 1 astonished 1 struck 1 passionate 1 passion 1 struck by 1 fascinated 1 astonishment 1 interested 1	1-1 interested 1	0	1-1 interested 1
Dis/ Pleasure	7-15 enjoy 6 respect 3 like 2 pleased 1 proud of 1 comfortable 1 angry 1	8-12 enjoy 3 proud of 2 impressed 2 satisfy 1 satisfied 1 comfortable 1 disappoints 1 pleased 1 feel nice 1 feel warm 1 respect 1 respected 1	13-17 laughed 3 respect 2 impressed 2 looked up to 1 a pity 1 pleasure 1 enjoy 1 pleased 1 got furious 1 getting mad 1 relaxing 1 comfortable 1 disappoint 1	5-8 enjoy 3 satisfied 2 proud of 1 like 1 impressed 1	5-13 enjoy 6 proud of 3 like 2 enjoyed 1 comfortable 1	9-13 impressed 3 enjoy 2 respect 2 gets mad 1 proud of 1 pleased 1 comfortable 1 satisfied 1 thanks to 1
Disquiet/ Confidence	1-1 not worry 1	4-4 worried 1 nervous 1	4-4 relaxed 1 feel determined 1	0	3-3 worried 1 comfortable 1	3-3 nervous 1 hurt 1

		won't be worried 1 without worries 1	feel optimistic 1 worried 1		don't worry 1	confident 1
Surprise/ Trust	1-1 astonished 1	1-1 surprised 1	2-2 trust ensure	1-2 not worry 2	0	0
Desire	2-4 want 2 hope 2	7-9 hope 3 willing to 1 want 1 wish 1 wants 1 would like 1 need 1	8-8 want 1 wants 1 crave for 1 dream 1 desire 1 wish 1 need 1 hope 1	3-9 hope 4 want 4 wanted 1	5-7 hope 4 want 1 look forward to 1 need 1	4-11 want 4 hope 3 wants 3 needs 1
Fear	0	0	1-1 fear 1	0	0	0

Table A1.4. Realisations of inscribed Judgement sub-categories employed in the three writing test

	IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3	
Normality	12-27 friendly 7 special 5 influential 4 normal 2 humorous 2 famous 1 gentle 1 close 1 perfect 1 outgoing 1 shy 1 affect 1	22-37 friendly 5 special 4 influential 4 lucky 3 important 2 humorous 2 funny 2 healthy 1 passionate 1 psychic 1 beautiful 1 energetic 1 great 1 joyful 1 humorous 1 lovely 1 wonderful 1 outgoing 1 active 1 cute 1 sociable 1 quiet 1	22-28 normal 3 strict 2 humorous 2 perfect 2 optimistic 2 important 1 gentle 1 calm 1 jolly 1 influential 1 miseries 1 beloved 1 strictest 1 adorable 1 joyful 1 impeccable 1 timid 1 pessimistic 1 energetic 1 different 1 friendly 1 unfriendly 1	10-25 special 6 influential 6 friendly 3 important 2 lovely 2 normal 2 famous 1 humorous 1 best 1 poor 1	8-16 special 4 influential 3 friendly 3 humorous 2 famous 1 best 1 important 1 wonderful 1	9-24 influential 6 special 5 humorous 4 friendly 4 stingy 1 beloved 1 famous 1 calm 1 strict 1	
	Capacity	3-4 intelligent 2 unsuccessful 1 not good 1	12-13 smart 2 professional 1 wise 1 well-trained 1	20-27 well-trained 3 could not + V 2 can + V 2 professional 2	2-4 good 3 professional 1	3-7 good 5 smart 1 intelligent 1	5-5 best 1 influence 1 well-trained 1 Good at 1

		special talents 1 intelligent 1 talented 1 can't + V 1 not good at 1 confident 1 better 1 influences 1	mature 2 wisdom 2 crafted 1 talents 1 brilliant 1 talent 1 wimpy 1 retreat 1 inspired 1 professionally 1 successful 1 feat 1 talented 1 subtle 1 talented 1 perfect 1			professional 1
Tenacity	4-4 tried 1 tries 1 work hard 1 works hard 1	6-6 trying 1 hardworking 1 responsible 1 energetic 1 hard-working 1 strict 1	12-18 attentive 4 passionate 3 determination 2 try best 1 determined 1 suffering 1 fortitude 1 dedicated 1 hard-working 1 meticulous 1 lazy 1 responsibility 1	7-9 dedicated 2 work hard 2 try 1 enthusiastic 1 responsible 1 careless 1 tries 1	0-0	1-1 hard-working 1
Propriety	5-8 polite 2 kind 2 nice 2 good 1 mischievous 1	9-14 bad 2 helpful 2 polite 2 hospitable 2 nice 1 good 1 kind 1 caring 1 looks after 1	19-22 welcoming 2 helpful 2 caring 2 care 1 takes care of 1 looks after 1 kind-hearted 1 nice 1 hospitable 1 ferocious 1 vicious 1 sabotaged 1 sympathizes 1 good 1 courteous 1 virtues 1 loving 1 kind 1 support 1	7-11 good 4 helpful 2 nice 1 polite 1 right 1 care 1 takes care of 1	8-15 nice 2 polite 2 kind 2 warm hearted 2 good 2 caring 2 takes care 2 look after 1	9-15 polite 3 best 3 good 2 kind 2 bad 1 welcoming 1 helpful 1 caring 1 takes care of 1
Veracity	0	0	1-1 honest 1	0	0	0

Table A1.5. Realisations of inscribed Appreciation sub-categories employed in the three writing test

	IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Impact	3-4	11-16	11-19	5-8	5-9	6-6
	interesting 2	interesting 3	appealing 4	suitable 3	favorite 3	suitable 1
	fantastic 1	favorite 2	impressive 2	favorite 2	suitable 3	cool 1
	favorite 1	attractive 2	fantastic 2	wonderful 1	great 1	interesting 1
		exciting 2	exciting 2	cheaper 1	impressive 1	great 1
		suitable 1	amazing 2	silly 1	wonderful 1	favorite 1
		dear 1	miraculous 2			lovely 1
		amazing 1	incredible 1			
		relaxing 1	unbelievable 1			
		wonderful 1	favorite 1			
		perfect 1	ideal 1			
		miraculous 1	eye-catching 1			
	Quality	23-41	27-39	66-96	17-31	14-34
good		delicious 5	great 6	good 7	good 11	good 12
delicious		fresh 3	wonderful 4	fresh 3	fresh 4	beautiful 7
fresh		good 3	fresh 4	best 3	best 3	delicious 6
ok		romantic 2	perfect 4	delicious 3	delicious 3	best 4
beautiful		comfortable 2	good 4	beautiful 2	wonderful 2	reasonable 4
peaceful		beautiful 2	best 3	nice 2	beautiful 2	great 3
comfortable		best 2	reasonable 3	cheap 1	cheap 2	nice 2
best		relaxing 1	cozy 2	cheerful 1	fine 1	suitable 2
expensive		happy 1	poor 2	peaceful 1	peaceful 1	calm 1
luxury		delightful 1	beautiful 2	special 1	positive 1	romantic 1
warm		horrible 1	excellent 2	noisy 1	sweet 1	relaxing 1
cool		strong 1	delicious 2	favorite 1	comfortabl e 1	modern 1
calm		determined 1	soothing 2	kind 1	beautifully 1	fine 1
professional		glorious 1	mouth- watering 2	comfortable 1	not expensive 1	comfortable 1
amazing		unique 1	gorgeous 2	ok 1		excellent 1
clear		bad 1	suitable 2	relaxing 1		bright 1
cheap		cheap 1	spectacular 1	clean 1		professional 1
suitable		breathhtaking 1	quiet 1			
relaxing		pleasant 1	amazing 1			
clean		friendly 1	beauty 1			
expensive		suitable 1	glorious 1			
positive		well 1	lovely 1			
nice		expensive 1	glamorous 1			
		ok 1	lush 1			
		well-raised 1	fantastic 1			
		specialities 1	masterpieces 1			
		one of the best 1	playful 1			
			marvelous 1			
			irresistible 1			
			warm 1			
			bright 1			
			comfortable 1			
			peaceful 1			

			<ul style="list-style-type: none"> relaxing 1 high standard 1 superb 1 profound 1 breathhtaking 1 welcoming 1 romantic 1 enjoyable 1 outstanding 1 bonus 1 tasty 1 joyful 1 awesome 1 shining 1 convenience 1 serene 1 cozy 1 splendid 1 yummy 1 mouth-water 1 exceptional 1 expensive 1 minus point 1 low 1 ultimate 1 nice 1 conveniently 1 brilliant 1 available 1 high quality 1 romance 1 excellent 1 cheap 1 			
Balance	0	<ul style="list-style-type: none"> 1-1 logical 1 	<ul style="list-style-type: none"> 7-7 harmonious 1 proportional 1 symmetrically 1 disordered 1 disorganized 1 logical 1 reasonably 1 	0	0	0
Complexity	<ul style="list-style-type: none"> 4-6 simple 3 well-decorated 1 neat 1 difficult 1 	<ul style="list-style-type: none"> 16-20 simple 4 unusual 2 serious 2 unique 1 strong 1 quiet 1 warm 1 sound 1 	<ul style="list-style-type: none"> 35-45 unique 5 luxurious 2 natural 2 serious 2 full 2 varied 2 huge 2 difficult 2 	<ul style="list-style-type: none"> 3-8 various 4 special 3 hard 1 	<ul style="list-style-type: none"> 5-6 simple 2 rare 1 difficult 1 not hard 1 hard 1 	<ul style="list-style-type: none"> 3-3 luxury 1 normal 1 modern 1

A1.3.2. Realisations of invoked Attitude

A1.3.2.1. Writing Test 1

Table A1.6. Realisations of provoked Attitude employed in Writing Test 1

	In the IS corpora	In the NS corpora
Provoked Affect	0	0
Provoked Judgement	0	0
Provoked Appreciation	0	0

Table A1.7. Realisations of flagged Attitude employed in Writing Test 1

	In the IS corpora	In the NS corpora
Flagged Affect	0	1 my family go there so many times 1
Flagged Judgement	18 she is always beside me when I need help 1 he had learnt many useful things in life 1 he had experienced so difficult time and he has met a lot of difficulties to survive 1 he has tried his best so that he can support the life of all members in my family 1 she taught me to be kind to people, to be polite to old people and to think in a positive way 1 a lot people in the neighbourhood love and respect her very much 1 she loves me with all of her heart 1 she gives all of her best things to me and my sister 1 she often tries to avoid conflicts with them 1 we share all our feelings to each other 1 they always have a smile on their faces 1 he always encourages and helps me 1 she not only brings me up but is also by my side every time I need 1 she teaches me many things in life, and teaches me how to become a good person 1 he had to stop work earlier than he expected 1	17 she knows how I feel, what I like, how to raise me 1 she helps me every time I have difficulty, teaches me everything I need 1 she will try to help everyone needs helps if she can 1 he helps me to answer the question I don't know, teaches me how to fix machines in my house 1 they are always by my side when I was born to today and future 1 they always protect me, take care of me, forget my mistakes and help me overcome difficulties in my life 1 I often remind myself to behave like a mature person and think in positive ways 1 the staff also play an important role in improving the restaurant, they serve clientele very well 1 he works very hard day by day to raise me up 1 my characters, my attitude to life or my way of thinking, my mother teaches me all 1 staff is very friendly and lovely, they'll help you as much as possible 1 she often helps neighbourhood and relatives as much as possible 1 she is a woman who is loved by everyone 1 although my parents are normal 1

	<p>he can feel anything. 1</p> <p>my mother often helps my relatives and my neighbours 1</p> <p>she is not only my mother but also my friend 1</p>	<p>people, they have proved that people can do many things</p> <p>although my dad's leg was broken, he still took me to the park 1</p> <p>although she is a math teacher, she helps me to improve my English skill 1</p>
Flagged Appreciation	<p>14</p> <p>it has fresh air with light winds and light smell of roses 1</p> <p>the staff is very friendly and polite 1</p> <p>you can go to this restaurant easily by bus, motorbike or taxi 1</p> <p>the atmosphere around the restaurant is always clear, fresh and comfortable 1</p> <p>the service of the restaurant is very good 1</p> <p>the server is very kind and friendly 1</p> <p>the food in this restaurant is so delicious and the price is cheap 1</p> <p>her sense of humor often makes me happy 1</p> <p>my hometown is Phu Yen, which has many famous places and delicious food 1</p> <p>the restaurant has many kinds of sweet cakes, salads, fried chicken and ice-cream for teenagers 1</p> <p>there are many interesting things about this restaurant 1</p> <p>the restaurant is decorated with many beautiful things 1</p> <p>the waiters and waitresses are very friendly and polite 1</p> <p>my life has changed a lot in positive ways 1</p>	<p>15</p> <p>more and more people come to enjoy it, 1</p> <p>at first they just sell some self-made fast food, now they serve food for breakfast, lunch, dinner and even super 1</p> <p>the location is almost the best: nearby the beach, on the highway, near the flower shop 1</p> <p>the atmosphere is always cheerful and peaceful 1</p> <p>the restaurant is decorated by flowers and some old stuff such as an 19-century rifle, old wooden chairs and tables, pictures and paintings of some famous photographers and artists 1</p> <p>the restaurant has a mini cinema, and a game corner to make the kids don't feel bored 1</p> <p>my hometown has some special things 1</p> <p>it is in the center of the hometown, which is very noisy 1</p> <p>everyone in here is very friendly and the food is so delicious 1</p> <p>the last thing that can make you excited is that you can request a song you want to be played in here 1</p> <p>it is also designed with many luxury lights which are placed around the restaurant and they are very beautiful at night 1</p> <p>the restaurant has many kinds of food I really like 1</p> <p>although the restaurant looks luxury and the food is very delicious, the price is quite cheap 1</p> <p>the staff of restaurant are very responsible and they are always ready to help customers 1</p> <p>it's really hard to find out a mini garden with many trees near the beach 1</p>

Table A1.8. Realisations of afforded Attitude employed in Writing Test 1

	In the IS corpora	In the NS corpora
Afforded Affect	0	0
Afforded Judgement	10	12
	she teaches me speaking 1	he also created a good friendship to everybody 1
	she teaches me the way to live 1	enthusiastic 1
	we are like friends 1	he teaches me the way to study and live 1
	he teaches many things my life 1	she teaches me to become a good student and good person in the society 1
	makes his class happy when he is teaching English to us 1	they teach me the way to become a right person 1
	she always listens as well as respect my ideas and gives me good advice when I run into trouble 1	he has a kind heart to every people 1
	we have been friends since we studied together in high school and until now 1	ready to help customers 1
	my mother gives me this life 1	my mom worked very hard to look after my sister and me 1
	but thanks to her appearance in my life, my life has changed a lot in positive ways 1	sometimes she takes part in some programs in my hometown 1
	he paints beautifully 1	she tries to find a good job to help my mom 1
		she spends all the time teaching at school, math center and my home in order to earn money and help me to continue my work 1
		when I was young, my mother taught me that I must have good behaviors toward the society and others in the community 1
		she also teaches me to have effort in everything 1
Afforded Appreciation	12	18
	a restaurant that I never forget 1	the food of the restaurant is various 1
	you can go fishing and eat fresh fish because the restaurant is located near a river 1	they also serve a lot of drink, but the alcoholic one 1
	you should come there in the evening because you can hear singer sing their song 1	they also have a juke box so that you can change to whatever music you like 1
	you will have a warm dinner beside your family 1	it is a large restaurant near the sea 1
	the restaurant is located near the beach 1	it has atmosphere of the sea that makes customers feel relax 1
	the restaurant is designed to fit in with the natural beauty of the garden 1	I often go to here with my family in the special day 1
	the restaurant is decorated by a famous designer 1	classical music is used in here to bring comfortable feeling to customers 1
	the restaurant has three floors and is decorated with many colourful lights 1	the food is various with seafood 1
	the restaurant usually plays pop or 1	make you excited 1
		makes me try every day to become a good person like my parents 1

	ballad songs. It makes the atmosphere become romantic		the restaurant has fresh air because it is near the lake	1
	you can choose many food in here	1	the wind blows slightly, which makes me feel relaxed when i am having meal	1
	there are various kinds of food that we can enjoy	1	the restaurant is located in hometown center so we can find it easily	1
	it is famous for seafood and a nice view. It is situated in the center of the Sinh Thai lake. It has peaceful atmosphere	1	it has many sea foods which are made from fresh food	1
	there are many foods to choose	1	you can enjoy many lyrics songs which are sung by the staff who live near the restaurant	1
			the price is about 500,000 dong for 4 to 5 people	1
			sometimes we can rent the boat of own restaurant to visit around restaurant	1
			this restaurant is crowded because it is a good choice for a family which has many children	1

A1.3.2.2. Writing Test 2

Table A1.9 Realisations of provoked Attitude employed in Writing Test 2

	In the IS corpora	In the NS corpora
Provoked Affect	6 on cloud nine 2 your eyes wandering towards the far edge of the sea 1 your ears lost in the romantic music 1 you will feel like being in heaven 1 I reached a new horizon 1 as happy as Larry 1	0
Provoked Judgement	4 she is a hero 1 they had been the neighborhood's fear for a long time 1 my mother is the one who stood up to them 1 she is always the target i want to reach to 1	1 he is my model 1
Provoked Appreciation	2 food paradise 1 the most miraculous things that god has given me 1	0

Table A1.10. Realisations of flagged Attitude employed in Writing Test 2

	In the IS corpora	In the NS corpora
Flagged Affect	3 have the luxury of a lifetime 1 I could not forget its fresh and unique taste 1 I hope we always keep our good friendship like it is now. 1	1 gets mad 1
Flagged Judgement	46 I have loads of chances to enjoy the delicious food at many restaurants with my family 1 deeply influence your life 1 they are always beside me when I am so sad, and encourage me 1 have given me a warm family and have taught me how to behave in life 1 my family was extremely nervous, especially my mother 1 she couldn't have a sound sleep and sometimes she didn't sleep overnight to take care of me 1 they give me many things in life 1 they give birth to me and raise me 1 he had experienced a lot of things, both delightful and horrible 1 he knew the feeling of starvation, the cruelty of war, and the lost of his beloved mother 1 he had been trying his best to ensure my future ever since I was born 1 she is the one who taught me to respect people, to be nice, to be brave and to think wisely 1 he didn't go to university when she was young, but she always works her best to ensure I do. 1 my mother gives me a strong and determined heart 1 they will always be the ones I adore most 1 some can even show you their special talents if you asked 1 my mother is always hardworking to give us the best of her condition 1 she always gives us advice 1 my father gives me intelligence and wisdom 1 we never hide each other anything 1 we share all of our feelings and 1	25 he began playing with me and helping me 1 she spent most of her time looking after me when I was young 1 she never gets mad at me 1 thanks to them, I have learnt many good things to become a good person 1 my parents always give me good advice 1 the attitude of the staff is very positive 1 I always listen to them, ask them for advice 1 they often teach me valuable lessons and ways to become a good person in the society 1 he grew me up with all his love 1 he teaches me everything which is necessary for me in my life 1 he is always by my side to make me laugh a lot 1 he takes cares of me very carefully 1 he gives me a lot of love 1 they always help all guests who come to the restaurant 1 his knowledge is very good 1 she never gets angry or lose her words although the problems are terrible. 1 my parents always give me all best things 1 can do all housework, work in company and take care of all members of my family 1 she always helps me 1 they always spend time for my family 1 they always think in a positive way and spread it to everyone they meet 1 he often helps my mom to do the 1

	secrets to each other		housework	
	I can make my mother and sister totally proud of me	1	his sense of humor can help everyone happy	1
	his sense of humor will help your meal more relaxing	1	he is a very good man who can both get money and look after children	1
	they always have a bright smile on their faces	1	both of my parents give me advice and help me to solve hard problems in life	1
	he teaches me valuable lessons in life	1		
	his lessons are interesting and are particularly useful	1		
	I was impressed by his way of teaching	1		
	when I studied his lessons, my class felt as happy as Larry and the time passed so quickly	1		
	he understands each of his students very well	1		
	I really can't describe all things about her in only a few words	1		
	my mother always looks after and shelters me	1		
	she is always by my side whenever I need help or run into trouble	1		
	she gives me valuable advice when I have to make any important decisions	1		
	she understands her children and knows what is the best things that they need	1		
	she teaches me not only knowledge but also nice manner, good understanding and sympathy with other people	1		
	she sometimes scolds me or involves in my private things	1		
	all she wants is good for me	1		
	she helps me a lot in my study	1		
	I learn many useful things from her	1		
	they also play an important role that nothing can replace	1		
	both of them are so strict with me and always interfere	1		
	I am so pleased to talk to her all my secret problems that nobody else can help me	1		
	my father is always the first one I meet to be given useful advice.	1		
	he always thinks for family	1		
	he did many things with the hope to help me successful	1		
	sometimes, I make my mother sad	1		

Flagged Appreciation	31	20
	you should go there 1	the atmosphere is really fine and 1
	you should come here 1	good for everyone
	especially, the staff there are very 1 professional and humorous	it also serves some rare meat like 1 crocodile meat, jelly fishes, etc. or
	we should reserve at least one day 1	just some common but very good 1 food such as turkey, crabs,
	it is a pity if you miss it 1	the staff is very nice and polite and 1
	that event had an enormous impact 1 on me, turned me from a cowardly kid into an independent man	the price is suitable for everyone 1 the decoration and quality of the restaurant is very good
	Vuon Xoai restaurant is the place 1 you must visit	the staff are very friendly 1 the food is very delicious
	I have nothing to complain about the 1 quality of this restaurant	it has everything that is good enough 1 to become my favourite restaurant
	you will be surrounded by various 1 well-raised trees and flowers	it not only attracts people, but also 1 helps them have a good meal
	with a warm smile, one of the 1 waiters or waitresses will be willing to help you have the luxury of a lifetime	music is turned on with many sweet 1 songs
	none of them can satisfy me like 1 mango garden does	the staff is very good and caring and 1 the price of the restaurant is among the cheapest of similar restaurants in my city
	the boss of this restaurant is really 1 hospitable	this restaurant has comfortable and 1 fresh atmosphere
	all of the staff is very nice, friendly 1 and responsible	the food of this restaurant is very 1 delicious
	you can eat a mountain of foods 1 without any worries about the cost	my hometown has many beautiful 1 places
	I looked round and was tempted by 1 the furniture and the logical way they decorated everything from the wall, the ceiling to the table	I often spend short holiday to enjoy 1 many dishes with my family at this restaurant
	there are many kinds of special food 1 such as sushi, salmon, Japanese pancake	you can enjoy both seafood and 1 mountain food her
	they were so delicious that we 1 ordered extra to bring home	you will see the wonderful sunset 1 from your table
	the staff was very friendly and polite 1	it will not make you disappointed 1
	it is very busy 1	the fresh air makes me feel relaxing 1 and comfortable
	everything seemed perfect 1	the atmosphere is fresh to relax 1
	the furniture is quite simple and 1 made of natural materials such as wood and bamboo.	make people feel peaceful 1
	there is many interesting places in 1 my town if you would like to visit such as Quy Nhon beach, Ky Co land, Cham tower, especially Sinh Thai lake	
	numerous kinds of people in other 1 towns and countries all hope to have a chance to set their foot on this place	

	it also makes visitors feel nice and warm	1	
	fresh seafood and local specialities are always available any time you need	1	
	the quality of its food will never disappoints you	1	
	makes me feel more optimistic and strong	1	
	all my secret problems that nobody else can help me	1	
	music was turned on gently, which makes customers feel comfortable	1	
	you will be served various food by funny and polite waitresses	1	
	it has a wonderful atmosphere	1	

Table A1.11. Realisations of afforded Attitude employed in Writing Test 2

	In the IS corpora	In the NS corpora
Afforded Affect	2 I usually come with my friend after study time 1 I thought it was ok considering the quality of the food 1	1 I will come to this restaurant again in the future 1
Afforded Judgement	8 who I am today is what he made 1 my mother can't foresee my future 1 we are like friends 1 I have experienced many different restaurants 1 I become a good person like now thanks to the ways she educates me 1 he taught me to study 1 he is the person who teaches me ways of living 1 his eyes lost the light 1 changing myself to become better 1	9 my dad teaches me math and how to fix stuffs 1 my mom teaches me how to cook and do the chores 1 I often tell them about my thinking 1 has influence on 1 he makes me feel safe 1 I have more lessons about taking care of somebody and thinking good things to somebody 1 my father taught me many problems 1 she always contain her behaviors or her actions with the others 1 my parents are the people who always stay with me when I need them 1
Afforded Appreciation	12 you can eat and listen to music 1 picking golden ripe mangoes from the trees and tasting them at the spot 1 you can cook seafood by yourself 1 they serve almost dishes of all regions 1	17 it is located near the beach between seagull hotel and children park 1 it is decorated by some old sculptures and souvenirs from Italy 1 it has many kinds of instruments for guests to play 1

	Binsu restaurant is located in the center of the city	1	it is near a park	1
	its view overlooks the beach	1	it is decorated in an old style	1
	situated by our amazing beach	1	there is also a juke box that plays many kinds of music	1
	many people also come here to drink coffee	1	in the center of the restaurant, there is a stage where everyone can request their favorite song	1
	it is completely decorated by wood and straw, which makes it unusual to other restaurants	1	the restaurant has various food and drinks	1
	nothing can replace	1	the food is cooked by a famous chef	1
	makes it unusual	1	it is located near a small park and faces Ninh Duong river	1
	you can listen to many songs which you like	1	the restaurant has designs based on the old style with wooden furniture	1
			staff of restaurant is nice	1
			many problems which I don't forget	1
			there are many trees	1
			you were not used to see before	1
			you'll be relaxed by some outdoor activities such as playing games and singing	1
			the seafood is caught everyday	1

A1.3.2.3. Writing Test 3

Table A1.12. Realisations of provoked Attitude employed in Writing Test 3

	In the IS corpora	In the NS corpora
Provoked Affect	11	0
	loves me with all of his heart	1
	having them in my life is a favour that god brings to me	1
	you can make yourself at home	1
	you will feel like floating in a sea of various sensation	1
	I am kind of in heaven	1
	you will be on cloud nine when you visit this place	1
	what sets our mind at rest is the fact that all materials are imported directly from Japan, ensuring the most exceptional quality and health safety for customers	1
	you will feel like kind of being a V.I.P. in here	1
	peace of mind	1
	I fly off the handle for particular reasons	1

	as happy as Larry	1	
Provoked Judgement	27		0
	role model	1	
	idol	1	
	worked like a beaver	1	
	a light house	1	
	a torch	1	
	the torch will warm my heart	1	
	working like a beaver	1	
	he was the one who crafted me from blood, sweat and tears	1	
	she is the definition of greatness with absolute determination	1	
	my parents are real creators of who I am today	1	
	they are kind of sea lights leading me to the right direction	1	
	they are wings sheltering me on rainy time and raising me up on sunny days	1	
	my mother is always the lighthouse leading me to be on the right way	1	
	she also has a heart of gold	1	
	she is a perfect statue in my heart	1	
	my older sister is like a second mother to me	1	
	kind of a man of the family	1	
	he is really a shining example for me to follow	1	
	both of them are great models for me	1	
	a role model	1	
	an idol	1	
	models	1	
	idols	1	
	heroines	1	
	a heroine	1	
	a model	1	
	I also see them as kind of solid fulcrum that I can lean against to be supported whenever I am exhausted	1	
Provoked Appreciation	19		1
	secret restaurant looks like a spectacular hidden gem	1	it is decorated like the kitchen of a family
	simulating Angkok Wat temple	1	
	mouth-watering	1	
	to die for	1	

	the light house will illuminate my future	1	
	outdoor restaurant mango garden is a true pride of this glorious seaside city	1	
	blow all of your senses	1	
	ooze out in your mouth	1	
	it is an experience of a lifetime	1	
	food paradise on earth	1	
	the foods make my mouth water when thinking of them	1	
	the live music concert performed at weekend in here is out of this world	1	
	the foods in here are out of this world	1	
	time flied	1	
	absolute caring, profound wisdom and ultimate responsibility light up my entire life	1	
	they leave an indelible mark on my memory whenever thinking of her, my real idol	1	
	the lights look like thousands of brilliant candles and slightly undulated ripples	1	
	served as the king or queen	1	
	paradise on earth	1	

Table A1.13. Realisations of flagged Attitude employed in in Writing Test 3

	In the IS corpora	In the NS corpora
Flagged Affect	11	1
	you should go there	1
	you will be enthusiastically greeted	1
	you can lean back, leaving your eyes lingering far away where the sea tides end	1
	you will never regret for visiting this place – kind of a food paradise on earth	1
	we always laughed, laughed and laughed	1
	have an intense passion for culture and cuisine of the cherry blossom country	1
	the feelings i give them cannot be told only in paper	1
	expectantly looking for a kind of nice and warm meal	1
	looking for a kind of nice and warm	1
		I always tell my friends about her proudly

	meal you have to give them gapes of astonishment 1 I understand the real significance of his strictness to shaping all my good virtues 1	
Flagged Judgement	90 successfully combined 1 there is a huge bonus for the staff 1 they are all well-trained and some can even show you their special talents 1 teaches me all everything 1 think wisely 1 her health is poor because of a severe backache 1 makes every effort 1 ensure my future 1 has a serious face 1 rarely expresses affection outward 1 my leg was severely injured 1 unable to pay for the hospital 1 didn't mind suffering 1 worked like a beaver to earn enough money for my hospital bill 1 appear and escort you to the entrance with their warmest farewell 1 to me, they are more than a role model 1 life has taught my dad lots of bittersweet lessons 1 he suffered from almost all extreme miseries on earth from the death of his beloved mother, to the cruelty of bombs, the fatality of famine and pestilence, and the most horrible thing of all – constant fear of unexpected disasters 1 he managed to overcome all 1 his childhood was beaten mercilessly by war 1 he knew the true value of labour 1 he gradually built up a bright future for my family 1 infused me with great vision, goodwill, and unbreakable mind 1 without him, my life would be a soulless days without dreams and goals 1 got occasionally bullied and 1	40 I learnt a lot from them 1 have special impact on me 1 she teaches me how to do all the household chores and how to cook 1 she kindly shows me how to do it right 1 he still tried his best to teach me from what he had learnt 1 he also knows some special cooking recipes and tricks to do household chores quickly 1 the way they raise me and treat me is one of the most important element making who I am today 1 he taught me many lessons, for example, how to be an adult, how to study well, and how to behave 1 she has been supporting me a lot in my study and daily life 1 she has taught me to love people, to study hard and to try my best 1 he arranged them in very good ways 1 my parents play a great role and have an important impact on my life 1 my mother always listens to me and tells me her secrets 1 my father also has to live independently from the early age 1 he has been to many places and met many people 1 he had great experience 1 he always give me useful advice when I am in trouble and let me do anything I want to do 1 my mother gives me knowledge and helps me think positively 1 my father teaches me how to protect myself and behave kindly to others 1 they work hard, but they look very calm 1 he wants the best for me and he wants me to become a good person with all good values 1 he has raised me up with his love and affection 1

discriminated by my classmates		he always helps them in his ability	1
didn't dare to stand up against them	1	he looks after me very carefully	1
my mother stood up and fought back with all she got	1	he protects me and makes me feel safe when I am with him	1
the hooligans lost the fight and had to retreat	1	I learn many things from him and change a lot because of him	1
the whole town looked up to my mother	1	my parents always help me to achieve many things	1
all my life, I could hardly ever pay the debt	1	she cooks delicious food	1
have extremely huge impact	1	she also teaches me how to cook and do the housework and how to solve problems in life	1
she is the person who deadly crave for knowledge	1	he teaches me many good lessons	1
born in a family with many children, my mother had to make huge effort to go to school	1	he usually talks to me and give me some advice on my study and my relationship with friends	1
she had to make every effort to ensure good condition for our family	1	my father and mother have the closest relation with me	1
my mother teaches me to behave with the other, never to stop trying, to take care of myself and to love my life more	1	they help and take care of me when I need them	1
leading me to be on the right way in every tough situation	1	I have many chances to come to lots of famous restaurants in my hometown	1
she often take part in charity organisations to do voluntary work to help poor people	1	I can share with her all things	1
she is by my side with every moment	1	she is always by my side and give me useful advice	1
she also has great effects on me	1	she is the first person I think about when I have problems	1
my sister takes care of me, teaches me, plays with me	1	always does his best to help his students	1
shares with me every sorrowful or joyful moment	1	from him, I can learn many things, for example, how to behave with others, how to study well and how to be a good girl	1
I love, respect and trust her with all my heart	1	taught me many useful lessons	1
I always tell her everything	1		
give me valuable advice	1		
she gives me an endless positive energy and profound wisdom to help me manage every obstacle	1		
almost all every memorable or meaningful events of my life relates to her	1		
every time I think of my mom and my sister, I can gain more motivation and energy	1		
everything I have today has been traded by their sweat, and blood and tears	1		
the target of my life is to make them joyous and prevent them from	1		

	sadness	
	have enormous impact	1
	they absolutely satisfy even the strictest customers	1
	serve you very quickly and professionally	1
	my father and my English teacher are the people who have strong and special influence to me throughout my life	1
	he can make me happy in all situations	1
	day by day my father teaches me really valuable lessons about how to study effectively, how to become a good person, how to bring joy and goodwill to others	1
	family is always his first priority	1
	his biggest dream is having a joyful family and successful children	1
	he always desire the best things to me	1
	I was totally impressed by his unique and fantastic way of teaching	1
	during his class, time flied and we felt as happy as Larry	1
	he is really passionate about teaching and he has awesome responsibility for his students	1
	I also adore him because of his absolute determination	1
	although he is diagnosed of thyroid cancer, he is always optimistic and dedicated to the teaching	1
	with poor students, he often finds suitable ways to partly help them overcome financial burden and encourages them to continue studying	1
	they had a really enormous influence on my personality and my whole life	1
	affect me the most	1
	she puts all her efforts in making it a huge success to earn money for our daily expenses	1
	if I am lazy, she makes me to do the housework or run other errands	1
	she tells me to stop getting mad, to be more giving and to strive for greatness	1
	refining me	1
	shaping my good virtues	1
	making me more and more mature	1

	<p>I had to go through a rough time with average learning capacity and no friends 1</p> <p>those darkest days have been swept away since I met her 1</p> <p>I got along with her weirdly 1</p> <p>my study progressed quickly thanks to her kind help and endless support 1</p> <p>there has been an enormous change in my lifestyle 1</p> <p>we share all secret things to each other 1</p> <p>these recollections are so vivid that they leave an indelible mark on my memory whenever thinking of her, my real idol 1</p> <p>I found most appealing is the way the chefs process the food in front of visitors 1</p> <p>they also play such a significant role that nothing can replace. 1</p> <p>the most miraculous things that god has given me is my parents 1</p> <p>try her best to ensure the future of her children 1</p> <p>my mother usually helps me overcome obstacles that nobody else can help me 1</p> <p>I feel thankful for growing up day by day in her warm arms and affectionate heart 1</p> <p>face all obstacles and overcome my limitations 1</p> <p>despite considerable contrast, they both have one thing in common which is love and caring 1</p> <p>day by day, I learned from her valuable lessons from such small things 1</p> <p>has helped me overcome every difficulty at school 1</p> <p>scolds me from time to time whenever I misbehave or make mistakes 1</p>	
Flagged Appreciation	<p>70</p> <p>decorated with ancient artifacts and impressive sculptures of Champa culture 1</p> <p>the cosy space is overwhelmed with light yellow lamps and light aroma of wood 1</p> <p>the outside is filled with various plants and natural flowers with light winds and fresh air 1</p>	<p>the atmosphere is suitable for everyone 1</p> <p>the atmosphere is fine for most people 1</p> <p>the decoration is very beautiful and the atmosphere is very good 1</p> <p>it attracts many young people 1</p> <p>the appetite section has many delicious salads and dishes 1</p>

successfully combined both traditional and natural beauty into a perfectly amazing decorating style	1	the price is reasonable and the food is served quickly	1
all of them are processed delicately	1	the food is served quickly	1
especially, the restaurant has a mouth-watering selection of cakes which are to die for	1	it would be a shame if you do not go to tai restaurant	1
eating there is truly an experience of a lifetime	1	although it was surrounded by several stores, coffee shops and other restaurants, it is the biggest on this road	1
I have experienced many different restaurants, but none of them can satisfy me like secret garden	1	a place with many kinds of beautiful flowers, decorative items and luxury furniture	1
it will be a pity if you miss it	1	it often celebrate special party to meet the demand of clients	1
uniquely positioned to let its diners capture the flawless beauty of Nha Trang beach to the fullest	1	in my town, there are many beautiful sceneries and famous restaurants	1
you can a kind of vibe that could be found nowhere else	1	it is near the river and has beautiful views	1
the restaurant puts on itself a dreamy, cosy yet exciting appearance	1	the prices of them are suitable to everyone	1
surrounding it is a vintage theme layer of short wooden stockade that was meticulously painted in white and proportionally decorated with a thin wall of beautiful ivy	1	makes me feel comfortable and relaxed	1
meticulously painted	1	the food is very delicious	1
proportionally decorated	1		
welcomes you is a lovely set of professionally crafted wooden table and chairs	1		
professionally crafted	1		
created by trillions of glamorous stars	1		
wonderfully designed	1		
worth savouring	1		
you will have the great pleasure to witness the restaurant's brilliant head cook showing off his unbelievable knife techniques	1		
enjoy the proprietors' fantastic and passionate latino dancing performances	1		
in less than thirty minutes, your table will be filled with plates of culinary masterpieces that will blow all of your senses	1		
from the playful appetizer to the marvellous main course, from the delicate dessert to the irresistible beverage, you will feel like floating in a sea of various sensation	1		
all are hidden inside an indescribably unique presentation,	1		

	waiting to ooze out in your mouth	
	the proprietors, once again, will appear and escort you to the entrance with their warmest farewell, just like how they welcomed you at the beginning	1
	the death of his beloved mother	1
	constant fear of unexpected disasters	1
	it gave him precious wisdom and incredible fortitude	1
	has huge impact on shaping my character	1
	sheltering me on rainy time and raising me up on sunny days	1
	Quy Nhon has been long well-known for amazing food	1
	it would be a great pity of you miss the chance to enjoy a variety of delicious food when you visit Quy Nhon	1
	you will be captivated by all things of this restaurant	1
	overviewing a breathtakingly beautiful beach, “Com Nha” has really comfortable, peaceful and relaxing atmosphere	1
	it’s of a very high standard and superb quality	1
	the menu is varied and the foods make my mouth water when thinking of them	1
	the price are surprisingly reasonable and the foods are served quickly by welcoming, professional and attentive staff	1
	what is appealing most to me are the weekly music concert and discount for regular customers	1
	I was sometimes totally astonished when getting up to 30 per cent discount as a reward to loyal customers on some special occasions	1
	this restaurant is a place you should visit once you come to Quy Nhon	1
	when I first came here, I was struck at once by the harmonious and proportional combination between the exterior and interior design of the restaurant	1
	harmonious and proportional combination between the exterior and interior design	1
	the furniture and decorative stuffs are made of natural materials such as wood, brick and stunning oil paint	1

	as well as the subdued atmosphere	
	it is a perfect combination of luxurious modernity and refined traditionalism	1
	fresh seafood and mouth-watering specialities of all regions are always available anytime you need.	1
	the high quality of its food and a reasonable price will never disappoint you	1
	I strongly believe that nothing can be better than sitting in the middle of the open air, sipping the wonderful beverage or food that you are interested in and contemplating the unique romance of the paradise on earth. just come and have a try!	1
	a really hot topic leading to thousands of violent quarrels	1
	these occasionally make my mom cry bitterly	1
	obstacles that nobody else can help me	1
	valuable directions and considerable encouragement	1
	these are absolutely the best motivation	1

Table A1.14. Realisations of afforded Attitude employed in in Writing Test 3

	In the IS corpora	In the NS corpora
Afforded Affect	2	1
	can take a stroll around the garden	you will not forget it
	the target of my life	1
Afforded Judgement	14	16
	bring me to this life	have many opportunities to meet different people
	put them under domination	become stingy in order to afford our expenses
	since then, inspired by her, I didn't allow myself to be bullied anymore	he has been through war since his childhood, then joined the army
	my mother has a difficult lifetime	did every jobs
	born in a family with many children	she also reminds me to balance my study and entertainment and have fun
	he often compared me with other kids	she taught me to be positive in difficult situations
	I have many relationships	they have done a lot of things for me
	she spends all her time on family and children	without them, I cannot be a person like me today
	she educates me with her own way	
	she shows me how to arrange stuff in a logical order	

	<p>influences our life 1</p> <p>she quickly regains her sprint 1</p> <p>I've learnt the manner of treasuring my family 1</p> <p>I actually don't know who i will become today without them 1</p>	<p>takes care of customers 1</p> <p>she helps me and my brother in our work and study 1</p> <p>my mother helped me to shape my characters 1</p> <p>she helped me become confident 1</p> <p>helped me to realize my love in teaching 1</p> <p>my father and i can chat with each other for hours about many things such as study or life 1</p> <p>thanks to him, my English is as good as it is now 1</p> <p>they give me this life 1</p>
Afforded Appreciation	<p>9</p> <p>that could be found nowhere else 1</p> <p>the gates made by shaping the branches of mango garden's renowned twin mango trees 1</p> <p>leading me to the right direction 1</p> <p>the live music concert performed at weekend 1</p> <p>it overlooks the beach 1</p> <p>located near the large square in Quy Nhon city center 1</p> <p>all materials are imported directly from Japan 1</p> <p>indescribable 1</p> <p>Moc restaurant is divided into several compartments by glass partitions 1</p>	<p>9</p> <p>is located in the middle of an open field 1</p> <p>this restaurant serves many kinds of food 1</p> <p>the restaurant offers many dishes 1</p> <p>I remember every story she told 1</p> <p>it teaches them to be strong to deal with problems in the future 1</p> <p>it is located near a small park and faces Ninh Duong river 1</p> <p>it has large glass windows at the front and some benches outside for people to sit on 1</p> <p>there are lots of customers 1</p> <p>the restaurant has their own band 1</p>

A1.4. Realisations of Graduation resources in the three writing tests

A.1.4.1. Realisations of resources for graduating inscribed Attitude

Table A1.15. Realisations of Quality_degree for grading inscribed Attitude in the three writing tests

		IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Isolated lexemes	Lexical items	0	2 deliriously 1 breathtakingly 1	3 deadly 1 breathtakingly 1 surprisingly 1	0	0	0
	Grammatical items	29 very 17 most 4 really 3 so 2 quite 2 too 1	49 very 12 extremely 7 more 6 so 6 most 4 totally 4 quite 3 absolutely 2 really 2 fairly 1 completely 1 relatively 1	47 most 9 very 7 really 7 more 5 extremely 4 totally 3 so 3 absolutely 3 completely 2 relatively 1 pretty 1 quite 1 perfectly 1	34 very 14 really 7 most 7 so 2 almost 1 more 1 quite 1 somehow 1	25 very 23 really 1 most 1	35 very 23 most 8 quite 2 really 1 extremely 1

Semantic infusion	21		59		137		24		26		37	
	delicious	4	delicious	5	perfect	7	special	5	special	4	best	7
	influential	4	special	5	valuable	5	influential	4	wonderful	4	special	6
	special	4	influential	4	passionate	5	best	3	best	4	influential	6
	best	2	best	4	great	5	delicious	3	influential	3	delicious	5
	astonished	1	valuable	4	attentive	4	dedicated	2	proud	3	great	2
	professional	1	exciting	2	professional	4	luxury	1	delicious	3	luxury	2
	fantastic	1	serious	2	unique	4	wonderful	1	impressive	1	professional	2
	mischievous	1	proud	2	mouth-watering	4	cheaper	1	warm-hearted	1	excellent	1
	grateful	1	energetic	2	appealing	4	unforgettable	1	valuable	1	stingy	1
	amazing	1	romantic	2	cozy	3	professional	1	terrible	1	proud	1
	proud	1	wonderful	2	amazing	3	proud	1	cheapest	1	wonderful	1
			unique	2	best	3	enthusiastic	1			valuable	1
			professional	1	wonderful	3					generous	1
			horrible	1	spectacular	2					closest	1
			optimistic	1	impressive	2						
			crazy for	1	delicious	2						
			grateful	1	fantastic	2						
			significant	1	gorgeous	2						
			perfect	1	significance	1						
			excited	1	luxurious	1						
			wise	1	pity	1						
			hospitable	1	flawless	1						
			delightful	1	glorious	1						
			honorable	1	jolly	1						
			unforgettable	1	hospitable	1						
			sound	1	glamorous	1						

Semantic infusion

memorable	1	excellent	1
luxury	1	iconic	1
passionate	1	lush	1
glorious	1	wisdom	1
amazing	1	fortitude	1
miraculous	1	brilliant	1
exotic	1	marvelous	1
psychic	1	delicate	1
great	1	irresistible	1
		determination	1
		ferocious	1
		vicious	1
		ideal	1
		passion	1
		intense	1
		soothing	1
		serene	1
		ultimate	1
		pessimistic	1
		indelible	1
		sincere	1
		uncountable	1
		mouth-water	1
		excellent	1
		tough	1
		influential	1
		darkest	1
		impeccable	1
		splendid	1
		convenience	1
		varied	1
		simplest	1
		sophisticated	1
		feat	1
		meticulous	1
		masterpiece	1
		eye-catching	1
		yummy	1
		exceptional	1
		courteous	1
		tasty	1
		miraculous	1
		affectionate	1
		gentle	1
		indescribable	1
		kind-hearted	1
		vibe	1
		vivid	1
		crave for	1
		memorable	1
		ecstatic	1
		breathtaking	1
		romantic	1
		outstanding	1
		strictest	1
		mature	1
		adorable	1
		awesome	1

Table A1.16. Realisations of Process_vigour for grading inscribed Attitude in the three writing tests

		IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Isolated lexemes	Lexical items	0	0	2 deeply 2	0	0	0
	Grammatical items	10 very 8 really 1 a lot 1	8 really 3 so 2 most 2 a lot 1	5 absolutely 2 totally 2 most 1	5 very 3 so 1 a lot 1	3 so 2 really 1	8 very 4 most 2 so 2
Semantic infusion		0	15 adore 2 impressed 2 admired 1 admire 1 feel ecstatic 1 fall for 1 am tempted 1	20 impressed 2 adore 2 admire 2 struck 2 wish 1 fascinate 1 respected 1	0	2 gets mad 1 fall in love 1	2 gets mad 1 impressed 1
Semantic infusion			reach a new horizon 1 wish 1 feel contented 1 was tempted 1	tempted 1 desire 1 got furious 1 satisfy 1 get mad 1 look up to 1 captivated 1 astonished 1 uniquely position 1			
Repetition or listing		2 love and respect 1 respect and love 1	3 love and respect 1 feel contented and ecstatic 1 feel nice and warm 1	2 respect, love and adore 1 feel contented and ecstatic 1	0	0	0

Table A1.17. Realisations of Amount for grading inscribed Attitude in the three writing tests

		IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Isolated lexemes	Lexical items	0	0	7 absolute 5 considerable 2	0	0	0
	Grammatical items	0	0	0	0	0	0
Semantic infusion		1 love with all her heart 1	1 love with all her heart 1	2 love with all my heart 1 overwhelmed 1	0	0	0
Repetition or listing		0	0	0	0	0	0

Table A1.18 Realisations of Extent for grading inscribed Attitude in the three writing tests

		IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Isolated lexemes	Lexical items	0	0	0	0	0	0
	Grammatical items	0	0	0	0	0	0
Semantic infusion		0	1 enormous 1	11 huge 4 enormous 2 profound 2 boundless 1 endless 1 overwhelmed 1	0	0	0
Repetition or listing		0	0	0	0	0	0

Table A1.19. Realisations of Frequency for grading inscribed Attitude in the three writing tests

		IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Isolated lexemes	Lexical items	0	0	0	0	0	0
	Grammatical items	0	0	0	0	0	0
Semantic infusion		1 always 1	0	6 always 3 never 1 hardly ever 1 sometimes 1	1 always 1	0	3 never 1 always 2
Repetition or listing		0	0	0	0	0	0

Table A1.20. Realisations of Focus for grading inscribed Attitude in the three writing tests

		IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Grammatical items	Valeur: Authenticity	0		5 kind of 2 truly 1 real 1 actually 1	1 actually 1	0	0
	Valeur: Specificity	1 particularly 1 especially 1	1 particular 1 particularly 1	4 particularly 3 particular 1	0	0	0
	Completio	0		3 managed to 1 manage to 1 manages 1	0	0	0
	ent: Actualis	0	1 seemed 1	4 seems to 4	0	0	0

A1.4.2. Realisations of resources for flagging Attitude

Table A1.21. Realisations of Intensifier and Quantifiers for flagging Attitude in the three writing tests

		IS-WT1	IS-WT2	IS-WT3	NS-WT1	NS-WT2	NS-WT3
Intensifiers	Isolated lexemes	0	4	10	0	0	0
			should 3	had to 4			
			must 1	seems to 2			
				manage to 1			
				have to 1			
				must 1			
				should 1			

			22	68	0	2	9
			can't	share		gets mad	tell proudly
			describe	progress quickly		cheapest	kindly show
			could not forget	struck by			have the closest relation
			adore	ensure			the first person
			interfere	first priority			a shame
			involves	enthusiastically greeted			the biggest
			try his best	expectantly looking for			luxury
			work her best	give them gaps of astonishment			share
			give the best	understand the real significance			does his best
			order extra	successfully combined			
			disappoint	think wisely			
			satisfy	severely injured			
			worries	regret			
			luxury	escort with warmest farewell			
			tempted	suffer			
			perfect	beaten mercilessly			
			hide	know the true value			
			share	impressed			
			teach valuable lessons	inspired			
			give valuable advice	not mind			
			impressed	build up			
			a pity	infused			
			willing	got discriminated			
				look up to			
				pay the dead			
				crave for			
				lead			
				skillfully arranged			
				give valuable advice			
				gain more motivation			
				trade			
				satisfy even the strictest customers			
				desire			
				biggest dream			
				cry bitterly			
				make me mouth-water			

				discover the full flavor of	1			
				appealing most	1			
				perfect combination	1			
				violent quarrels	1			
				best motivation	1			
				adore	1			
				astonished	1			
				refine	1			
				shape	1			
				darkest days	1			
				swept away	1			
				got along weirdly	1			
				leave an indelible mark	1			
				processed delicately	1			
				die for	1			
				none of them can satisfy me like ...	1			
				a pity	1			
				uniquely positioned	1			
				conveniently situated	1			
				meticulously painted	1			
				proportionally decorated	1			
				professionally crafted	1			
				wonderfully designed	1			
				worth savoring	1			
				indescribably unique preparation	1			
				shelter	1			
				raise up	1			
				captivated by	1			
Repetition or listing	0	0	2	laughed, laughed and laughed	1	0	0	0
				stood up and fought back	1			

Quantifiers	Isolated lexemes	16	35	35-63	16	17	21
		many 7	all 6	all 14	every 6	all 4	many 10
		all 3	many 5	every 8	many 4	many 4	a lot 3
		a lot 2	a lot of 3	everything 3	some 3	everything 2	all 2
		anything 1	any 2	day by day 3	all 1	a lot of 2	everyone 2
		various 1	both 2	even 2	even 1	most of 1	some 1
		not only ... 1	nothing 2	nobody else 2	day by day 1	some 1	lots of 1
		but also 1	nobody else 2	nothing 2		everyone 1	most 1
		every time 1	various 2	whenever 2		both 1	every 1
			anything 1	some 1		not only ... 1	
			even 1	only 1		but also 1	
			each of 1	all of 1			
			everything 1	each 1			
			a few 1	any time 1			
			none of 1	more than 1			
			loads of 1	lots of 1			
			numerous 1	almost all 1			
			especially 1	almost everything 1			
				all everything 1			
				trillions of 1			
				almost all every 1			
				every time 1			
				none of 1			
				nowhere else 1			
				various 1			
				less than 1			
				a variety of 1			
				selection of 1			
				gradually 1			
				throughout 1			
				whole 1			
				long 1			
				up to 1			
				at once 1			
				immediately 1			
				several 1			
				from time to time 1			

Semantic infusion	8		22		17-32		9		13		8	
	always	4	sometimes	3	always	5	always	4	always	6	always	5
	often	3	never	2	huge	4	often	2	often	3	usually	2
	with all her heart	1	always	1	enormous	3	as much as possible	2	never	3	often	1
			whenever	1	considerable	2	when I was born to today and future	1	enough	1		
			extra	1	endless	2						
			overnight	1	never	2						
			the first one	1	occasionally	2						
			at least	1	often	2						
			a mountain of	1	full of	2						
			enormous	1	profound	1						
					constant	1						
					rarely	1						
					hardly ever	1						
					usually	1						
					sometimes	1						
					first choice	1						
					enough	1						

Repetition or listing	7	15	32	8	9	14
	has many famous places and delicious food	intelligence and wisdom	how to study effectively, how to become a good person, and how to bring joy and goodwill to others	she knows how I feel, what I like, how to raise me	give me advice and help me to solve hard problems in life	how to do all the household chores and how to cook
	taught me to be kind to people, to be polite to old people and to think in a positive way	give birth to me and raise me	to behave with the other, never to stop trying, to take care of myself and to love my life more	more and more people	get money and look after children	some special cooking recipes and tricks to do household chores quickly
	teaches me many things in life and teaches me how to become a good person	always beside me and encourage me	great vision, goodwill, and unbreakable mind	has a mini cinema and a game corner	do all housework, work in company and take care of all members of my family	how to be an adult, how to study well, and how to behave
	fresh air with light wind and light smell of roses	have given me a warm family and have taught me how to behave in life	from the death of his beloved mother, to the cruelty of bombs, the fatality of famine and pestilence, and the most horrible thing of all – constant fear of unexpected disasters	my character, my attitude to life, or my way of thinking	gets angry or loses her words	to love people, to study hard and to try my best
	by bus, by motorbike or by taxi	couldn't have a sound sleep and sometimes didn't sleep overnight to take care of me	high standard and superb quality	helps me every time I have difficulty, and teaches me everything I need	teach me valuable lessons and ways to become a good person	play a great role and have an important impact on my life
	sweet cakes, salads, fried chicken and ice-cream	the feeling of starvation, the cruelty of war, and the lost of his beloved mother	takes care of me, teaches me, plays with me	helps me answer the questions I don't know, and teaches me how to fix machines in my house	listen to them, and ask them for advice	listens to me and tells me her secrets
	the food is so delicious and the price is cheap	taught me to respect people, to be nice, to be brave and to think wisely	an endless positive energy and profound wisdom	protects me, takes care of me, forget my mistakes and helps me overcome difficulties in my life	playing with me and helping me	give me useful advice when I am in trouble and let me do anything I want to do
		our feelings and secrets	sweat, blood and tears	the food is very delicious and the price is quite cheap	think in a positive way and spread it to everyone	gives me knowledge and helps me think positively
		looks after and shelters	motivation and energy		the decoration and quality of the restaurant	to protect myself and behave kindly to others
		knowledge, nice manner, good understanding and sympathy with other people	finds suitable ways to partly help them overcome financial burden and encourages them to continue studying			his love and affection
		understands her children and knows what is the best things that they need	my personality and my whole life			how to cook and do the housework and how to solve problems in life
		scolds me or involves in my private things	do the housework or run other errands			help and take care of me when i need them
		you and your family or friends	to stop getting mad, to be more giving and to strive for greatness			how to behave with others, how to study well and how to be a good girl
		Quy Nhon beach, Ky Co land, Cham tower, especially Sinh Thai lake	day in her warm arms and affectionate heart			the price is reasonable and the food is served

				from the playful appetizer to the marvellous main course, from the delicate dessert to the irresistible beverage	1		
				precious wisdom and incredible fortitude	1		
				sheltering me on rainy time and raising me up on sunny days	1		
				the price are surprisingly reasonable and the foods are served quickly	1		
				the weekly music concert and discount for regular customers	1		
				harmonious and proportional combination between the exterior and interior design	1		
				can speak English and serve you very quickly and professionally	1		
				gorgeous environment, tasty dishes, great service, and especially, reasonable price	1		
				multi-colored lanterns and splendid pictures of japan sceneries	1		
				from the simplest to the most sophisticated food	1		
				absolute content and peace of mind	1		
				fresh seafood and mouth-watering specialities	1		
				the high quality of its food and a reasonable price	1		
				sitting in the middle of the open air, sipping the wonderful beverage or food that you are interested in and contemplating the unique romance of the paradise on earth	1		
				valuable directions and	1		

A.1.5. Realisations of Attitude resources in the two interviews

A1.5.1. Realisations of inscribed Attitude sub-categories

Table A1.22. Realisations of inscribed Attitude sub-categories employed in the two interviews

		SI1	SI2
Affect	Misery/ Cheer	<i>3 realisations/12 instances</i> happy 9 sad 2 enjoy 1	<i>3 realisations/3 instances</i> love 1 contented 1 happy 1
	Antipathy/ Affection	<i>5 realisations/24 instances</i> like 13 love 7 likes 3 is into 1	<i>9 realisations/24 instances</i> like 6 admire 4 love 3 content 3 crazy for 3 adore 2 tempted by 1 is into 1 am into 1
	Ennui/ Interest	<i>1 realisation/1 instance</i> not care 1	<i>3 realisations/5 instances</i> don't care 2 interested 2 passion 1
	Dis/Pleasure	<i>7 realisations/8 instances</i> satisfied 2 proud of 1 not satisfy 1 comfortable 1 angry 1 impress 1 respects 1	<i>14 realisations/23 instances</i> satisfied 10 disappointed 1 satisfaction 1 enjoy 1 satisfy 1 satisfactorily 1 proud of 1 don't satisfy 1 comfortable 1 pleased 1 annoyed 1 gets mad 1 satisfactory 1 respect 1
	Disquiet/ Confidence	<i>2 realisations/2 instances</i> worried 1 nervous 1	<i>5 realisations/6 instances</i> confident 2 worried 1 got familiar 1 confidence 1 familiar with 1
	Surprise/ Trust	<i>1 realisations/1 instance</i> surprised 1	0

		<i>5 realisations/20 instances</i>	<i>12 realisations/20 instances</i>
	Desire	want 14 need 3 wants 1 hope 1 hopeless 1	want 4 needs 3 need 2 willing to 2 desire 2 in need 1 wish 1 wished 1 wants 1 dream 1 hopeless 1 cherishes a dream 1
	Fear	0	0
Judgement	Normality	<i>8 realisations/19 instances</i> friendly 10 perfect 2 serious 2 gentle 1 close 1 average 1 aggressive 1 talkative 1	<i>10 realisations/15 instances</i> friendly 5 serious 2 perfect 1 close 1 lovely 1 strict 1 impeccable 1 talkative 1 impressed 1 normal 1
	Capacity	<i>8 realisations/12 instances</i> good 3 smart 2 energetic 2 can + V 2 boring 1 creative 1 active 1 not dynamic 1	<i>18 realisations/30 instances</i> can + V 6 could 3 couldn't 2 creative 2 smart 2 perfect 2 wonderful 2 successful 1 highly competent 1 mastered 1 aware of 1 failed 1 wisdom 1 boring 1 inspired 1 infused 1 infuse 1 talented 1
	Tenacity	<i>4 realisations/9 instances</i> try 5 confident 2 calm 1 energetic 1	<i>10 realisations/16 instances</i> energetic 4 supportive 2 passionate 2 try 2

			enthusiastic 1 confident 1 determination 1 attentive 1 responsible 1 carefully 1
	Propriety	<i>11 realisations/20 instances</i> kind 4 rude 3 helpful 3 good 2 impolite 2 not care 1 supportive 1 nice 1 nasty 1 gentle 1 cares 1	<i>14 realisations/31 instances</i> helpful 6 caring 5 kind 5 gentle 3 hospitable 2 impolite 2 nice 1 polite 1 sympathetic 1 kind-hearted 1 nasty 1 support 1 loving 1 courteous 1
	Veracity	<i>1 realisation/2 instances</i> honest 2	<i>1 realisation/3 instances</i> honest 3
Appreciation	Impact	<i>5 realisations/10 instances</i> suitable 5 interesting 2 impressive 1 distress 1 impresses 1	<i>17 realisations/29 instances</i> impressive 6 tedious 3 interesting 2 favorite 2 fun 2 terrible 2 exciting 2 amazing 1 appealing 1 distressed 1 boring 1 eye-catching 1 distresses 1 favourite 1 convenient 1 suitable 1 fantastic 1
	Quality	<i>26 realisations/48 instances</i> beautiful 6 good 6 bad 4 boring 3 fresh 3 not good 3 perfect 2	<i>45 realisations/87 instances</i> mouth-watering 6 fresh 5 wonderful 5 perfect 5 great 4 good 4 well 4

		not dynamic	2	romantic	3
		low	2	delicious	3
		green	1	suitable	2
		hot	1	low	2
		uncomfortable	1	clean	2
		quiet	1	peaceful	2
		weak	1	high	2
		creative	1	splendid	2
		developing	1	beautiful	2
		dirty	1	effectively	2
		glamorous	1	superb	2
		not high	1	ideal	2
		small	1	cheap	2
		delicious	1	expensive	1
		wonderful	1	pure	1
		positive	1	bad	1
		not well	1	update	1
		cheap	1	correct	1
		cheaper	1	brilliant	1
		limited	1	green	1
				updated	1
				fun	1
				glorious	1
				creative	1
				not good	1
				polluted	1
				picturesque	1
				stable	1
				high standard	1
				superb quality	1
				moderate	1
				not high	1
				convenient	1
				glamorous	1
				outstanding	1
				awesome	1
				shining	1
				breathhtaking	1
	Balance	0		<i>5 realisations/7 instances</i>	
				logical	2
				logically	2
				harmonious balance	1
				systematically	1
				well-balanced	1
	Complexity	<i>12 realisations/20 instances</i>		<i>24 realisations/74 instances</i>	
		difficult	4	complicated	11
		easy	4	difficult	7
		challenging	2	delicate	7
		hard	2	unique	6
		similar	1	small	5

		unique	1	natural	5
		opening	1	complex	4
		luxury	1	naturally	4
		different	1	simple	4
		familiar	1	strange	3
		difficulties	1	challenging	2
		simple	1	challenge	2
				different	2
				easy	2
				monotonous	1
				tough	1
				unspoiled	1
				ancient	1
				not complicated	1
				uncontaminated	1
				modest	1
				not difficult	1
				available	1
				sophisticated	1
		<i>3 realisations/5 instances</i>		<i>14 realisations/31 instances</i>	
		necessary	2	important	8
		important	2	useful	5
		essential	1	valuable	4
				significant	3
				effective	2
				influence	1
				reputation	1
				significance	1
				crucial	1
				convenient	1
				meaningful	1
				well-known	1
				effectively	1
				efficient	1
	Social Valuation				

A1.5.2. Lists of the three kinds of invoked Attitude realisations

Table A.1.23. Realisations of provoked Attitude employed in the two interviews

	In the SI1 corpora	In the SI2 corpora
Provoked Affect	0	6
		I feel like home
		1
		she is a true apple in my eyes*
		1
		a real fan of
		1
		a peace of mind
		1
		a pain in the neck*
		1
		cherished a dream
		1

Provoked Judgement	0	17 my father works like a beaver 1 my father is a lighthouse 1 my mother will be a torch 1 they are the favour that god brings to my life 1 teachers should be someone like actors 1 worked like a beaver 1 she has kind of a heart of gold 1 they are kind of ... models for me to follow 1 my mother is always the lighthouse leading me to be on the right way in every tough situation 1 she also has a heart of gold 1 they always lend me a hand when i need them 1 one of my teacher at high school is a ... true model to me 1 during his class, time flied 1 he is really a shining example for me to follow 1 she is a true idol to me 1 model 1 idol 1
Provoked Appreciation	0	18 a key to this problem 1 the climate and atmosphere in here is out of the world 1 out of the world 1 it is something like in heaven 1 a key to success 1 it makes me mouth water every time I think of it 1 when I first did them, they were really a toothache to me 1 the food is here are out of this world pain to me 1 as easy as ABC 1 this kind of language is kind of ... a real ... tool that helps me describe the restaurant I like and the people I adore very effectively 1 it worth every penny 1 in the heart of the city 1 it's a real nightmare to me 1 it is a waste of time to learn this 1

		framework	
		looks like a .. uhm ... well ... a matrix to me	1
		the lights look like thousands of brilliant candles amid slightly – undulated ripples	1
		it is kind of a secret of success	1

Table A.1.24. Realisations of flagged Attitude employed in the two interviews

	In the SI1 corpora	In the SI2 corpora
Flagged Affect	3	3
	we talk a lot about it 1	sometimes I find it boring or tedious, especially on holiday 1
	we have to sit on desk too long 1	I have no distress about Quy Nhon 1
	I have a lot of fun 1	I am kind of under pressure 1
Flagged Judgement	16	77
	they help my aunt very much 1	she does every housework well 1
	she shares with me when i so sad 1	cooks perfectly 1
	I ... don't have enough time to prepare for my test 1	she is a true housewife. 1
	he really respects friendship 1	I love and admire all of things about my aunt 1
	he's always ready to protect us 1	they help my aunt with much work 1
	he instructs to do everything we need in campus 1	my neighbours are very willing to lend my aunt a hand whenever ... she needs help 1
	I didn't win anything 1	I share with her all of my secrets, for example, friendship, study, or love 1
	my accent is a little bit weak 1	she always gives me valuable advice 1
	I don't think I have enough vocabulary to do it 1	have a kind of impressive progress 1
	they need to improve their spelling 1	because I have already learnt evaluative language, I know them, i understand them and I remember to use them in my final essay 1
	when I see something, I barely focus on them 1	each week you just taught a part of the complex framework 1
	we share everything 1	he really respects friendship 1
	they often share many ... share many stories in school, in life 1	he's always ready to protect us 1
	I can go up all of skills such as speaking, reading, listening or writing 1	he always lends us a hand when we are in need 1
	I know many things that I ... haven't study 1	my first English teacher is the one who inspired me with the strong passion for English 1
	I try to follow ... uhm ... follow all things he orders 1	the teachers do great things with their job 1
	inspired me 1	some of them need to be a little more creative and funny and be 1
	I love things, all of things about my aunt 1	

		more open in the classroom	
		I managed to finish them extremely satisfactorily	1
		have mastered almost all aspects of attitude and graduation	1
		I have used attitude and graduation resources flexibly and i do not find it difficult to express my emotions and feelings	1
		I make every effort to memorize them	1
		collect evaluative language from the reading texts, then map them on the framework, then use them frequently and naturally	1
		she always helps all people who are in need	1
		with all of her heart	1
		we share everything on my life	1
		she will give me valuable advice or help me with the homework	1
		I will make all effort to get it this year	1
		she is always full of energy and passion	1
		she inspired her energy and passion into each of us	1
		I have to study a lot from them	1
		some of them need to speak louder for all students to hear them	1
		I got much improvement in the most recent test	1
		did not have enough vocabulary to express my opinions or feelings	1
		in the most recent test, I have enough vocabulary to understand the reading texts as well as to write about my opinions or feelings about my mother or about my favourite restaurant	1
		I used ... attitude and graduation resources more effectively to express my opinions and feelings	1
		I also know several ways to intensify my opinions or feelings	1
		you teach slowly and carefully	1
		you teach these resources from the reading texts very clearly, then you ask us to write essays and use these new words in the essays	1
		we can understand the framework and memorise and use it in our writing and speaking	1

		<p>speak or write naturally and correctly and understand reading texts exactly 1</p> <p>we often share many stories in school, in life, in love affairs 1</p> <p>we give useful advice to each other, and give sympathy to each other, and encourage each other to overcome obstacles in our lives 1</p> <p>they never tell a lie to me 1</p> <p>whenever my parents send me something to eat, I often share with her 1</p> <p>she is always willing to lend me some money when I am broke 1</p> <p>she infused me the love of English 1</p> <p>I did both tests very well 1</p> <p>you teach the reading text slowly and carefully, especially, you just taught one small section of the framework each week. 1</p> <p>they often throw rubbish in public places, especially at the beach or to the lake or river 1</p> <p>I just know very little about him 1</p> <p>strong determination, absolute caring and profound wisdom lighten up my life 1</p> <p>they help my mom and me a lot when we are in need or when we have troubles 1</p> <p>we also share our happiness or sadness 1</p> <p>I did the reading test very successfully 1</p> <p>I understand almost all of the reading texts and vocabulary in the reading section 1</p> <p>I have used attitude and graduation resources more sophisticatedly in the final writing test 1</p> <p>we memorize it naturally and use it correctly 1</p> <p>I often lose temper 1</p> <p>they celebrate my birthday with a birthday cake and various kinds of gifts 1</p> <p>they never pay attention to the feelings and opinions of others 1</p> <p>try to follow all things he orders and all regulations of the hostel 1</p> <p>one trainee teacher from Quy Nhon university had inspired me the love 1</p>
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		<p>for English</p> <p>she kind of infused me the desire to become a teacher of English 1</p> <p>they also need to be energetic and creative 1</p> <p>they can teach the lesson in an exciting way and infuse their students with the willing and desire to learn 1</p> <p>I have made enormous improvement 1</p> <p>I can use these resources naturally and appropriately to describe my favourite restaurant as well as the most influential person in my life 1</p> <p>you slowly and carefully teach each small part every week 1</p> <p>I can describe people, sceneries and express my opinion in an efficient, natural and delicate way 1</p> <p>crafted me from blood, sweat and tears 1</p> <p>all of us consider him sort of our elder brother 1</p> <p>I never reveal my feelings 1</p> <p>teacher should pay more attention to the skill of their students 1</p> <p>i learnt a wide range of vocabulary and strategies 1</p> <p>they need to infuse their students with love for learning new knowledge in an energetic and humorous way 1</p> <p>every time, you just teach one small part 1</p>
Flagged Appreciation	<p>18</p> <p>it has many green parks 1</p> <p>no traffic jam 1</p> <p>i can learn more vocabulary 1</p> <p>it helps me progress in my study 1</p> <p>it provides me many things i need 1</p> <p>Quy Nhon city has rude people, especially very rude people 1</p> <p>there are always trouble 1</p> <p>they have a lot of words i don't even know 1</p> <p>Quy Nhon city is a developing city ... uhm ... with beautiful scene and friendly people 1</p> <p>Quy Nhon has a lot of glamorous tourist attractions 1</p> <p>has a lot of social evils 1</p>	<p>61</p> <p>it has many green parks 1</p> <p>there is no traffic jam or no flood 1</p> <p>i don't see any distressed thing 1</p> <p>i had to be hospitalised about five or six times so far 1</p> <p>a teacher must know such kind of knowledge to teach the students express their opinions and feelings appropriately 1</p> <p>a lot of students of English has become successful teachers of English after their graduation 1</p> <p>most teachers are perfect 1</p> <p>a few of the teachers are kind of boring 1</p> <p>it ... helps me improve all of my skills of learning English 1</p>

	the program at Quy Nhon university is ... has many advantages	1	it has a wide range of vocabulary and strategies	1
	has a few disadvantages	1	it also includes many smaller and smaller parts and difficult words to memorise	1
	every year, it attracts many tourists	1	it helps every students to express their feelings and opinions in a great variety of ways and in different situations	1
	more and more people come in this place	1	the people are so kind and helpful that i feel like home in this city	1
	it enhances my knowledge	1	it has a unique curve	1
	everything is very cheap, cheaper than other cities in Vietnam	1	the city is overwhelmed with colourful fireworks and lights	1
	i had a few problems with the food	1	i think the textbook was designed logically to fully develop students' four learning skills	1
			some units are unique and some exercises and learning activities are so creative	1
			there are also harmonious balance between the sections and the contents of the units	1
			some teaching activities in the textbooks should be adapted in some ways to help students learn more effectively and in a natural manner	1
			it was so complicated with many aspects to remember	1
			I can be near my mother and I can help her with the housework or her own business	1
			Quy Nhon city is a developing city with breathtakingly beautiful sceneries and hospitable people	1
			various local specialities	1
			teaching program needs to be shortened	1
			there need to be more outdoor activities	1
			the reading test had so many new words	1
			the writing test was designed in kind of difficult, strange and unique way	1
			the food is of very high standard and superb quality	1
			it has so many things to remember	1
			teachers also need to know	1
			Quy Nhon has a lot of glamorous tourist attractions	1
			still preserve their natural and unspoiled beauty	1

		there are also numerous cultural heritages such as ancient temple and Champa architecture	1
		the local food and specialities are various, cheap and mouth-watering	1
		the thing that most distresses me may be some social evils such as ... theft or crimes	1
		English program at Quy Nhon university has superb quality	1
		all of my English teachers at secondary school and high school in Phu Yen province graduated from Quy Nhon university and they are really wonderful teachers	1
		the sections of the units are divided in a perfect way	1
		they help me gradually improve all of skills such as speaking, reading, listening and writing	1
		the food has outstanding quality	1
		the menu includes a wide variety of mouth-watering foods	1
		they absolutely satisfy even the strictest customers	1
		it is divided into so many smaller types	1
		there are many new words	1
		help us to memorise evaluative language easily and systematically	1
		this city will bring you kind of absolute content and a peace of mind	1
		in Quy Nhon, there is a wide range of local food which are unique, mouth-watering and well-known all over the country	1
		Quy Nhon also has a reputation for cultural heritage	1
		Quy Nhon university has a long lasting reputation for training teachers of English in central Vietnam	1
		I can also save a great deal of money	1
		I think some of the exercises and activities are easy as easy as ABC	1
		speaking sections are tedious and all of these needs to be redesigned	1
		helps me describe the restaurant I like and the people I adore	1
		it is divided into many sections and there are many words which are so	1

		<p>difficult to remember</p> <p>this knowledge helps me to express my complicated feelings, and to tell my different opinions in various situations and contexts 1</p> <p>my university is one of the university that has the wonderful location in Vietnam that overlooks the wide beach and is in the heart of the city 1</p> <p>it helps them to gradually improve all of their four language skills 1</p> <p>fresh seafood and mouth-watering specialities of all regions are always available any time you need. 1</p> <p>it is divided into many smaller parts the wide range of local food 1</p> <p>this way helps me clearly and gradually understand the framework 1</p>
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Table A.1.25. Realisations of afforded Attitude employed in the two interviews

	In the SI1 corpora	In the SI2 corpora
Afforded Affect	<p>4</p> <p>I will be under pressure 1</p> <p>I don't think I do well in this test 1</p> <p>I will rent the room all four years 1</p> <p>feel asleep 1</p>	<p>1</p> <p>all of our classmates consider her our friend 1</p>
Afforded Judgement	<p>18</p> <p>I see my aunt looks like my mother 1</p> <p>they run on the streets and don't care who is on the way 1</p> <p>he is ... has a strong personality 1</p> <p>misspells 1</p> <p>I have trouble 1</p> <p>after class, when I go home, I will tell her about a day of me 1</p> <p>she looks like a friend with us 1</p> <p>I have a lot of to study from them 1</p> <p>support in my study 1</p> <p>don't get ... familiar with 1</p> <p>I don't do well 1</p> <p>I don't know much about him 1</p> <p>we help each other when we have problems 1</p> <p>I know much vocabulary 1</p> <p>don't know how to use it in one sentence 1</p>	<p>20</p> <p>she is like my mother 1</p> <p>teachers needs to be more creative, humorous and energetic 1</p> <p>I know other ways to express my feelings 1</p> <p>you read the text slowly, and explain the words 1</p> <p>you ask the class to highlight the words, then map the words on the framework 1</p> <p>we slowly learn and understand the framework effectively 1</p> <p>we share the same hobbies 1</p> <p>we are in the same class 1</p> <p>she never allows us to come home after 10 pm 1</p> <p>never let us make noise 1</p> <p>a minority of people in Quy Nhon don't have the responsibility of protecting the environment 1</p>

	<p>don't have many times to meet foreigners or talk English much 1</p> <p>they help me control myself when i lose temper 1</p> <p>they celebrate my birthday with a birthday cake and many gifts 1</p>	<p>we play with each other 1</p> <p>one people knows and then the whole neighborhood know 1</p> <p>I want them to be more creative, to be more energetic in the way of teaching, in the way of delivering knowledge 1</p> <p>you explained the framework very clearly 1</p> <p>they help me to control myself 1</p> <p>we know the use of the words from contexts 1</p> <p>we understand how to use them in our speaking and writing 1</p> <p>I have understood the framework 1</p> <p>have no idea of this 1</p>
Afforded Appreciation	<p>12</p> <p>the vocabulary helps me more improved 1</p> <p>had experience from that 1</p> <p>they help me to reach another level 1</p> <p>made me want to find out what they meant, 1</p> <p>widened my vocabulary 1</p> <p>we need some activities to communicate 1</p> <p>in the high level 1</p> <p>in Quy Nhon, there are many foods, especially noodles, pancakes 1</p> <p>i have many advantages to learn here. 1</p> <p>Quy Nhon city is a ... uhm .. is a ...has ... low living condition 1</p> <p>my university is one of the university that has the beautiful location in Vietnam that has the beach and ... in the center of the city 1</p> <p>made me feel hopeless 1</p>	<p>12</p> <p>it has updated information 1</p> <p>the units are designed in a logical way 1</p> <p>the reading test has so many new words 1</p> <p>I will have a stable job after my graduation from Quy Nhon university 1</p> <p>the tests differed from the other tests I usually do 1</p> <p>the restaurant has many kinds of food 1</p> <p>it makes us to imagine 1</p> <p>exists in the temples and architecture 1</p> <p>I will be near home 1</p> <p>all of these needs to be redesigned 1</p> <p>overlooks the wide beach 1</p> <p>I will definitely use it when teaching pictures, photos or even stuff from video clips 1</p>

A1.6. Realisations of Graduation resources in the two interviews

A1.6.1. Realisations of resources for graduating inscribed Attitude

Table A1.26. Realisations of Quality_degree for grading inscribed Attitude in the two interviews

		IS-SI1	IS-SI2
Isolated lexemes	Lexical items	0	2-2 breathtakingly 1 seriously 1
	Grammatical items	11-79 very 44 so 11 quite 6 really 4 a little 4 more 3 most 2 too 2 a lot 1 much 1 absolutely 1	15-102 very 44 so 20 most 7 extremely 7 really 6 more 5 completely 3 quite 2 too 2 absolute 2 totally 2 pretty 2 rather 1 very very 1 much 1
Semantic infusion		16-20 perfect 3 energetic 2 challenging 2 smartest 1 closest 1 cheaper 1 quieter 1 better 1 lower 1 awesome 1 unique 1 delicious 1 wonderful 1 proud of 1 glamorous 1 dynamic 1	60-126 complicated 8 wonderful 7 unique 7 perfect 7 delicate 6 great 6 impressive 6 energetic 6 valuable 4 mouth-watering 4 significant 3 creative 3 romantic 3 ideal 2 hospitable 2 splendid 2 reputation 2 eye-catching 2 delicious 2 superb 2 passionate 2 challenging 2 kind-hearted 1

		amazing 1 sympathetic 1 appealing 1 glorious 1 breathtaking 1 distressed 1 monotonous 1 impeccable 1 determination 1 wisdom 1 cherished a dream 1 competent 1 enthusiastic 1 significance 1 courteous 1 attentive 1 cleaner 1 moderate 1 ancient 1 outstanding 1 picturesque 1 challenge 1 crucial 1 talented 1 glamorous 1 strictest 1 awesome 1 complex 1 unspoiled 1 cheaper 1 mouth-water 1 terrible 1 annoyed 1 responsible 1 sophisticated 1 brilliant 1 fantastic 1
Repetition or listing	1-1 active, lovely and energetic 1	12-12 kind and helpful 1 helpful, enthusiastic and energetic 1 supportive and helpful 1 loving and caring 1 helpful and friendly 1 gentle, kind and lovely 1 kind and caring 1 useful and meaningful 1 clean, fresh and peaceful 1 gentle and nice 1 polite, friendly and helpful 1 gentle and kind-hearted 1

Table A1.27. Realisations of Process_vigour for grading inscribed Attitude in the two interviews

		IS-SI1	IS-SI2
Isolated lexemes	Lexical items	0	0
	Grammatical items	3-9 really 4 very much 4 just 1	14-28 completely 5 really 3 very 3 totally 3 quite 3 absolute 2 absolutely 2 most 1 very much 1 pretty 1 extremely 1 so much 1 too much 1 really really 1
Semantic infusion		1-1 try best 1	11-19 admire 4 be crazy for 3 be really into 2 adore 2 desire 2 proud of 1 wished 1 distresses 1 get mad 1 wish 1 be tempted by 1
Repetition or listing			2-2 love and admire 1 love and respect 1

Table A1.28. Realisations of Amount for grading inscribed Attitude in the two interviews

		IS-SI1	IS-SI2
Isolated lexemes	Lexical items	0	0
	Grammatical items	0	0
Semantic infusion		1-1 as much as possible 1	4-4 as much as possible 1 overwhelmed 1 profound 1 enormous 1
Repetition or listing		0	1-1 friendship, study or love 1

Table A1.29. Realisations of Extent for grading inscribed Attitude in the two interviews

		IS-SI1	IS-SI2
Isolated lexemes	Lexical items	0	0
	Grammatical items	0	0
Semantic infusion		0	1-1 long-lasting 1
Repetition or listing		0	

Table A1.30. Realisations of Focus for grading inscribed Attitude in the two interviews

		IS-SI1	IS-SI2
Grammatical items	Valeur: Authenticity	1-1 kind of 1	2-2 actually 1 real 1
	Valeur: Specificity	1-1 especially 1	1-1 especially 1
	Fulfillment: Completion	0	0
	Fulfillment: Actualisation	0	0

A1.6.2. Realisations of resources for flagging invoked Attitude

Table A1.31. Realisations of Intensifier and Quantifiers for flagging Attitude in the two interviews

		IS-SI1	IS-SI2
Intensifiers	Isolated lexemes	1-1 need to 1	10-17 need to 4 needs to 3 should 2 kind of 2 managed to 1 must 1 have to 1 had to 1 true 1 especially 1

	Semantic infusion	3-4 share 2 enhance 1 widen 1	29-39 share 5 inspired 3 infuse 2 infused 2 is willing to 2 gradually improve 2 mastered 1 do great things 1 be under pressure 1 used resources flexibly 1 lose temper 1 used resources more effectively 1 used resources more sophisticatedly 1 did the reading test very successfully 1 use these resources appropriately 1 memorize it naturally 1 impressive progress 1 is ready to 1 has a unique curve 1 designed logically 1 designed in a unique way 1 harmonious balance 1 crafted me 1 preserved their natural and unspoiled beauty 1 divided in a perfect way 1 has the wonderful location in Vietnam 1 help us to memorize easily and systematically 1 bring absolute content 1 bring peace of mind 1
	Repetition or listing		7-7 love and admire 1 teach slowly and carefully 1 slowly and carefully teach 1 use these resources naturally and appropriately 1 smaller and smaller parts 1 teach the reading text slowly and carefully 1 difficult, strange and unique way 1
Quantifiers	Isolated lexemes	10-25 many 6 a lot of 5 everything 3 all 3 a few 2 more 2 long 1	40-89 all of 10 many 7 all 6 some 5 so many 4 every 4 also 4

		very much 1 anything 1 no 1	no 3 each 3 some of 3 various 3 a wide range of 3 much 2 a lot 2 a lot of 2 any time 2 whenever 2 just 1 even 1 a wide variety of 1 a great variety of 1 almost all 1 almost all of 1 a little 1 very little 1 everything 1 heaps of 1 both 1 most 1 several 1 any 1 still 1 a great deal of 1 every time 1 a few of 1 five or six times 1 numerous 1 the wide range of 1 more 1
	Semantic infusion	5-7 always 2 enough 2 often 1 barely 1 enough 1	10-20 always 7 often 3 never 3 sometimes 1 not enough 1 enough 1 enormous 1 overwhelmed 1 fully 1 long-lasting 1
	Repetition or listing	2-2 beautiful scene and friendly people 1 speaking, reading, listening or writing 1	27-27 memorize it naturally and use it correctly 1 strong determination, absolute caring and profound wisdom 1 friendship, study or love 1 i know them, i understand them and i 1

		remember to use them	
		collect evaluative language from the reading texts, then map them on the framework, then use them frequently and naturally	1
		energy and passion	1
		give me valuable advice or help me with the homework	1
		to understand the reading texts as well as to write about my opinions or feelings about my mother or about my favorite restaurant	1
		at the beach or to the lakes or rivers	
		teach these resources from the reading texts very clearly, then ask us to write essays and use these new words in the essays	1
		we can understand the framework and memorize and use it in our writing and speaking	1
		speak or write naturally and correctly and understand reading texts exactly	1
		in school, in life, in love affairs	1
		happiness or sadness	1
		give useful advice to each other, and give sympathy to each other, and encourage each other to overcome obstacles in our lives	1
		blood, sweat and tears	1
		describe people, sceneries and express my opinion in an efficient, natural and delicate way	1
		includes many smaller and smaller parts and difficult words to memorize	1
		colorful fireworks and lights	1
		i can be near my mother and i can help her with the housework or her own business	1
		breathtakingly beautiful sceneries and hospitable people	1
		of very high standard and superb quality	1
		the local food and specialities are various, cheap and mouth-watering	1
		absolute content and peace of mind	1
		describe the restaurant I like and the people I adore	1
		helps me to express my complicated feelings, and to tell my different opinions in various situations and contexts	1
		the seafood and mouth-watering specialities	1

APPENDIX 2. RESULTS OF ANALYSIS OF EVALUATIVE RESOURCES IN THE TEN READING TEXTS OF THE *SOLUTIONS INTERMEDIATE* AND *SOLUTIONS UPPER-INTERMEDIATE* TEXTBOOKS

A2.1. Examination of reading texts in terms of Attitude and Graduation

Table A2.1 summarizes the quantities of Attitude and Graduation of aspects of Appraisal in the reading texts which were intended to be introduced in the ten chapters of the *Solutions Intermediate* and *Solutions Upper-Intermediate* textbooks.

Table A2.1. Quantities of Attitude and Graduation instances in the ten reading texts in *Solutions Intermediate* and *Solutions Upper-Intermediate* textbooks

	Attitude			Graduation			
	Inscribed	Invoked	Total	Isolated lexemes	Semantic infusion	Repetition or listing	Total
Chapter 3.3	5	0	5	3	1	0	4
Chapter 3.7	4	4	8	3	1	0	4
Chapter 3.8	3	0	3	0	1	0	1
Chapter 3.9	5	8	13	13	3	0	16
Chapter 3.10	21	11	32	3	10	0	13
Chapter 4.1	13	9	22	2	4	0	6
Chapter 4.3	14	11	25	4	11	4	19
Chapter 4.4	17	10	27	1	3	1	5
Chapter 4.6	14	5	19	1	5	0	6
Chapter 4.9	13	24	37	10	10	1	21

Table A2.2 summarizes the quantities of instantiations of Attitude sub-categories in the reading texts which were intended to be introduced in the ten chapters of the *Solutions Intermediate* and *Solutions Upper-Intermediate* textbooks.

Table A2.2. Quantities of instantiations of Attitude sub-categories in the ten reading texts in *Solutions Intermediate* and *Solutions Upper-Intermediate* textbooks

		Inscribed	Invoked	Total
Affect	Un/happiness	8	5	13
	Dis/satisfaction	5	4	9
	In/security	3	3	6
	Dis/inclination	6	3	9
Judgement	Normality	4	9	13
	Capacity	22	8	30
	Tenacity	5	0	5
	Propriety	16	18	34
	Veracity	1	1	1
Appreciation	Impact	8	0	8
	Quality	8	0	8
	Balance	0	0	0
	Complexity	8	0	8
	Valuation	10	7	17

Table A2.3 presents the realisations of Attitude and Graduation of aspects of Appraisal in the reading texts which were intended to be introduced in the ten chapters of the *Solutions Intermediate* and *Solutions Upper-Intermediate* textbooks.

Table A2.3. Realisations of Attitude and Graduation in the ten reading texts in *Solutions Intermediate* and *Solutions Upper-Intermediate* textbooks

	Attitude		Graduation		
	Inscribed	Invoked	Isolated lexemes	Semantic infusion	Repetition or listing
Chapter 3.3	delighted interested cool impressed not mind		pretty quite highly	delighted	
Chapter 3.7	like liked interested not impressed	I think he is the most gorgeous man in the world we had huge amount in common share interest feel attraction for	very really most	huge	
Chapter 3.8	feel wobbly want(s) need(s)			wobbly	
Chapter 3.9	lucky unlucky charmed amazingly miraculously	he has survived seven disasters, all of which could have killed him at the age of 76, he got married for the fifth time buying his very first lottery ticket – and he won the jackpot seventeen people drowned in the icy waters, but Selak survived nineteen people were killed, but Selak fell clear of the crash and landed in a haystack four people drowned, but – again – Selak swam to safety he wasn't too badly hurt escaped from it just before it exploded	again all throughout long seven fifth very first seventeen nineteen four only most anything	charmed amazingly miraculously	
Chapter 3.10	could can be able to special talents talent have a developmental disability have a skill do incredibly well special ability mentally disabled	before he could even feed himself or get dressed, he could make models of animals that were correct in every detail. his ability to sculpt increased rapidly he did not develop the other skills which children normally learn. it takes only 45 minutes for Alonzo to complete a small work it took Alonzo just three	every even extremely	talents impressive magic accurate ambitious repetitive stare incredibly rapidly normally	

	impressive magic be on constant display correct accurate special hard ambitious life-size more independent repetitive	weeks to complete this life-size sculpture all of his work are anatomically correct in every detail his behaviour was extremely repetitive. he would spend hours playing the same note on the piano. he used to spend hours staring at the illustrations in books he always drew from memories the details were always perfectly accurate			
Chapter 4.1	sensitive naïve high maths abilities talent progress remarkable achievement have the social ability of a talking potato strong points difficulty lack of social skill excel do better have the ability of	his academic achievement have not been matched by social success oblivious to signals from other people the test was out of 140; Cameron scored 141 broke the system he got the highest grade in his maths A-level he is now fourteen years old and studying for a degree in math feels more at ease he often doesn't know how he has arrived at the answers prodigy	very in general	highest naïve excel prodigy	
Chapter 4.3	responsible calm care not deserve try good do wrong argumentative rude disruptive rebel combative behave badly behave maturely	all adults think teenagers are a nightmare do as he asks don't answer back accept treating me like an adult speaking to me as though I'm still a child don't want to let us grow up drove me crazy need to learn to trust teenagers she instantly banned me from using the Internet try to earn your respect	very really	nightmare argumentative rude disruptive storm out moan crazy kept worrying fussing worse lost her temper huge best	argumentative, rude and disruptive stamp my feet, storm out the shops in the middle of the arguments and moan I do as he asks, I don't answer back and I happily accept being calm and responsible
Chapter 4.4	offend right offensive wrongdoings invade hurt intrusion honest difficult clear	interfere making fun of incite people to carry out acts of terrorism governments will use „the defence of national security“ as an excuse to silence legitimate protests and stifle opposition to their policies	must	offensive invade intrude	I try to be funny, I try to be honest, I try to make people think

	<p>incite violence essence it's a crime to sensible there is a danger that it's important dangerous</p>	<p>say things which hurt a person's reputation without clear evidence that they are true investigate the private lives some of the press will print anything that sells newspapers conceals that is the only way to defeat them we must learn from history</p>			
Chapter 4.6	<p>fashionable stimulating revitalising refreshing energising beautifully vigorous big original popular valuable recognised popularity important</p>	<p>the world's second biggest commodity. established itself as one of the most valuable crops in the world one of America's most popular one of the most recognised products in the world become an important commodity in world trade, and the world's second most widely consumed drink</p>	most	<p>second biggest one of the most valuable one of the most popular one of the most recognised second most widely consumed</p>	
Chapter 4.9	<p>painful glad doesn't like don't like is keen to surprise shy kept worrying fear worried fears do not want would like</p>	<p>grew up with the „wrong“ parents the daughter she'd thought she'd given birth to is not her child couldn't stop crying it was awful to think that my child had grown up with another family and that I had brought up someone else's daughter she's been brought up differently she is not used to tenderness we don't really understand each other tension like a stranger refused to pay maintenance meet regularly both of us are used to life as it has been nightmare desert spend time now with her biological father doesn't accept a joke refused to believe it it was like seeing myself kept thinking about desperate my arms and legs began shaking start going drinking in bars stop praying and working lose her religion</p>	<p>so a bit some both tiny twelve years total neither whole both of real really actually own</p>	<p>tension couldn't stop crying turned upside down desperate the spitting image devout awful nightmare desert is keen to</p>	<p>she's been brought up differently. she's not used to tenderness. we don't really understand each other</p>

A2.2. Examination of exercises accompanying reading texts in terms of focus on Attitude and Graduation

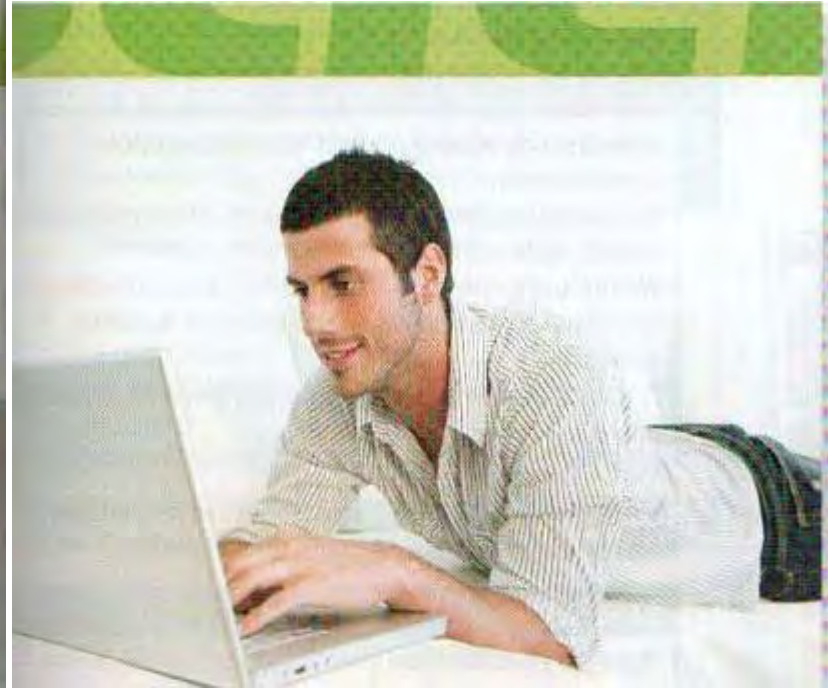
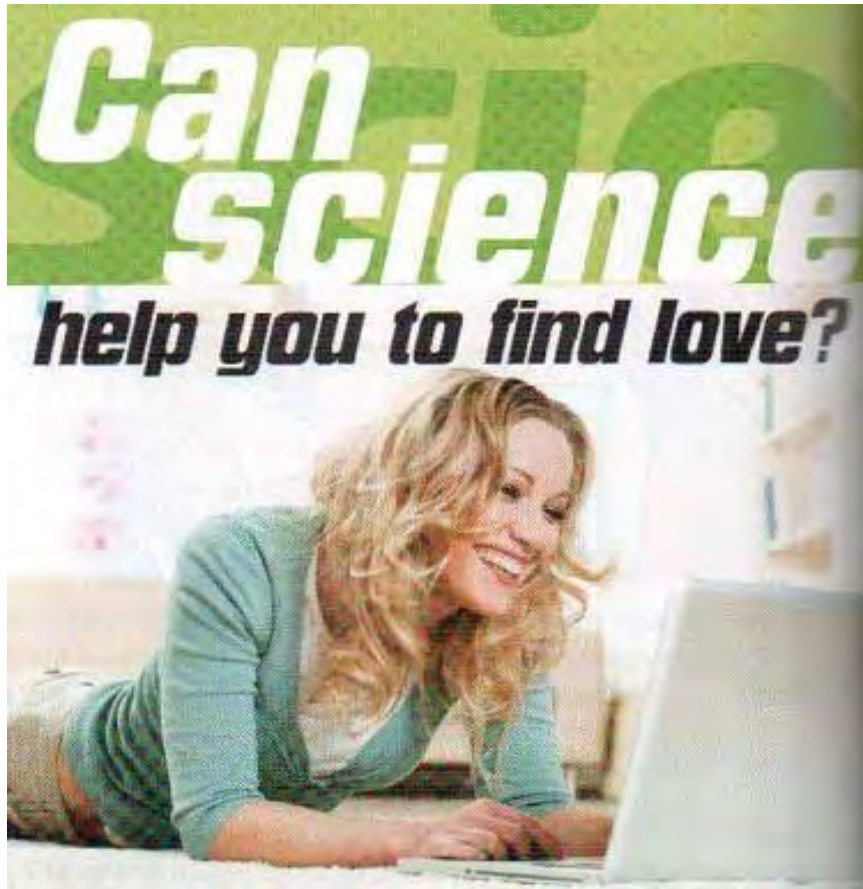
Table A2.4 presents an overview of the results of examination of exercises that follows the ten reading texts in the *Solutions Intermediate* and *Solutions Upper-Intermediate* textbooks in terms of focus on Attitude and Graduation resources.

Table A2.4. Overview of examination of exercises in *Solutions Intermediate* and *Solutions Upper-Intermediate* textbooks in terms of focus on Attitude and Graduation

	Vocabulary exercises			Reading exercises			Speaking activities		
	Focus		Not focus	Focus		Not focus	Focus		Not focus
	Emphasis	Not emphasis		Emphasis	Not emphasis		Emphasis	Not emphasis	
Chapter 3.3	0	0	2	0	0	1	0	0	1
Chapter 3.7	0	0	1	0	0	2	0	0	1
Chapter 3.8	0	1	1	0	0	2	0	0	2
Chapter 3.9	0	0	2	0	0	1	0	0	1
Chapter 3.10	0	0	2	0	0	1	0	0	2
Chapter 4.1	0	0	2	0	1	0	0	0	2
Chapter 4.3	0	2	0	0	2	0	0	1	1
Chapter 4.4	0	0	1	0	2	0	0	0	2
Chapter 4.6	0	0	1	0	0	2	0	0	2
Chapter 4.9	0	1	1	0	0	2	0	0	1
Total	0	4	13	0	5	11	0	1	15

APPENDIX 3. LESSON PLAN FOR CHAPTER 3.7 OF THE *SOLUTIONS INTERMEDIATE* TEXTBOOK

	Chapter	Genre	Topic	Attitude					Graduation	
				Affect Sub-category	Judgement Sub-category	Appreciation Sub-category	Inscribed strategy	Invoked strategy	Force Sub-category	Focus Sub-category
INTERVENTION 1	3.3	<i>Anecdote</i>	<i>Reversing roles</i>	Un/happiness Dis/satisfaction			X		Intensification	
	3.7	<i>Anecdote</i>	<i>Love on the Internet</i>	Un/happiness Dis/satisfaction			X	X	Intensification	
	3.8	<i>Narrative</i>	<i>A year away</i>	In/security Dis/inclination			X		Intensification	
	3.9	<i>Review</i>	<i>A charmed life</i>		Normality	Impact	X	X	Quantification	
	3.10	<i>Biographical recount</i>	<i>Beautiful minds</i>		Capacity	Impact Quality Complexity	X	X	Quantification	
INTERVENTION 2	4.1	<i>Biographical recount</i>	<i>A maths prodigy</i>		Normality Capacity		X	X	Intensification	Valeur
	4.3	<i>Exposition</i>	<i>Closing the generation gap</i>		Tenacity Propriety Veracity		X	X	Intensification	
	4.4	<i>Exposition</i>	<i>Freedom of speech</i>		Propriety Veracity	Balance Complexity Valuation	X	X	Intensification	
	4.6	<i>Review</i>	<i>Drinking stories</i>	Dis/satisfaction		Impact Quality Balance Complexity Valuation	X	X	Quantification	Fulfillment
	4.9	<i>Narrative</i>	<i>Mistaken identity</i>	Un/happiness In/security Dis/inclination	Propriety		X	X	Quantification Intensification	Valeur Fulfillment



In our busy, stress-filled modern times, how do people meet their life partner? In Britain, over 50% of single adults think that online dating provides the answer. Internet dating sites have become the most popular way to meet people.

But is the Internet the ideal way to find true love? The dating agencies think so. They are using science in an attempt to match people more closely with suitable partners. In the past, dating agencies just used a simple personality profile, and a hobbies and interests questionnaire to put people together.

Now, however, more and more of them are using psychometric tests. These detailed psychological questionnaires were developed by scientists at the beginning of the twentieth century to recruit good spies for the First World War. Later, they were used in business to find the right people for the right jobs. And now online dating agencies are using the same techniques. If you logged onto a dating agency today, you might have to answer over 200 questions about yourself and the kind of person you would like to meet. It would take a very long time!

But does it work? „Yes,“ says Dr Jan Fellowes, a senior research scientist at one of the most popular agencies. „It allows us to match people for more closely with compatible partners, so that there is a greater chance of success.“ So how does it work in real life? Here are two people’s stories.

Cathy is an attractive fitness instructor. „I was working long hours and wasn’t meeting men that I was interested in, so I joined a dating agency,“ says Cathy. „I was matched with several men and one of them was David. When I first met, I wasn’t impressed. But as we started talking, I discovered that we had a huge amount in common. I like his attitude to life and the way he talked, and I realized that I really liked him. So, as a fitness instructor, I told him he had to get in shape!“ Seven months later, Cathy and David got married. „And now I think he is the most gorgeous man in the world!“ she says.

Simon’s experience was different. „I wanted a serious relationship and a friend suggested online dating. I had some pleasant dates with some very nice women and had a good time. All of them shared my interest in films and travel, so we were compatible, but there just wasn’t that spark of attraction. It was strange.“

Dr. Sarah Kenton agrees. She is the author of „How to get your Soulmate“. She says, „Psychometric testing is useful, but can’t take account of attraction. And sometimes you can feel attraction for someone because they have something you haven’t got. As the old saying goes, “Opposites attract”.“

Duration: 3 weeks

Learning outcomes

- › Students will have an overview of the Appraisal system and expand their repertoires of the language for the expression of evaluative resources of Affect: un/happiness and dis/satisfaction and of Graduation: Force;
- › Students will develop their metalinguistic knowledge of evaluative resources of Affect: un/happiness and dis/satisfaction and of Graduation: Force so that they can understand and use these aspects of the Appraisal system in the future;
- › Students will develop their receptive skill of reading and productive skill of writing.

Teaching, learning and assessment	Resources
<p>The unit is divided into three lessons.</p> <p>Lesson 1: Scaffolded reading (Week 1)</p> <p>Lesson 2: Modelled and guided writing practice (Week 2)</p> <p>Lesson 3: Independent writing practice, Assessment and Feedback (Week 3)</p>	<ul style="list-style-type: none">› Textbook (Unit 7E. Love on the Internet - Can science help you to find love?);› Exercises and activities adapted from the textbook;› Supplementary photos;› Laptop, projector and blackboard
<p>Lesson 1: SCAFFOLDED READING</p> <p>This lesson consists of three steps:</p> <ul style="list-style-type: none">• Introducing knowledge about evaluative language and orientating to text;• Close reading for comprehension of the text;• Attending to the explicit evaluative language resources of the text.	<ul style="list-style-type: none">› Textbook (Unit 7E. Love on the Internet -Can science help you to find love?);› Exercises and activities adapted from the textbook;› Supplementary photos;› Laptop, projector and blackboard

Teaching, learning and assessment	Resources
<p>1. Step 1: Introducing knowledge about evaluative language and orientating to text</p> <p>Instruction:</p> <p>In this step, the teacher will introduce knowledge about evaluative language used to express attitude (Affect) through eliciting students' responses to six photos showing six basic facial emotions. He will then introduce the Appraisal system and use the vocabulary elicited from students' responses to explicitly teach inscribed evaluative resources, particularly resources which may be used to express Affect: Happiness, Unhappiness, Satisfaction and Dissatisfaction. Next, he will introduce Graduation resources of Force to raise or lower these emotions. The explicit introduction of the strategies for inscribed Attitude: Affect (Un/happiness and Dis/satisfaction) and Graduation resources of Force at this step will establish the background for the teacher to use the metalanguage when reading the text in Step 2: Close reading for comprehension of the text. He then orientates the students to the content of the reading text through analysis of the title of the reading text and the accompanying photo.</p> <p><i>1.1. Showing the class six photos and raising questions to teach students ways to realise basic emotions universally expressed by the human.</i></p> <p>Instruction:</p> <p>In this section, the teacher will show the class six photos and raise questions to elicit students' responses. Based on students' responses, he will teach them ways to realise basic emotions universally expressed by humans.</p> <p>Note: In case students are unable to produce the expected answers, the teacher will provide them with cues or prompts to lead them to the answers.</p> <p>Possible script:</p>	<p>Photos 1-6.</p>

Teaching, learning and assessment

Resources

Look at six photos A, B, C, D, E and F and answer the questions.

1. What are the emotions of the people in the six photos? Which are positive and which are negative emotions?

Possible answer:

- A. joy or happiness (positive emotion) B. Sadness (negative emotion)
C. Fear (negative emotion) D. Anger (negative emotion)
E. Surprise (either positive and negative) F. Disgust (negative emotion)

2. How can you know the emotions of the six people in the photos?

Possible answer: We know their emotions from their facial expression as these basic emotions can be explicitly realised through universally understood expressions on the human face. For example:

- Joy or Happiness can be recognised when the lips go up, the cheeks rise, the outside corner of the eyebrows pulled down and the muscle circles the eye contracts.
- Sadness can be recognized when the inner corner of the eyebrows pulled down, the eyelids loose and the lips corners pulled down.
- Fear can be depicted with distinctive features such as eyebrows raise, pulled together wide-opened eyes, opened mouth and lips stretched back toward ears.



Happiness or Joy

- the outside corner of the eyebrows pulled down
- the muscle circles the eye contracts
- the cheeks rise
- the lips go up



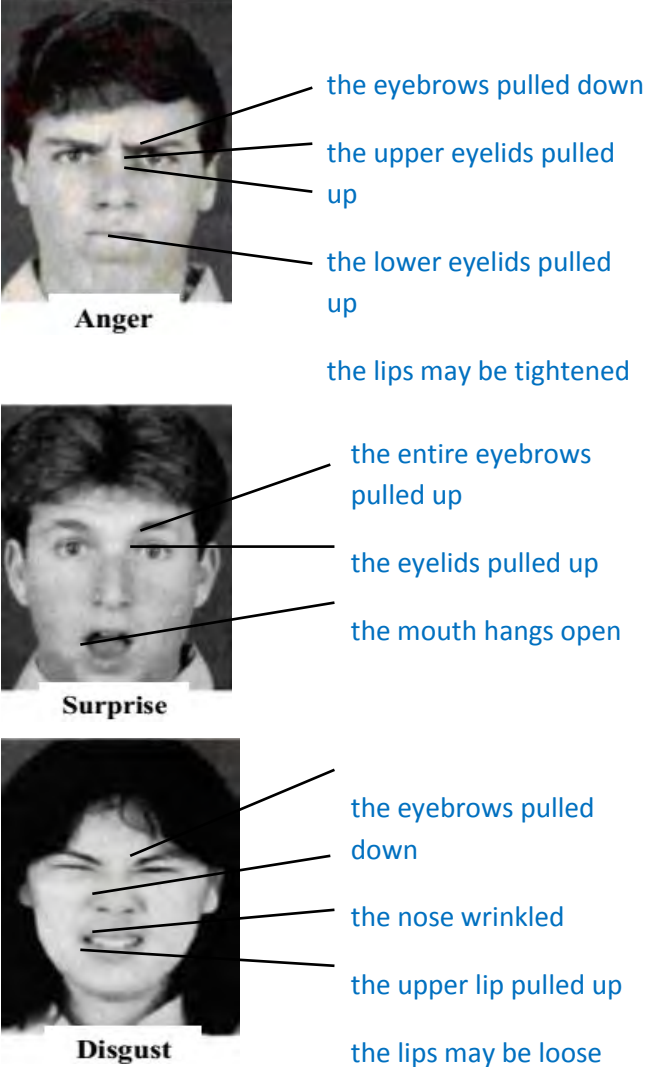
Sadness

- the inner corner of the eyebrows pulled down
- the eyelids loose
- the lips corners pulled down



Fear

- eyebrows raise
- pulled together wide-opened eyes
- opened mouth
- lips stretched back toward ears

Teaching, learning and assessment	Resources
<ul style="list-style-type: none"> • Anger can be realized with facial features such as the eyebrows pulled down, the upper eyelids pulled up, the lower eyelids pulled up and the lips may be tightened. • Surprise can be depicted with distinctive features such as the entire eyebrows and the eyelids pulled up while the mouth hangs open. • Disgust can be realized when the eyebrows are pulled down, the nose wrinkled, the upper lip is pulled up and the lips may be loose. 	 <p>Anger</p> <ul style="list-style-type: none"> the eyebrows pulled down the upper eyelids pulled up the lower eyelids pulled up the lips may be tightened <p>Surprise</p> <ul style="list-style-type: none"> the entire eyebrows pulled up the eyelids pulled up the mouth hangs open <p>Disgust</p> <ul style="list-style-type: none"> the eyebrows pulled down the nose wrinkled the upper lip pulled up the lips may be loose

Teaching, learning and assessment

1.2. Briefly introducing the Appraisal system and explicitly teaching Affect resources of Un/happiness and Dis/satisfaction and Graduation resources of Force

Instruction:

In this section, the teacher will briefly introduce the Appraisal system and use questions to expand students' repertoires of Affect resources, especially resources of Un/happiness and Dis/satisfaction. He ends the section with the presentation of strategies to raise or lower an attitudinal meaning.

Note: In case students are unable to produce the expected answers, the teacher will provide them with cues or prompts to lead them to the answers.

Possible script:

A. Introduction of the Appraisal system

Not only do we express our emotions via facial expressions, we may also need to express our emotions, feelings or opinions via language, which is called evaluative language. Evaluative language or the language of evaluation can be framed into the Appraisal framework. The Appraisal framework is categorised into three subtypes:

- **Attitude** resources are to be employed to express our feelings, including emotional reactions (*Affect*), judgements of behaviour (*Judgement*) and evaluation of inanimate phenomena (*Appreciation*). The attitudinal resources can be implicitly (invoked) or explicitly (inscribed) realized in a positive or negative way.
- **Engagement** resources may be used to positioning the author's voice with references to other viewpoints (*heteroglossia*) or without references

Resources

The teacher draw the framework of Appraisal on the board.

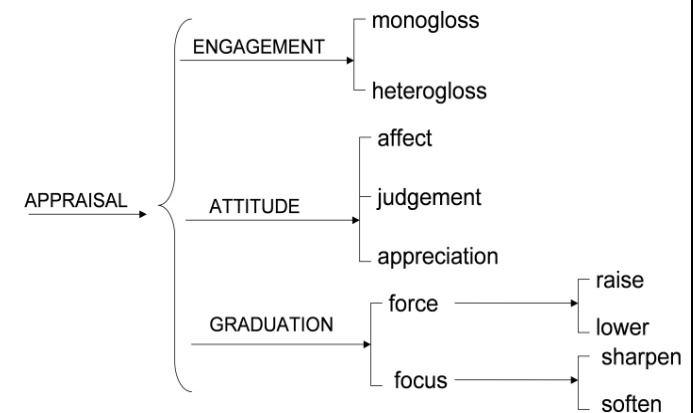
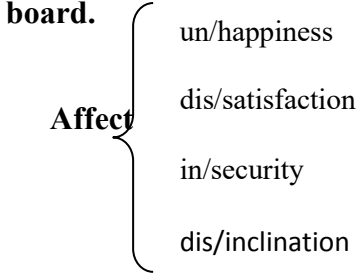



Figure 1. The Appraisal framework

Teaching, learning and assessment	Resources
<p>to other viewpoints (<i>monoglossia</i>).</p> <ul style="list-style-type: none"> • Graduation resources are concerned with ways to graduate Attitude and Engagement according to intensity or amount (<i>Force</i>) or according to prototypicality (<i>Focus</i>). <p>Within this curriculum, we concentrate on studying the systems of Attitude and Graduation. The focus of our lesson today is on Attitude, particularly Affect of Un/happiness and Dis/satisfaction and Graduation of Force.</p> <p>B. Explicit teaching of Affect resources of Un/happiness and Dis/satisfaction</p> <p>As having just presented, Attitude includes resources termed Affect to express emotions, Judgement to convey judgements of behaviours and Appreciation to evaluate inanimate phenomena.</p> <p>Affect consists of language resources to evaluate the emotions of people, things, happenings, processes or states of affairs. Affect is a resource for us to express emotion and it may be realized:</p> <ol style="list-style-type: none"> Positively (e.g. “<i>the captain was happy</i>”) or negatively (e.g. “<i>the captain was sad</i>”); As a behavioural surge (e.g. “<i>the captain wept</i>”) or an ongoing mental process/state (e.g. “<i>the captain felt sad</i>”); As a reaction to a specific emotional trigger (e.g. “<i>the captain disliked leaving</i>”) or an undirected mood (e.g. “<i>the captain was sad</i>”); As realis (e.g. “<i>the captain disliked leaving</i>”) or irrealis stimulus (e.g. “<i>the captain feared leaving</i>”). While realis Affect is concerned with desiderative mental process, irrealis Affect deals with emotive mental process (e.g. <i>dislike</i> as opposed to <i>fear</i>); 	<p>The teacher draws the subtypes of Affect on the board.</p>  <p>Affect</p> <ul style="list-style-type: none"> un/happiness dis/satisfaction in/security dis/inclination <p>Figure 2. Subtypes of Affect</p>

Teaching, learning and assessment	Resources
<p>(v) As graded feelings from the lower valued end of a scale of intensity (e.g. “the captain disliked leaving”) toward the higher valued end (e.g. “the captain detested leaving”) or somewhere between (e.g. “the captain hated leaving”);</p> <p>(vi) As choices of un/happiness (e.g. <i>happy</i> or <i>sad</i>), dis/satisfaction (e.g. <i>satisfied</i> or <i>disappointed</i>), in/security (e.g. <i>confident</i> or <i>shaking</i>), and dis/inclination (e.g. <i>long for</i> or <i>expect</i>).</p> <p>Today we will focus on evaluative resources which can be used to express emotions we may experience when we are in love with someone. These are happiness, unhappiness, satisfaction and dissatisfaction.</p> <p>Un/happiness includes emotions related to the affairs of the heart such as love, happiness, hate and sadness. It consists of the moods of happiness or sadness and the possibility of directing these moods by liking or disliking it.</p> <p>Ok, now, answer my questions.</p> <p>1. Look at the photos of a family. What can you infer about the feelings and attitudes of this family (i.e. the grandfather, grandmother, his son, his wife)? Is there any variation in the display of happiness? How do you know that?</p> <p><i>Possible answer:</i> From their facial expressions and the embrace of the grandfather over the grandmother and the grand-daughter, it can be inferred that they are very happy.</p> <ul style="list-style-type: none"> • The grandfather is expressing <i>the highest degree of happiness</i>. He is <i>grinning from ear to ear</i> and his <i>effusive smile</i> shows that he is <i>extremely jubilant/ ecstatic/ on cloud nine/ over the moon/ as happy as Larry</i>. • The grandmother shows <i>the least degree of happiness</i>. Her <i>restrained smile</i> shows that she is <i>not as happy/ quite merry/ rather joyful/ buoyant</i>. • The parents and two children seem to show the same degree of <i>happiness</i>. It can be inferred from their smiles that they are <i>cheerful/ mirthful/ delighted</i>. 	<p>Photo 7.</p> 

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Note: During the elicitation of students' response, the teacher writes all attitudinal expressions (the above italic words or phrases) on the left-hand side of the blackboard. Under each dot point, the teacher also discuss the cline of Affect, for example „delighted“ seems to be more positive than „cheerful“. The teacher will summarize the resources and map them onto the cline of Affect to indicate different degrees of happiness.

Low degree of happiness	Medium degree of happiness	High degree of happiness
contented glad pleasant buoyant jovial	happy cheerful joyful joyous merry mirthful	delighted jubilant on cloud nine over the moon on the top of the world as happy as Larry feel like being in heaven in seventh heaven ecstatic overjoyed elated exhilarated euphoric

2. Now, imagine that you like someone and you and you want to express your liking to him or her, what words or phrases will you use?

Possible answer: We can express our different degrees of liking in a variety of ways that may be put on a cline as follows:


Low degree	Medium degree	High degree of
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Resources

Table 1. Resources indicating different degrees of Affect: Happiness

Low degree of happiness	Medium degree of happiness	High degree of happiness
contented glad pleasant buoyant jovial	happy cheerful joyful joyous merry mirthful	delighted jubilant on cloud nine over the moon on the top of the world feel like as being in heaven in seventh heaven as happy as Larry ecstatic overjoyed elated exhilarated euphoric

Table 2. Resources indicating different degrees

Teaching, learning and assessment			Resources			
	of liking	of liking	liking	of Liking		
	quite like	like	fall in love with	Low degree of liking	Medium degree of liking	High degree of liking
		fancy	be captivated by	quite like	like	fall in love with
		be tempted	adore		fancy	be captivated by
		enjoy	admire		be tempted	adore
		be fascinated	fall for		enjoy	admire
		be affectionate	worship		be fascinated	fall for
		be keen on	be crazy for		be affectionate	worship
		appeal	be crazy about		be keen on	be crazy for
		be fond of	be mad about		appeal	be crazy about
		find someone			be fond of	be mad about
		attractive			find someone	
					attractive	
<p>3. Look at the photos of the children. Can you tell me as many ways as you can to express their feelings?</p> <p><i>Possible answer:</i> Yes, they are sad or unhappy. We have various ways to express unhappiness or sadness such as <i>bitter, dismal, heartbroken, melancholy, despondent, broken-heart, heavy-hearted, sick at heart, mournful, pessimistic, sombre, miserable, sorrowful, wistful, feel blue, cheerless, distressed, depressed, gloomy, down, downcast, down in dumps, down in the mouth, grieved, in grief, grief-stricken, joyless, tearful, in tears, weepy, wet-eyed...</i></p> <p>Beside expressions of unhappiness, we also have several ways to express our disliking such as <i>dislike, hate, detest, loathe, disgust, deplore, abhorrent, can not stand, can not bear.</i></p> <p>Dis/satisfaction is concerned with feelings we may experience when we are able or unable to achieve the goals of the activities we are engaged in as either spectators or participants.</p>				<p>Photo 8.</p>  <p>The teacher gives explanation and maps examples of resources of un/happiness and</p>		

{ happiness: *joyful, ...*
 { unhappiness: *sad, ...*
 { satisfaction: *impressed, ...*

Teaching, learning and assessment	Resources
<p>When we are satisfied, we want to express our interest or pleasure to an activity in which we are engaged. Our interest may be conveyed via the use of evaluative resources such as <i>attentive, busy, industrious, involved, absorbed, engrossed, excited, keen, enticed, lured, like, interest, favour, attract, enjoy, etc.</i> Our pleasure can be expressed through the employment of such evaluative language as <i>satisfied, gratified, impressed, pleased, charmed, chuffed, thrilled, compliment, reward, etc.</i></p> <p>When we are dissatisfied, we tend to express our ennui or displeasure to what we are engaged in. Our ennui may be expressed through the use of evaluative resources such as <i>flat, stale, jaded, bored, disinterested, fidget, yawn, tune out, etc.</i> Our displeasure can be conveyed through the use of such evaluative language as <i>caution, scold, castigate, crossed, bored with, angry, sick of, furious, fed up with, annoyed, infuriated, livid, cranky, in bad mood, in a rage, in a fury, in a temper, etc.</i></p> <p>Note: The teacher continues to add all attitudinal expressions elicited from students' response to the Affect framework that has been drawn on the left-hand side of the blackboard.</p> <p>C. Explicit teaching of Graduation resources of Force</p> <p>In reality, we may need to intensify our emotions or feelings. The Graduation system of Force classifies three strategies to raise or lower one attitudinal expression namely isolated lexemes, semantic infusion and indirect graders such as simile/metaphor, word repetition, and listing of semantically related lexical items. These strategies can be summarized in the following table.</p>	<p>dis/satisfaction onto the framework that has been drawn on the board.</p> <p>un/happiness</p> <p>dis/satisfaction</p> <p>Affect</p> <p>in/security</p> <p>dis/inclination</p> <p>Figure 3. Subtypes of Affect: Un/happiness and Dis/satisfaction</p> <p>The teacher shows the class the table summarizing options for intensifying an attitude.</p>

Teaching, learning and assessment			Resources		
Strategies		Examples	Table 3. Intensification strategies		
Isolated lexemes	grammatical items	<i>slightly/ fairly/ quite/somewhat/ very/ extremely happy</i>	Isolated lexemes	grammatical items	<i>slightly/ fairly/ quite/ somewhat/ very/ extremely happy</i>
	lexical items	<i>not particularly/ not exactly/ relatively/ reasonably/ amazingly/ deliriously/ ecstatically/ perfectly happy</i>		lexical items	<i>not particularly/ not exactly/ relatively/ reasonably/ amazingly/ deliriously/ perfectly/ ecstatically/ happy</i>
Sematic infusion		<i>contented/ happy/ joyous/ ecstatic</i>	Sematic infusion		<i>contented/ happy/ joyous/ ecstatic</i>
Indirect graders	simile/metaphor	To Marry, arriving in Australia is <i>reaching a new horizon</i>	Indirect graders	simile/metaphor	To Marry, arriving in Australia is <i>reaching a new horizon</i>
	word repetition	He <i>laughed, laughed and laughed</i>		word repetition	He <i>laughed, laughed and laughed</i>
	listing of semantically related lexical items	She breathed a <i>long, deep, exhausted</i> sigh.		listing of semantically related lexical items	She breathed a <i>long, deep, exhausted</i> sigh.
<p>1.3. Orientating students to the reading text through elicitation of their background knowledge about the topic “Love on the Internet” and analysis of the title of the reading text and the accompanying photos</p> <p>Instruction:</p> <p>In this section, the teacher will orientate students to the reading text by eliciting their background knowledge about the topic “Love on the Internet” and analyzing the title of the reading text and the accompanying photos through the questioning. He will then use the vocabulary elicited from students’ responses to help them review particular evaluative resources of Affect: Un/happiness and Dis/satisfaction and of Graduation:Force.</p> <p>Note: In case students are unable to produce the expected answers, the teacher will provide them with cues or prompts to lead them to the answers.</p>					

Teaching, learning and assessment

Resources

Possible script:

Thanks to recent achievements in technology, people in modern time are able to meet and chat or talk to each other on the Internet. The topic we will learn today is Love on the Internet. Look at Photos 9 and 10 of the two people and answer my questions.

1. These two people are chatting, perhaps with their lovers on the Internet. Look their facial expressions. Can you guess their feelings or emotions when they are chatting?

1a. Let's talk about the girl in Photo 9 first. From her effusive and exuberant smile, we can say that she is:

- An, how does she feel? Yes, "She is *very* or *extremely* happy". Good, so *happy* is an evaluative resource to show Affect of happiness. And An has used *very* or *extremely* to intensify her degree of happiness. What strategy is this? Right, that's isolated lexemes: grammatical items.
- In case we do want to use lexical items instead of grammatical ones, how can we say? Anyone? Yeah, can you, Bich? That's right, we may say "She is *ecstatically/ deliriously/ perfectly* happy".
- Now, we do not want to use the adjective happy. How do we say, Cong? Good, we may say "She is *ecstatic/ delighted/ jubilant/ overjoyed/ exhilarated*". In this case, Cong has used the intensifying strategy termed semantic infusion.
- The whole class, do we have any other ways to express her strong happiness? Can you, Dinh? Very good, "She is *on cloud nine/ over the moon/ on the top of the world/ as happy as Larry*." Dinh has been successful in using idioms to express the girl's strong happiness.

1b. Now, let's talk about the man in Photo 10. From his restrained smile, it's obvious that he is not as happy as the girl. So,

Photo 9.



Photo 10.

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- How does he feel, Giang? Yes, “He is *quite/ fairly/ slightly/ somewhat* happy”. Good, so we also use *happy* as an evaluative resource to show Affect of happiness. However, An has lowered the degree of happiness by using *quite/ fairly/ slightly/ somewhat*. What are these are termed? Yes, isolated lexemes: grammatical items.
- Now can you use lexical items instead of grammatical ones to convey his happiness? Yeah, can you, Hoang? That’s right, we may say “He is *relatively/ reasonably/ not totally/ not particularly/ not exactly* happy”.
- In case we do not want to use the adjective happy. How do we say, Khang? Good, we may say “He is *contented/ glad/ pleasant/ cheerful*”. Khang has effectively employed the intensifying strategy termed semantic infusion.

2. Now look at Photos 11 and 12 and imagine that these people have used an online dating agency or started a relationship online. It is obvious from the two photos that the two couples do not maintain a good relationship. Now do as instructed.

2a. Look at the woman in Photo 11.


- Can you describe the woman’s feelings using Affect resources of unhappiness and Graduation strategies of isolated lexemes: grammatical items, Linh? Yes, we may say that “She is *quite/ fairly/ slightly/ somewhat/ very unhappy/ sad/ upset*”. You can see that the underlined words are grammatical items employed to raise or lower the evaluative expressions of unhappiness that follow.
- Now, I want you to describe her sadness via Affect resources of unhappiness and Graduation strategies of isolated lexemes: lexical items, Minh? Good, we may say that “She is *desperately/ immensely/ particularly/ profoundly/ unbearably unhappy/ sad/ upset/ sorrowful/ depressed/ down/ joyless*. In this case, the underlined words are lexical

Resources



Photo 11.



Teaching, learning and assessment	Resources
<p>items used to raise or lower the expressions of sadness that followed.</p> <ul style="list-style-type: none"> - Who can use semantic infusion to describe her sadness? Can you, Nhi? Very good, we may say that she is <i>grief-stricken/ heartbroken/ broken-heart/ heavy-hearted/ sick at heart /mournful/ weepy/ wet-eyed.</i> - We may use idioms to express her unhappiness such as <i>have a long face/ down in the mouth/ down in the dumps/ feel blue/ face is like a wet weekend.</i> <p>2b. Now, look at the man in Photo 12. He seems to be not satisfied with the woman or with their relationship.</p> <ul style="list-style-type: none"> - Can you describe the man’s feelings using Affect resources of Dissatisfaction: Displeasure and Graduation strategies of isolated lexemes, Phat? Yes, we may say that “He is <u>quite/ fairly/ rather/ really/ very/ extremely/ bitterly/ furiously/ terribly/ wildly</u> angry with the woman”. You can see that the underlined words are isolated lexemes used to raise or lower the evaluative resources of dissatisfaction that follow. - The man’s anger can also be conveyed via semantic infusion option? Can you describe his anger using semantic infusion, Nhi? Very good, we may say that she is <i>crossed/ livid/ furious/ infuriated/ cranky.</i> - Some idioms maybe used to express his anger? Can you name some? Well-done, we can use such idioms as <i>go bananas/ freak out/ hit the roof/ blow a fuse/ foam at the mouth/ go ballistic.</i> <p>OK. You are going to read about the topic “Love on the Internet”. Look at the title of the reading text “Can science help you to find love?” and the subtitle “Internet dating sites have become the most popular way to meet people.” These two sentences orient you to the main content of text about online dating service and its role in helping young people to find love.</p> <p>The two accompanying photos (Photos 9,10) as analysed previously expresses</p>	<p>Photo 12.</p> 

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different degrees of happiness or satisfaction of the girl and the man. The title, subtitle and photo together may orientate the main idea of the text that online dating service plays a role in helping young people to find love in modern time. However, different people may have different degrees of satisfaction to online dating service.

Throughout the reading text, you will explore what online dating service is and how it works. You will also read about a girl named Cathy and a man called Simon talking about their experience when meeting a partner thanks to the introduction of online dating agencies. You will see how evaluative resources of Affect of un/happiness and dis/satisfaction and Graduation be employed to express the feelings of Cathy and Simon. Especially, you will learn how these evaluative stances will be built up and marshalled across the text.

2. Step 2: Close reading for comprehension of the text

Instruction:

In this step, the teacher will read the text aloud, then scaffold detailed reading through questioning to support students' comprehension of the text. While scaffolding detailed reading, the teacher continues to use the metalanguage to talk about sub-types of Affect and Graduation to gradually help students review and expand their repertoire of evaluative resources. This step ends with two follow-up reading comprehension exercises asking students (1) to choose the option that best summarise the writer's opinion and (2) to determine whether the six statements given are true or false according to the text.

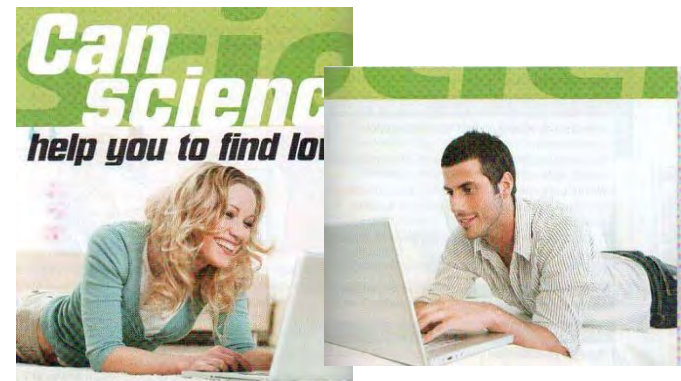
2.1. Reading the text aloud

Instruction:

In this section, the teacher will read the text aloud, paying attention to intonation

Resources

Photo 9,10



Teaching, learning and assessment	Resources
<p>and the use of appropriate gestures and facial expressions to convey his reaction and feeling to the text.</p> <p>2.2. Scaffolding detailed reading with questions to guide students' comprehension of the text</p> <p>Instruction:</p> <p>In this section, the teacher will scaffold detailed reading using carefully prepared questions to guide students' comprehension of the reading text. The teacher's meaning and location prompts will support students to read and comprehend each sentence. The students will be selected by the teacher to answer the questions to ensure each student has an opportunity to engage successfully with meaning making. To deal with this, the teacher will implement four moves in the scaffolded reading cycle:</p> <ol style="list-style-type: none"> (1) <i>Prepare</i>: The teacher sufficiently supports students to recognize meanings of wording by using three preparation cues such as summarising the meaning of the whole sentence in common sense terms before the teacher reading aloud, informing the students of the location of the wording in the sentence, and giving the definition, synonym or antonym of the wording. (It should be remember that not all of these steps are necessarily used with each question, so the teacher needs to vary the prompts according to the needs of the student) (2) <i>Identify</i>: The teacher will then affirm the intentional wording by asking students to highlight the words or phrases. (3) <i>Elaborate</i>: The teacher will deepen students' understanding of meaning beyond the sentence through unpacking the sophistication of linguistics features, especially Affect and Graduation evaluative resources. (4) <i>Note</i>: The teacher will ask the students to take note of the intentional evaluative resources carefully, categorise and map them against the 	

Teaching, learning and assessment		Resources
Appraisal framework.		
Detailed lesson plan (for paragraphs 5 and 6)		
Table 4. Detailed lesson plan for paragraphs 5 and 6 of the reading text		Paragraphs 5 and 6 of the reading text.
Sentence preparation	Introduction of Cathy and reasons for her to join in an online dating agency	Cathy is an attractive fitness instructor. „I was working long hours and wasn’t meeting men that I was interested in, so I joined a dating agency,” says Cathy.
Cues	<i>to be attentive</i>	„I was matched with several men and one of them was David. When I first met, I wasn’t impressed. But as we started talking, I discovered that we had a huge amount in common. I like his attitude to life and the way he talked, and I realized that I really liked him. So, as a fitness instructor, I told him he had to get in shape!”
Sentence	Cathy is an attractive fitness instructor.„I was working long hours and wasn’t meeting men that I was interested in , so I joined a dating agency,” says Cathy.	Seven months later, Cathy and David got married.
Elaborations	interested in : when you are interested in someone or something, you <i>want to give your attention to it/him/her and discover more about it/him/her.</i>	„And now I think he is the most gorgeous man in the world!” she says.
Note	interested in : Affect resource indicating satisfaction	Simon’s experience was different. „I wanted a serious relationship and a friend suggested online dating. I had some pleasant dates with some very nice women and had a good time. All of them shared my interest in films and travel, so we were compatible, but there just wasn’t that spark of attraction. It was strange.”
Sentence preparation	Her first impression of David, one of the partners introduced by an online dating agency	
Cues	deeply or <i>markedly</i> affected or influenced	
Sentence	„I was matched with several men and one of them was David. When I first met, I wasn’t impressed .	
Elaborations	impressed : when you say you are impressed with someone, you want to say that you are pleased with him/her and like him/her very much.	
Note	impressed : Affect resource indicating satisfaction	
Sentence preparation	The shift in her emotions toward David after their talk in person.	
Cues	<i>have many similarities like someone or something very much</i>	
Sentence	But as we started talking, I discovered that we had a huge	

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	amount in common. I like his attitude to life and the way he talked, and I realized that I really liked him.	
Elaborations	had a huge amount in common: When you say you have a huge amount in common with someone, you want to say that you like him or her as you both share many similar things really like: truly enjoy or approve of someone or something	
Note	had a huge amount in common: Affect resource indicating satisfaction really like: Affect resource indicating Affection intensified by the used of the isolated lexeme of “really”	
Sentence preparation	The happy ending and her emotions to him at last.	
Cues	<i>very very beautiful or handsome</i>	
Sentence	So, as a fitness instructor, I told him he had to get in shape!“ Seven months later, Cathy and David got married. „And now I think he is the most gorgeous man in the world!“ she says.	
Elaborations	gorgeous: dazzlingly and impressively beautiful in appearance and manner. When you say, he is the most gorgeous man in the world, you want to say that you adore or worship or fall for someone.	
Note	I think he is the most gorgeous man in the world: Affect resource indicating very strong happiness: affection to someone	
Sentence preparation	Introduction of Simon, reasons for him to join in an online dating agency and the feelings he experienced during his dates with some women introduced by the agency	
Cues	<i>quite enjoy the dates like the time</i>	
Sentence	Simon“s experience was different. „I wanted a serious	

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	relationship and a friend suggested online dating. I had some pleasant dates with some very nice women and had a good time.	
Elaborations	had some pleasant dates and had a good time: when you say you “have some pleasant dates” and “had a good time” with some nice women, you want to indicate that you are quite happy or satisfied with the women or the dates or the service very nice: We usually moan when you feel painful	
Note	had some pleasant dates and had a good time: Affect resources indicating mild degree of satisfaction or happiness	
Sentence preparation	His strange emotional experience with those nice women	
Cues	<i>have the same hobby be able to live or work together not a truly love feeling</i>	
Sentence	All of them shared my interest in films and travel, so we were compatible, but there just wasn’t that spark of attraction. It was strange.	
Elaborations	shared my interest: when you say that you share interest with someone, you tend to like him or her. compatible: when you say that you are compatible with someone, you may like him or her there just wasn’t that spark of attraction: when you say that “there just wasn’t that spark of attraction, you want to indicate that you are not exactly or totally in love with a person of opposite sex. Rather, you just like him or her	
Note	shared my interest, compatible: Affect resources indicating satisfaction there just wasn’t that spark of attraction: Affect resources indicating low degree of satisfaction	
		Paragraphs 5 of the reading text.

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<p>Possible script (for the Paragraph 5):</p> <p>Table 5. Possible script for teaching paragraphs 5 of the reading text</p> <table border="1"> <tr> <td>Preview activity and sentence</td> <td>Now I'm just going to read the sentence of paragraph 5... Tell you what it is about and then we're going to go along and highlight. I'm going to tell you what to highlight...</td> </tr> <tr> <td>Read sentence</td> <td>Cathy is an attractive fitness instructor. „I was working long hours and wasn't meeting men that I was interested in, so I joined a dating agency," says Cathy.</td> </tr> <tr> <td colspan="2">SCAFFOLDING CYCLE</td> </tr> <tr> <td>Prepare and Cues</td> <td>So, the first sentences of the text introduce Cathy as an attractive fitness instructor and the second one gives the reason for her to join in an online dating agency. Can you find one word in the second sentence that means "attentive", Quyen?</td> </tr> <tr> <td>Identify (student)</td> <td><i>Interested</i></td> </tr> <tr> <td>Affirm/ Highlight</td> <td>Good, Quyen. Now I want you to underline this word.</td> </tr> <tr> <td>Elaborate</td> <td><i>To be interested in something or someone.</i> This phrase is used when you want to give your attention to someone or something and discover more about it or him or her.</td> </tr> <tr> <td>Note</td> <td>OK, <i>interested</i> is an Affect resource indicating satisfaction. As introduced previously, there are two subtypes of Affect of Dissatisfaction termed Interest and Pleasure. In this case, interested can be grouped into Interest.</td> </tr> <tr> <td colspan="2" style="background-color: #e0e0e0;"> </td> </tr> <tr> <td>Read the next</td> <td>And now are the next two sentences. „I was matched with several men and one of them was David.</td> </tr> </table>		Preview activity and sentence	Now I'm just going to read the sentence of paragraph 5... Tell you what it is about and then we're going to go along and highlight. I'm going to tell you what to highlight...	Read sentence	Cathy is an attractive fitness instructor. „I was working long hours and wasn't meeting men that I was interested in, so I joined a dating agency," says Cathy.	SCAFFOLDING CYCLE		Prepare and Cues	So, the first sentences of the text introduce Cathy as an attractive fitness instructor and the second one gives the reason for her to join in an online dating agency. Can you find one word in the second sentence that means "attentive", Quyen?	Identify (student)	<i>Interested</i>	Affirm/ Highlight	Good, Quyen. Now I want you to underline this word.	Elaborate	<i>To be interested in something or someone.</i> This phrase is used when you want to give your attention to someone or something and discover more about it or him or her.	Note	OK, <i>interested</i> is an Affect resource indicating satisfaction. As introduced previously, there are two subtypes of Affect of Dissatisfaction termed Interest and Pleasure. In this case, interested can be grouped into Interest.			Read the next	And now are the next two sentences. „I was matched with several men and one of them was David.	<p>Cathy is an attractive fitness instructor. „I was working long hours and wasn't meeting men that I was interested in, so I joined a dating agency," says Cathy. „I was matched with several men and one of them was David. When I first met, I wasn't impressed. But as we started talking, I discovered that we had a huge amount in common. I like his attitude to life and the way he talked, and I realized that I really liked him. So, as a fitness instructor, I told him he had to get in shape!" Seven months later, Cathy and David got married. „And now I think he is the most gorgeous man in the world!" she says.</p>
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sentences	When I first met, I wasn't impressed.	
SCAFFOLDING CYCLE		
Prepare and Cues	These two sentences express her first impression of David, one of the partners introduced by an online dating agency. Can you tell us one adjective that means deeply or markedly affected or influenced, Sang?	
Identify (student)	<i>impressed</i>	
Affirm/ Highlight	Very good, Sang. Everyone underlines <i>impressed</i> .	
Elaborate	<i>Impressed</i> is an adjective you may use when you want to express your pleasure and your strong liking with someone or something.	
Note	And it is of course, Affect resource indicating Satisfaction: Pleasure. So, everyone takes notes.	
Read the next sentences	And now are the next two sentences. But as we started talking, I discovered that we had a huge amount in common. I like his attitude to life and the way he talked, and I realized that I really liked him.	
SCAFFOLDING CYCLE 1		
Prepare and Cues	These two sentences express the shift in her emotions toward David after their talk in person. Can you tell us one phrase in the first sentence that means have many similarities, Tin?	
Identify (student)	<i>had a huge amount in common</i>	
Affirm/ Highlight	Very good, Tin. Everyone underlines the phrase <i>had a huge amount in common</i> .	
Elaborate	<i>had a huge amount in common</i> is a phrase that is employed when you want to say that you share many same things to	

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	someone; therefore you want to imply that you like him or her.	
Note	And it is of course, Affect resource indicating Happiness. As any other emotions, Happiness can be expressed explicitly or directly via words that can be found in the dictionary and in this case it is called inscribed attitude. In other cases, Happiness can be inferred indirectly and it is termed invoked attitude. The phrase <i>had a huge amount in common</i> is used when you want to imply that you like someone. Therefore, this phrase may be seen as an expression indirectly indicating Affect of Happiness_ Affection. So, everyone takes notes.	
SCAFFOLDING CYCLE 2		
Prepare and Cues	Now, who can you tell us one phrase in the second sentence that means like someone or something very much? Can you, Thanh?	
Identify (student)	<i>really liked</i>	
Affirm/ Highlight	That's right, Thanh. Everyone underlines the phrase <i>really liked</i> .	
Elaborate	<i>really liked</i> is a phrase that means truly enjoy or approve of someone or something.	
Note	The verb <i>like</i> is of course, Affect resource indicating Happiness. As you see, this verb is modified by <i>really</i> , which intensifies the degree of liking. What strategy of Graduation is this case? Ok, good, <i>really</i> is isolated lexeme.	
Read the next sentences	And now are the last sentences of paragraph 5. So, as a fitness instructor, I told him he had to get in shape!" Seven months later, Cathy and David got married. „And now I think he is the most gorgeous man in the world!" she says.	
SCAFFOLDING CYCLE		

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Prepare and Cues	The last three sentences are about the happy ending and Cathy's emotions to David at last. There is one adjective in the last sentence that means very very beautiful or handsome. Who can speak out this adjective. Can you, Vinh?	
Identify (student)	<i>gorgeous</i>	
Affirm/ Highlight	Excellent, Vinh. Everyone underlines the phrase <i>gorgeous</i> .	
Elaborate	<i>Gorgeous</i> is a phrase that means dazzlingly and impressively beautiful in appearance and manner. When you say, he is the most gorgeous man in the world, you want to say that you adore or worship or fall for someone.	
Note	Obviously, <i>gorgeous</i> is an Affect resource indicating very strong degree of Happiness. Strong happiness in this sentence can be inferred indirectly, so it is invoked attitude. Everyone, please note down.	
<p>2.3. Follow-up reading comprehension exercises</p> <p>Instruction:</p> <p>In this section, the teacher asks students to do two reading comprehension tasks as follow.</p> <p>A. Reread the text and choose the sentence that best summarises the writer's opinion.</p> <p><i>Possible answers: 3. Science may help some people, but not all.</i></p>		<p>Reading comprehension task on page 30 of the textbook.</p> <p>A. Reread the text and choose the sentence that best summarises the writer's opinion.</p> <ol style="list-style-type: none"> 1. Science can definitely help you to find a partner. 2. Science definitely can't help because it doesn't take account of personal attraction. 3. Science may help some people, but not all. <p>B. Are the sentences true or false. Correct the</p>

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<p>B. Are the sentences true or false. Correct the wrong sentences.</p> <p><i>Possible answers:</i></p> <ol style="list-style-type: none"> 1. True 2. False (<i>It may consist of over 200 questions about yourself and the kind of person you would like to meet</i>) 3. True 4. False (<i>She wasn't impressed with him when she first saw him</i>) 5. True 6. False (<i>Dr. Kenton thinks that psychometric testing may help you find a perfect partner, but not always.</i>) <p>3. Step 3: Attending to the explicit evaluative language resources of the text</p> <p>Instruction:</p> <p>In this step, the teacher will make questions using metalanguage to help students to attend to evaluative resources used to describe emotions and to intensify the attitude and learn how these resources are deployed to prosodically spread particular feelings toward someone across the text. The section continues with an additional reading exercise to help students consolidate the metalanguage about the Appraisal framework they have been taught and extend students' repertoire of evaluative resources for depicting and graduating emotions. The last section of this step includes one follow-up exercise to provide students with opportunity to memorize and orally use the evaluative resources they have learnt in groups of three.</p>	<p>wrong sentences.</p> <ol style="list-style-type: none"> 1. Over 50% of adults who aren't in a relationship think that Internet dating sites are a good way of meeting a life partner. 2. A psychometric test consists of a personality profile, and a hobbies and interests questionnaires. 3. Psychometric tests were first used about 100 years ago. 4. Cathy liked David the moment she saw him. 5. Simon had a lot in common with the women he met through online dating. 6. Dr. Kenton thinks that psychometric testing will help you find someone with the opposite personality to you.

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<p>3.1. Using metalanguage to ask students to attend to resources which are employed to express emotions toward particular person in the text</p> <p>Instruction:</p> <p>In this section, the teacher will begin with asking students to locate words or phrases that help them understand the emotions of the girl called Cathy toward the man named David from the introduction of an online dating agency. He then emphasises the way these evaluative stances are prosodically spreading throughout the text, from the use of adjectives, verbs and even nouns to directly or indirectly express her emotions to the way these emotions are intensified. The teacher may map the elicited resources onto the cline indicating different degrees of liking or satisfaction and the table showing options for intensifying an attitude to highlight the process.</p> <p>After using the metalanguage to talk with the students about Cathy’s emotions toward David, the teacher will continue to use that metalanguage to talk about the man called Simon toward some women he met thanks to the introduction of online dating agencies.</p> <p>Possible script:</p> <p>We have understood the text. Good. Now, we want to look at how the text builds up evaluative stances. Let’s talk about the girl called Cathy and her emotions toward David.</p> <p>Look at the paragraph that mentions Cathy, paragraph 5. The paragraph starts with Cathy’s situation that the reason for her to use online dating agency is because she wasn’t meeting men that she was happy with. And then, she was introduced to meet a man named David. Everyone, find one word in the text that explicitly shows that she was not interested in him at first impression. Yes, good, Loc “wasn’t impressed”. It is an Affect resource indicating very low degree of</p>	<p style="text-align: center;">The teacher draws the cline indicating degree of liking/affection/satisfaction of Cathy toward David</p> <table border="1" data-bbox="1226 1057 1938 1378"> <tr> <td data-bbox="1226 1057 1493 1117">high degree of</td> <td data-bbox="1493 1057 1938 1117"><i>I think he is the most gorgeous</i></td> </tr> <tr> <td data-bbox="1226 1117 1493 1177">liking/affection/</td> <td data-bbox="1493 1117 1938 1177"><i>man in the world.</i></td> </tr> <tr> <td data-bbox="1226 1177 1493 1237">satisfaction</td> <td data-bbox="1493 1177 1938 1237"><i>really liked</i></td> </tr> <tr> <td></td> <td data-bbox="1493 1237 1938 1378"><i>like</i></td> </tr> </table>	high degree of	<i>I think he is the most gorgeous</i>	liking/affection/	<i>man in the world.</i>	satisfaction	<i>really liked</i>		<i>like</i>
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	<i>like</i>								

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satisfaction. So, we put the phrase in the very low part of the cline in here, to indicate her very low degree of satisfaction when Cathy first met David. Everyone, write “*wasn’t impressed*” onto the cline indicating different degree of satisfaction as can be seen on the board. No intensifying strategy is used in this case, so write this phrase onto the row of no intensifying strategy.

After using the phrase “*wasn’t impressed*” to indicate Cathy’s low degree of liking or satisfaction, the author employs four other words or phrases to describe the gradual development of her liking and love to David as time passed by. Look at the fourth sentence of paragraph 5 to find the first phrase expressing her emotion. What is that? Good, Phuc “*we had a huge amount in common*”. That’s what I’m after. Can we translate evaluative meaning from this statement? Yes, it can be understood that Cathy begins to like David as she acknowledges that they share many similar things. So, this may be termed as... Good, Van, indirect Affect of satisfaction, so please put it in the indirect attitude row of the table and then map this phrase onto the cline, in the line higher than “*wasn’t impressed*”.

In the next sentence, we have one verb describing Cathy’s emotion. Can you speak out that? Good, Quan, “*like*” and “*really liked*”. “*Like*” is a very popular and familiar verb used to describe the affection of liking. To intensify the degree of liking, the author has put the adverb “*really*” as an isolate lexeme in front of “*like*”. So everyone, write “*like*” on no intensifying line and “*really liked*” on isolated lexeme line of the table. And of course, “*really liked*” will be mapped in a higher position than “*like*” on the cline of liking/ satisfaction.

Finally, at the end of paragraph 5, there is one clause that helps us interpret Cathy’s very strong emotion of liking toward David. It is in the last sentence. Quyen, can you locate the clause? Good, “*he is the most gorgeous man in the world*”. Is it easy to infer her affection toward David from this clause? Yes, by using superlative clause and the adjective “*gorgeous*”, the author wants to indirectly convey Cathy’s admiration and worship to David. Good, so write the

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Figure 4. Cline indicating degree of liking/satisfaction of Cathy toward David

high degree of	<i>I think he is the most gorgeous</i>
liking/ satisfaction	<i>man in the world.</i>
	<i>really liked</i>
	<i>like</i>

The teacher draws the table summarizing options for intensifying Cathy’s emotions toward David

Strategies		Examples
No intensifying strategies		- <i>wasn’t impressed</i> - <i>like</i>
Intensifying strategies	Isolated lexemes	<i>really like</i>
	Semantic infusion	
	Indirect graders	
Indirect attitude		- <i>We had a huge amount in common,</i> - <i>I think he is the most gorgeous man in the world</i>

Table 6. Options for intensifying Cathy’s emotions toward David

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<p>clause “<i>he is the most gorgeous man in the world</i>” in highest part of the cline of liking. Of course, it will be grouped in the indirect attitude line of the table.</p> <p>Now, the whole class, look at the cline that we have generated on the about strategies of expressing Cathy’s feeling toward David and you will see how this evaluative stance is marshalled throughout the text. (The teacher talks to the students while pointing at the cline having been generated on the board)</p> <p>To be specific, beginning with the use of the phrase “<i>wasn’t impressed</i>” in line 4 of Paragraph 5 to indicate her low satisfaction toward David when she first met him, the author continues to use Affect resources of happiness and satisfaction in combination with the Graduation strategies of Force to develop the gradual strength of this evaluative meaning through the presentation of other words and phrases such as:</p> <p>(1) “<i>we had a huge amount in common</i>” in line 5 to indirectly indicate her liking;</p> <p>(2) and “<i>like</i>” in line 6 to explicitly convey her positive feeling to his way of talking and thinking;</p> <p>(3) and then “<i>really like</i>” in the same line to intensify the feeling via the use of the isolated lexeme “really” to depict her general extremely positive affection;</p> <p>(4) and finally, the employment of the phrase “<i>he is the most gorgeous man in the world</i>” in the last line of the paragraph to indicate her utmost satisfaction to him.</p> <p>3.2. Additional reading exercise</p> <p>Instruction:</p> <p>Due to the limitation of evaluative resources of Affect of Un/happiness and Dis/satisfaction in the reading text in the textbook, the teacher will provide students with an additional text entitled “What if a person you love doesn’t know</p>	<p>The cline indicating degree of liking/satisfaction of Cathy toward David</p> <table border="1" data-bbox="1228 570 1942 906"> <tr> <td data-bbox="1228 570 1486 906"> <p>high degree of liking/ satisfaction</p> </td> <td data-bbox="1486 570 1942 906"> <p><i>I think he is the most gorgeous man in the world.</i></p> <p><i>really liked</i></p> <p><i>like</i></p> </td> </tr> </table>	<p>high degree of liking/ satisfaction</p>	<p><i>I think he is the most gorgeous man in the world.</i></p> <p><i>really liked</i></p> <p><i>like</i></p>
<p>high degree of liking/ satisfaction</p>	<p><i>I think he is the most gorgeous man in the world.</i></p> <p><i>really liked</i></p> <p><i>like</i></p>		

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<p>the time she cherished a plan to express her love to him and the shift in her positive to negative emotions when she knew that he got a girlfriend. (The teacher reads the text aloud, paying much attention to intonation and the use of appropriate gestures and facial expressions to convey his reaction and feeling to the text).</p> <p>OK, good. Now, read the text silently and fill in the following table</p> <p>Note: In case students are unable to produce the expected answers, the teacher will provide them with cues or prompts to lead them to the answers, especially the answers for the last two columns (Affect types and Intensification strategies)</p> <p>Table 7. Evaluative resources employed to depict the development and change in the mermaid’s emotions toward Cameron</p> <table border="1"> <thead> <tr> <th></th> <th>She is/was ...</th> <th>Evidence from the text</th> <th>Affect types</th> <th>Intensification strategies</th> </tr> </thead> <tbody> <tr> <td>1. Whenever the mermaid saw Cameron by the pier, ...</td> <td>happy/ cheerful/ joyful/ merry/ mirthful</td> <td><i>Her heart beat rapidly</i> whenever she sees him.</td> <td>Indirect Affect of Happiness: Cheer</td> <td>Semantic infusion (<i>beat rapidly</i>)</td> </tr> <tr> <td rowspan="3">2. When the mermaid came up with a plan to express her love to him, ...</td> <td>cheerful/ joyful/ merry/ mirthful</td> <td>She was <i>happy</i></td> <td>Affect of Happiness: Cheer</td> <td>No</td> </tr> <tr> <td>glad/ pleasant/ buoyant/ jovial</td> <td>She felt <i>contented</i></td> <td>Affect of Happiness: Cheer</td> <td>No</td> </tr> <tr> <td>very happy/ delighted/ jubilant/ ecstatic/ overjoyed/ elated/</td> <td>Her <i>heart was filled with love</i> for Cameron, <i>with love for this mortal</i>, <i>with hope for this possible bloom of</i></td> <td>Affect of Happiness: Cheer</td> <td>Indirect graders: repetition and listing: (<i>with love for..., with love for..., with hope for...</i>)</td> </tr> </tbody> </table>						She is/was ...	Evidence from the text	Affect types	Intensification strategies	1. Whenever the mermaid saw Cameron by the pier, ...	happy/ cheerful/ joyful/ merry/ mirthful	<i>Her heart beat rapidly</i> whenever she sees him.	Indirect Affect of Happiness: Cheer	Semantic infusion (<i>beat rapidly</i>)	2. When the mermaid came up with a plan to express her love to him, ...	cheerful/ joyful/ merry/ mirthful	She was <i>happy</i>	Affect of Happiness: Cheer	No	glad/ pleasant/ buoyant/ jovial	She felt <i>contented</i>	Affect of Happiness: Cheer	No	very happy/ delighted/ jubilant/ ecstatic/ overjoyed/ elated/	Her <i>heart was filled with love</i> for Cameron, <i>with love for this mortal</i> , <i>with hope for this possible bloom of</i>	Affect of Happiness: Cheer	Indirect graders: repetition and listing: (<i>with love for..., with love for..., with hope for...</i>)	<p>Ebony hair falling softly, Those eyes shining a magnificent hazel. // (S.1) Her heart beats rapidly whenever she sees him, By the pier. // (S.2) She in water, him on land, She might stand a chance, She thought naively. // (S.3) But she didn’t know, Mermaids and humans were not meant to be, And that Cameron doesn’t even know of her existence at all. // (S.4) Day after day he comes, And dangles his legs over the pier. // (S.5) And day after day, Her hopes become stronger As she peeks at him from the water. // (S.6) She was going to try to capture his attention soon, Then love, somehow. // (S.7) She came up with a plan So that he won’t be scared when he saw her, a mermaid. // (S.8) She was happy, She felt contented, Her heart was filled With love for Cameron, With love for this mortal, With hope for this possible bloom of love. // (S.9)</p>
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Teaching, learning and assessment					Resources
	exhilarate/ euphoric/ on cloud nine/ over the moon	<i>love</i>			
3. When the mermaid saw Cameron giving a peck on his girlfriend's cheek, ...	extremely upset/ profoundly sad/ grief-stricken/ heart-broken/ heavy-hearted/ wet-eyed weepy/ mournful/ sick at heart/ down in the mouth/ down in the dumps/	<i>Tears of crystal slid soundlessly</i> into the waves	Indirect Affect of Unhappiness: Misery	No	
		She was <i>dying</i> <i>inside</i>	Indirect Affect of Unhappiness: Misery	Semantic infusion (<i>dying inside</i>)	
		Her <i>love and hope</i> <i>were yanked away</i>	Indirect Affect of Unhappiness: Misery	- Indirect graders: listing (<i>love and hope</i>) - Semantic infusion (<i>yanked away</i>)	
		She felt <i>so lonely, so useless, so unbearably sad</i>	Indirect Affect of Unhappiness: Misery	- Indirect graders: repetition and listing: (<i>so ..., so ..., so ...</i>) - Isolated lexemes (<i>unbearably</i>)	
		<i>Her soul was gone, violently ripped away, and with a shattering of her heart now so broken into a thousand lone pieces</i>	Affect of Unhappiness: Misery	- Isolated lexemes (<i>violently</i>) - Semantic infusion (<i>ripped away, shattering</i>) - Indirect graders: listing (<i>soul was gone with a shattering of heart broken</i>)	
					<p>The next day, She swam toward the pier, Prepared to spring her surprise. // (S.10) But she realized he was not alone, Cameron was sitting with somebody else by the pier, a girl. // (S.11) They were holding hands, They hugged, Cameron gave a peck on that girl's cheek. // (S.12) Tears of crystal slid soundlessly into the waves, She was dying inside, Her love and hope were yanked away. // (S.13) She felt so lonely, So useless, So unbearably sad. // (S.14) Her soul was gone, Violently ripped away, And with a shattering of her heart Now so broken Into a thousand lone pieces. // (S.15) She turned her back on the mortal world, And then she slipped below the water, forever Promising herself, Never ever To fall in this kind of painful love again. (S.16)</p>
3.3. Follow-up exercise					

Teaching, learning and assessment	Resources
<p>Instruction:</p> <p>In this section, the teacher will ask students to do one follow-up exercise to help them memorise and orally use evaluative resources having been introduced to depict the emotions of someone in each particular situation.</p> <p>Possible script:</p> <p>OK, it is time to consolidate some evaluative resources of Affect and Graduation you have learnt today. Please have a look at the table on the paper you are going to get. There are ten questions asking you to depict the possible feelings of someone in ten specific situations. First, I would like you to read the ten situations in the first column of the table and determine the degrees of happiness or sadness someone may experience in each situation by circling the number of happy or sad faces in the second and third columns (with one face indicating low degree, two medium and three high degree of happiness or sadness). Then, fill in the fourth column with <i>ONE or TWO</i> evaluative resource that you will use to express the emotion in that situation. Finally, write the types of Affect and Graduation that you want to employ in the last column.</p> <p>Table 8. Emotions people possibly experience in particular situations</p>	

Teaching, learning and assessment					Resources
<i>How does someone possibly feel when ...</i>	Degrees of Happiness	Degrees of Sadness	Evaluative resource	Types of Affect and/or Graduation	
1. ... he knows that he passed his driving test?	😊😊😊	😞😞😞			
2. ... her boyfriend forgets her birthday?	😊😊😊	😞😞😞			
3. ... he hears that he has won a holiday for two in a competition?	😊😊😊	😞😞😞			
4. ... she realizes that her lovely cat has been dead?	😊😊😊	😞😞😞			
5. ... he is informed that he failed the final exam?	😊😊😊	😞😞😞			
6. ... she has just been promoted?	😊😊😊	😞😞😞			
7. ... she is informed that her best friend has just been hospitalized?	😊😊😊	😞😞😞			
8. ... he knows that his first child has come into being?	😊😊😊	😞😞😞			
9. ... the romance film she is watching has a sad ending when the main actress kills herself?	😊😊😊	😞😞😞			
10. ... the striker of his favourite soccer team has just scored a goal to help the team win the match at the last minute?	😊😊😊	😞😞😞			

Everyone, have you finished? Good. Now work in groups of three, taking turns to ask and give answers to each other, following the scenario below.

Teaching, learning and assessment	Resources
<p>Student A: OK, I am interested in asking you question number 9 “How does someone possibly feel when the romance film she is watching has a sad ending when the main actress kills herself?”</p> <p>Student B: I think she will be quite sad. I just want to employ the isolated lexeme “quite” to convey her low degree of sadness.</p> <p>Student A: I think B used the isolated lexeme correctly. Do you think so, C?</p> <p>Student C: I think B has used the isolated lexeme “quite” correctly. But If I were that girl, I would be so sad, so sorrowful, and so heart-broken. I am very emotional, so I think I would use repetition and semantic infusion of “heart-broken” to indicate my high degree of sadness when I am watching a film with a sad ending when the main actress kills herself. Don’t you think so, A?</p> <p>Student A: Me? In this case, I think I will show a medium degree of sadness and I would use only one semantically infused adjective “sorrowful” to indicate this emotion. Now, it is you turn to raise the question, B?</p> <p>Student B: I am crazy for sports, so I want to know your opinion of question 10 “How does someone possibly feel when the striker of his favourite soccer team has just scored a goal to help the team wins the match at the last minute?”. I would like to know your feeling first, C?</p> <p>Student C: To me.....</p> <p>Student A: Personally, I think</p>	
<p>Lesson 2: MODELLED AND GUIDED WRITING PRACTICE</p>	

Teaching, learning and assessment	Resources				
<p>1. Modelled writing practice</p> <p><i>1.1. Reminding students of the main idea of the reading text “Can science help you to find love” and “What if a person you love doesn’t know you exist?, which they learnt in the previous lesson.</i></p> <p><i>1.2. Reviewing the previous lesson by asking students about the emotions (1) of Cathy toward David, (2) of Simon toward some women he met thanks to the introduction of online, (3) of the mermaid when she sees Cameron by the pier, (4) of the mermaid when she came up with a plan to express her love to Cameron, and (5) of the mermaid when she knows that Cameron gets a girlfriend. Then, asking them to show how these evaluative stances are spread throughout the paragraphs through the employment of Affect and Graduation resources available in the text.</i></p> <p><i>1.3 Leading in the teaching of writing an anecdote paragraph by asking them to look at paragraph 5 of the reading text, then use this paragraph as a model to highlight the stages of an anecdote paragraph and review the knowledge about language, (i.e. evaluative resources and the way to build up an evaluative stance), which they need to generate a narrative paragraph successfully.</i></p> <p style="text-align: center;">Table 9. Stages in an anecdote paragraph</p> <table border="1" data-bbox="163 1284 1182 1388"> <thead> <tr> <th data-bbox="163 1284 785 1341">Paragraph 5</th> <th data-bbox="785 1284 1182 1341">Stages</th> </tr> </thead> <tbody> <tr> <td data-bbox="163 1341 785 1388">Cathy is an attractive fitness instructor. „I was</td> <td data-bbox="785 1341 1182 1388" style="text-align: center;">Orientation</td> </tr> </tbody> </table>	Paragraph 5	Stages	Cathy is an attractive fitness instructor. „I was	Orientation	<p>Paragraph 5 of the reading text.</p> <p>Cathy is an attractive fitness instructor. „I was working long hours and wasn’t meeting men that I was</p>
Paragraph 5	Stages				
Cathy is an attractive fitness instructor. „I was	Orientation				

Teaching, learning and assessment		Resources	
working long hours and wasn't meeting men that I was interested in, so I joined a dating agency," says Cathy.		<p>interested in, so I joined a dating agency," says Cathy. „I was matched with several men and one of them was David. When I first met, I wasn't impressed. But as we started talking, I discovered that we had a huge amount in common. I like his attitude to life and the way he talked, and I realized that I really liked him. So, as a fitness instructor, I told him he had to get in shape!“ Seven months later, Cathy and David got married. „And now I think he is the most gorgeous man in the world!“ she says.</p>	
„I was matched with several men and one of them was David. When I first met, I wasn't impressed.	Remarkable event 1		Remarkable events
But as we started talking, I discovered that we had a huge amount in common. I like his attitude to life and the way he talked, and I realized that I really liked him. So, as a fitness instructor, I told him he had to get in shape!“	Remarkable event 2		
Seven months later, Cathy and David got married.	Remarkable event 3		
„And now I think he is the most gorgeous man in the world!“ she says.	Reaction		
<p>2. Guided writing practice</p> <p><i>2.1. Raising one similar topic for guided writing practice, which begins with the first sentence:</i></p> <p><i>“Mai met her Australian husband, John five years ago when she was following an English course at a Foreign Language Center in Quy Nhon city.”</i></p> <p><i>2.2. Asking students to invent the scenario and review relevant evaluative resources to describe Mai and John's positive, neutral and negative emotions toward each other</i></p>		The writing paragraph/essay beginning with	






Teaching, learning and assessment	Resources
<p data-bbox="159 277 1188 345">2.2.1. Inventing the scenario for the development of Mai and John’s emotions toward each other</p> <p data-bbox="159 378 327 407">Instruction:</p> <p data-bbox="159 440 1188 764">In this section, the teacher will ask students to work in pairs, inventing of some scenarios for the development of Mai and John’s emotions toward each other since their first meeting. First, they need to invent at least three or four remarkable events and write them onto the first row of the table shown by the teacher. They will then tick one of the seven faces in each column of the table to illustrate the development in Mai and John’s emotions toward each other after each remarkable event (with the first face indicating the highest degree of satisfaction or happiness or liking and the last one highest degree of dissatisfaction, unhappiness or disliking)</p> <p data-bbox="159 797 1188 865">Note: During this activity, the teacher will walk round the groups, offering help where necessary.</p> <p data-bbox="170 1276 1199 1344">Table 10. Remarkable events and development of Mai and John’s emotions toward each other after each event</p>	<p data-bbox="1230 277 1940 383"><i>“Mai met her Australian husband, John five years ago when she was following an English course at a Foreign Language Center in Quy Nhon city.”</i></p>

Teaching, learning and assessment													Resources
<i>At first sight</i>		<i>Remarkable event 1:</i>		<i>Remarkable event 2:</i>		<i>Remarkable event 3:</i>		<i>Remarkable event 4:</i>		<i>Marriage</i>		<i>Now</i>	
		<i>After event 1</i>		<i>After event 2</i>		<i>After event 3</i>		<i>After event 4</i>		<i>Marriage</i>		<i>Now</i>	
<i>Mai to John</i>	<i>John to Mai</i>	<i>Mai to John</i>	<i>John to Mai</i>	<i>Mai to John</i>	<i>John to Mai</i>	<i>Mai to John</i>	<i>John to Mai</i>	<i>Mai to John</i>	<i>John to Mai</i>	<i>Mai to John</i>	<i>John to Mai</i>	<i>Feelings to each other</i>	

2.2.2. Jotting down a variety of evaluative resources that may be employed to describe Mai and John’s positive, neutral and negative emotions toward each other onto the table shown by the teacher.

Note: During this activity, the teacher will walk round the groups, offering help where necessary.

Table 11. Evaluative resources that may be employed to express Mai and John’s emotions toward each other

Teaching, learning and assessment				Resources
Emotions/ Feelings	Graduation Strategies	Affect		
		Un/happiness	Dis/satisfaction	
	<i>Isolated lexemes</i>			
	<i>Semantic infusion</i>			
	<i>Indirect graders</i>			
	<i>Isolated lexemes</i>			
	<i>Semantic infusion</i>			
	<i>Indirect graders</i>			
				
	<i>Isolated lexemes</i>			
	<i>Semantic infusion</i>			
	<i>Indirect graders</i>			
	<i>Isolated lexemes</i>			
	<i>Semantic infusion</i>			
	<i>Indirect graders</i>			

2.3. Based on the two tables indicating remarkable events and development of Mai and John’s emotions toward each other and reviewing relevant evaluative resources, asking students to continue their pair-work to generate a 200-word anecdote paragraph, beginning with the first sentence:

“Mai met her Australian husband, John five years ago when she was following an English course at a Foreign Language Center in Quy Nhon city.”

Note: During this activity, the teacher continues to walk round the groups, offering help where necessary. He may negotiate the wordings of the paragraphs, adjust, edit and make suggestions to refine the paragraphs generated by each group of students.

Teaching, learning and assessment	Resources
<p><i>2.4. Choosing two or three jointly constructed texts and reading them aloud in class, reflecting the strengths and weaknesses of each text.</i></p> <p>Note: During this section, the teacher and students may discuss alternative wordings or punctuation conventions to for the text refinement.</p>	
<p>Lesson 3: INDEPENDENT WRITING PRACTICE, ASSESSMENT AND FEEDBACK</p> <p>1. Independent writing practice</p> <p><i>1.1. Asking students questions to help them review the stages of an anecdote paragraph and evaluative resources that may be used to describe human emotions and feelings.</i></p> <p><i>1.2. Asking students to work independently to write one anecdote paragraph of about 150 to 200 words beginning with the following sentence:</i></p> <p style="text-align: center;">When I first met Tom at a job interview five years ago, I never thought that we would become best friends like the way we are now.</p> <p>2. Assessment and feedback</p> <p><i>2.1. Collecting students' work and assess their work.</i></p> <p><i>2.2. Choosing two high, two medium and two low achieving texts and reading them aloud in class, reflecting the strengths and weaknesses of each text and</i></p>	

Teaching, learning and assessment	Resources
<i>giving suggestions on how to refine these texts.</i>	

Evaluation:	
At the conclusion of the unit, the teachers will reflect on student learning and engagement in activities, and use this to inform planning for subsequent teaching and learning experiences.	
Questions to guide reflection	Self-reflection
1. To what level did students achieve the learning outcomes?	
2. How effective were the activities in helping students to understand key concepts and achieve the learning outcomes?	
3. Did teaching strategies and activities facilitate high levels of student engagement? Why/why not?	
4. How could the unit be improved to enhance student engagement and learning?	

APPENDIX 4. LESSON PLAN FOR CHAPTER 4.3 OF THE SOLUTIONS UPPER-INTERMEDIATE TEXTBOOK

	Chapter	Genre	Topic	Attitude					Graduation	
				Affect Sub-category	Judgement Sub-category	Appreciation Sub-category	Inscribed strategy	Invoked strategy	Force Sub-category	Focus Sub-category
INTERVENTION 1	3.3	<i>Anecdote</i>	<i>Reversing roles</i>	Un/happiness Dis/satisfaction			X		Intensification	
	3.7	<i>Anecdote</i>	<i>Love on the Internet</i>	Un/happiness Dis/satisfaction			X	X	Intensification	
	3.8	<i>Narrative</i>	<i>A year away</i>	In/security Dis/inclination			X		Intensification	
	3.9	<i>Review</i>	<i>A charmed life</i>		Normality	Impact	X	X	Quantification	
	3.10	<i>Biographical recount</i>	<i>Beautiful minds</i>		Capacity	Impact Quality Complexity	X	X	Quantification	
INTERVENTION 2	4.1	<i>Biographical recount</i>	<i>A maths prodigy</i>		Normality Capacity		X	X	Intensification	Valeur
	4.3	<i>Exposition</i>	<i>Closing the generation gap</i>		Tenacity Propriety Veracity		X	X	Intensification	
	4.4	<i>Exposition</i>	<i>Freedom of speech</i>		Propriety Veracity	Balance Complexity Valuation	X	X	Intensification	
	4.6	<i>Review</i>	<i>Drinking stories</i>	Dis/satisfaction		Impact Quality Balance Complexity Valuation	X	X	Quantification	Fulfillment
	4.9	<i>Narrative</i>	<i>Mistaken identity</i>	Un/happiness In/security Dis/inclination	Propriety		X	X	Quantification Intensification	Valeur Fulfillment

Sixteen-year old Ellie, who lives with her parents, Louise, 38, and Peter, 43, has written a book to tell us what parents of teenagers are doing wrong...

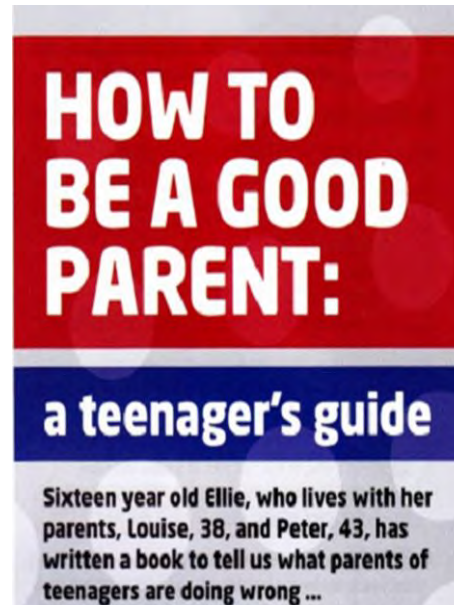
All adults think teenagers are a nightmare. According to them, we're moody argumentative, rude and disruptive. But have any adults ever stopped to think that perhaps they are responsible for the unpredictable and confusing way we behave?

Take me, for instance, I may be a teenager nightmare. But this is all to do with my parents, not me. With my mother, I stamp my feet, storm out the shops in the middle of the arguments and moan until I get my own way. *[1F. Just last week, for example, I persuaded my mother to buy me*

a pair of shoes that she had said I couldn't have.] But my father, on the other hand, turns me into a shining example of teenage perfection. I do as he asks. I don't answer back and I happily accept that no means no.

My parents have very different parenting styles. Why my dad brings out the best in me, by being calm and responsible and treating me like an adult, my mum, like so many other parents of teenagers, inadvertently makes me want to rebel by being combative and speaking to me as though I'm still a child. Last summer, after yet another row in a shop with my mother, I decided to start writing down the way I felt about things. *[2.C. A few more rows later and I had written more than 10,000 words of advice for parents.]*

In December, having contacted with various publishers, I signed a book deal. My parenting book, *How Teenagers Think*, is going to be published next year, the first of its type actually written by a teenager. Much of my book is based on my own experiences, but I also interviewed my friends about their parents. *[3.H. Surprisingly, we all share similar views on what our parents are doing wrong.]* And it usually comes down to the fact that our parents care too much about us and don't want to let us grow up. For



example, mum drove me crazy a few weeks ago when she kept worrying I'd broken my neck after I fell off my bike. Yet my neck hurt, but I'd been to the doctor and he'd told me I was fine, so why did she want to take me to the hospital?

Instead of fussing around their teenagers like we're small children, parents could be using our desire to feel grown-up to their advantage. If we're behaving badly, why not tell us straight out that we don't deserve to be treated like an adult? Then we'll try to earn your respect. And why not reward us when we do behave maturely? Recently, I wanted to take a train to Portsmouth to see my friend – a journey I'd done with Mum before. Dad was fine with the idea of me going alone, but it took weeks of arguments before Mum agreed. *[4.E. After that, the arguments with my dad just got worse.]*

Parents need to learn to trust teenagers. And when parents are worried about us, there's no point becoming angry – that just makes things worse. A few months ago, Mum lost her temper when I told my parents I'd been receiving emails from a stranger I'd met in a chat room. She instantly banned me from using the Internet and we ended up having a huge row. But I'm not stupid. Most teenagers know talking to strangers online is not a good idea, so I'd told them what was happening – I don't want to get abducted, just as much as they don't want me to. So why be angry with me Mum? *[5.G. It makes me not want to confide in you.]* Surely, it's better for me to feel you won't be angry, so I can talk to you?

Many of my friends fool the same way. They end up not feeling their parents what they are up to because they'll be cross. Everyone I interviewed for my book loved the idea of being really close to their parents. Despite the way we behave, we all want close relationships with our parents. We also all know deep down that our parents usually do know best. *[6.D. But part of being a teenager is feeling free to take steps down new paths and learning from our own mistakes.]* Our parents have to unwrap the cotton wool they place around us and let us get on with what is just a natural phase of life.

Duration: 3 weeks

Learning outcomes

- › Students will consolidate and expand their repertoires of the language for the expression of evaluative resources of Affect, and develop their language for the expression of evaluative resources of Judgement in personal domain;
- › Students will develop their metalinguistic knowledge of evaluative resources of Affect and Judgement so that they can understand and use the Appraisal system in the future;
- › Students will develop their receptive skill of reading and productive skill of writing.

Teaching, learning and assessment	Resources
<p>The unit is divided into three lessons.</p> <p>Lesson 1: Scaffolded reading (Week 1)</p> <p>Lesson 2: Modelled and guided writing practice (Week 2)</p> <p>Lesson 3: Independent writing practice, Assessment and Feedback (Week 3)</p>	<ul style="list-style-type: none">› Textbook (Unit 3D - Closing the generation gap: How to be a good parent: A teenager’s guide);› Exercises and activities adapted from the textbook;› Supplementary photos;› Laptop, projector and blackboard
<p>Lesson 1: SCAFFOLDED READING</p> <p>This lesson consists of three steps:</p> <ul style="list-style-type: none">• Orientating to text and knowledge about evaluative language	<ul style="list-style-type: none">› Textbook (Unit 3D - Closing the generation gap: How to be a good parent: A teenager’s guide);› Exercises and activities adapted from the textbook;

Teaching, learning and assessment	Resources
<ul style="list-style-type: none"> • Close reading for comprehension of the text • Attending to the explicit evaluative language resources of the text <p>1. Step 1: Orientating to text and knowledge about evaluative language</p> <p>Instruction:</p> <p>In this step, the teacher will orientate the students to the content of the reading text through eliciting students’ responses to two photos. He will then use the vocabulary elicited from students’ responses to explicitly teach inscribed and invoked evaluative resources. The explicit introduction of the strategies for inscribing and invoking attitude at this step will establish the background for the teacher to use the metalanguage when reading the text in Step 2: Close reading for comprehension of the text. The step ends with analysis of the title, subtitle of the reading text and the accompanying photo to further orientate students to the content of the text.</p> <p><i>1.1. Showing the class the two photos and raising questions to elicit students’ responses.</i></p> <p>Instruction:</p> <p>In this section, the teacher will show the class the two photos and raise questions to elicit students’ responses. Based on students’ responses, he will consolidate and expand students’ repertoires of Affect resources which they learnt in the previous unit. He also explicitly distinguishes the different between inscribed and invoked evaluative resources.</p>	<ul style="list-style-type: none"> › Supplementary photos; › Laptop, projector and blackboard

Teaching, learning and assessment

Resources

Note: In case students are unable to produce the expected answers, the teacher will provide them with cues or prompts to lead them to the answers.

Possible script:

Look at Photo 1 and answer the questions.

3. How many generations are there in this family? Who are the members?

Possible answer: There are three generations in this family. They may be grandparents, parents and children.

4. What are the relationships between the generations or the family members?

Possible answer: It is a close-knit and unified family with close relationships between the three generations.

5. What can you infer about the feelings and attitudes of this family (i.e. the grandfather, grandmother, his son, his wife) Is there any variation in the display of happiness? How do you know that?

Possible answer: From their facial expressions and the embrace of the grandfather over the grandmother and the grand-daughter, it can be inferred that they are very happy.

- The grandfather is expressing *the highest degree of happiness*. He is *grinning from ear to ear* and his *effusive smile* shows that he is *extremely/ jubilant/ on cloud nine/ over the moon/ as happy as Larry*.
- The grandmother shows *the least degree of happiness*. Her *restrained smile* shows that she is *not as happy/ quite merry/ rather joyful/ buoyant*.
- The parents and two children seem to show the same degree of *happiness*. It can be inferred from their smiles that they are *cheerful/ mirthful/ delighted*.

Photo 1



Teaching, learning and assessment

Resources

Note: During the elicitation of students' response, the teacher writes all attitudinal expressions (the above italic words or phrases) on the left-hand side of the blackboard. Under each dot point, the teacher also discusses the cline of Affect, for example „delighted“ seems to be more positive than „cheerful“.

Good. And how about the second photo. Look at Photo 2 and answer the questions.

1. These are the three members in the family. Can you guess their relationship?
Possible answer: Maybe the man is the father, the woman is the mother and the girl is their daughter.

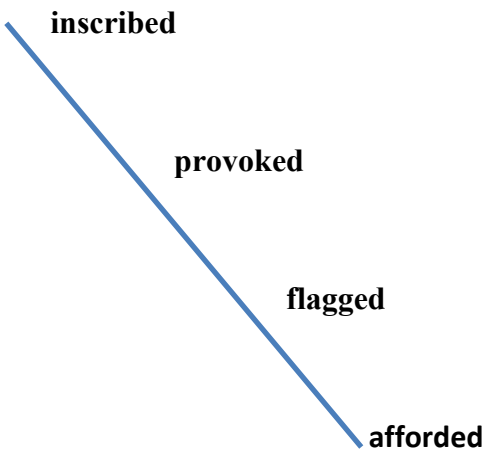
2. What can you infer about the feelings and attitudes of this family (the father, the mother, the daughter)? How do you know that?

Possible answer: They do not look happy.

- The man is looking at the woman. From his facial expressions, it can be inferred that he may be *pleased/ satisfied/attentive* to something he is talking about.
- The woman is looking to other direction with chin leaning on right hand, showing her insecurity to something the man is talking about or to the man or to the Girl (?). From her facial expressions and posture, it can be inferred that she may be *ruminative/ restless/anxious/ uneasy/ worried/* about what the man is talking about.
- The girl is looking up and seems to be oblivious to her parents' actions, feelings and emotions. Perhaps she is busy watching a screen. From her facial

Photo 2



Teaching, learning and assessment	Resources
<p>expressions, it may be inferred that she may be <i>flat/dissatisfied/ bored/ apathetic, jaded, wearied, dispirited, disenchanting...</i> with her father or her mother or both of them.</p> <p>In general, the photo expresses different emotions in the interactions between parents and daughter or between husband and wife.</p> <p>Note: The teacher continues to add all attitudinal expressions (the above italic words or phrases) elicited from students' response to the left-hand side of the blackboard.</p> <p>Instruction:</p> <p>The teacher will then explicitly teach inscribed and invoked attitude by drawing a cline showing strategies of inscribing and invoking attitude on the right-hand side of the blackboard. Then, he explains the differences between the four terms of inscribed, provoked, flagged and afforded attitude.</p> <p>Possible script:</p> <p>OK, then. Look at the left-hand side of the blackboard, you can see some words and expressions that may be used to express our attitude. In fact, our attitudes can be expressed explicitly or implicitly. (Draw a cline on the right-hand side of the black board)</p> <p>To explicitly or overtly express our attitude, we have "inscribed attitude" here. These are normally the words whose evaluative meaning can be found in the dictionary. So, in your notebook, draw a cline and write "inscribe" on the top of</p>	<p>The cline showing strategies of inscribing and invoking attitude</p> 

Teaching, learning and assessment	Resources
<p>the cline, in here. Good. Can you pick some words on the left-hand side of the blackboard which may be categorized as inscribed attitude? Yes, these are <i>“hilarious/ jubilant/ happy/ merry/ joyful/ buoyant/ cheerful/ mirthful/ delighted/ pleased/ satisfied/ attentive/ considerate/ anxious/ uneasy/ worried/ flat/ dissatisfied/ bored with”</i>. Good, the evaluative meaning of all of these words can be found in the dictionary, so these can be grouped as inscribed attitude.</p> <p>However, not all attitudes are expressed explicitly or directly; some evaluative meanings can be inferred indirectly. We have three other terms that are used in express indirect evaluation. Down to the bottom of the cline, we have the term “afforded”, the most indirect and most open for interpretation depending on the context. For example, the girl’s utterance to a boy <i>“My father will be here tonight”</i> may be interpreted as surprise, happiness or insecurity depending on the position of the reader or listener. Yes, please write “afforded” at the bottom of the cline in here and take note of the example.</p> <p>Between the two poles of the cline, we have “provoked” and “flagged attitude”. As can be seen on the cline here, provoked attitude is positioned right under inscribed attitude. It is realized by lexical similes (i.e. the utterance <i>“To John, getting married is <u>like entering a cage</u>”</i> can be interpreted that John is misery when he is married through the comparison of his married with the entry to a cage) or metaphors (i.e. the sentence <i>“To Marry, arriving in Australia is reaching <u>a new horizon</u>”</i> can be understood that Marry is happy when she arrived in Australia through the use of the image of horizon in the sentence). Now, can you tell me some words on the left-hand side of the blackboard which may be categorized as provoked attitude? Yes, these may be “on cloud nine/ over the moon/ as happy as</p>	

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<p>Larry”.</p> <p>The last type of “flagging” attitude is positioned between provoked and afforded attitude. This kind off attitude may be flagged through the interaction of a non-attitudinal term with graduation or especially with semantically infused words. For example, in the example “Even though Peter is living far away, he visits his father <i>every year whenever he has a chance</i>”, the graduation of the phrase “<i>every year whenever he has a chance</i>” flags the Judgement to Peter as a <i>dutiful/ pious/ responsible</i> or <i>caring</i> child. Or in the sentence “His parents <i>sacrificed</i> all their life for the goodness of his family members, the semantically infused verb “sacrifice” adds the manner to the actions of “his parents”, thus flagging the positive Judgement among readers to “his parents”.</p> <p>1.2. Eliciting students’ background knowledge about the topic “Generation gap” and lead-in the reading text.</p> <p>Instruction:</p> <p>In this step, the teacher will elicit students’ background knowledge about the topic “Generation gap” through the questioning. He will then use the vocabulary elicited from students’ responses to explicitly teach inscribed and invoked Judgement.</p> <p>Note: In case students are unable to produce the expected answers, the teacher will provide them with cues or prompts to lead them to the answers.</p> <p>Possible script:</p> <p>Not all families live in harmony at all time. Sometimes there are conflicts or misunderstandings between different generations in the family. We call it</p>	

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<p>GENERATION GAP. This issue usually happens when the children want to be treated like adults, but their parents always want to protect them as if they were little boys or girls.</p> <p>Can you think of some words or phrases that can be used to explicitly express parents' Judgement towards their children? Yes, "<i>immature/ naïve/ dishonest/ inexperience/ thoughtless/ selfish/ insensitive/ arrogant</i>". Good, so write all of these adjectives onto the cline under the category of "inscribed" (The teacher says out the adjectives while listing them in the "inscribed" category).</p> <p>Good, but all of these are negative. Can you think of some positive adjectives? Yes, "<i>confident/ self-respect/ responsible/ truthful/ competent/ independent/ reliable</i>" (The teacher says out the adjectives while listing them in the "inscribed" category).</p> <p>Now, what may be the children's Judgement toward their parents? Can you speak out some positive Judgement first? OK, "<i>kind/ caring/ sympathetic/ respectful/ knowledgeable/ flexible</i>". Good, as the meanings of all of these adjectives can be found in the dictionary as evaluative, these can be grouped under which category in the cline? That's right, "inscribed" (The teacher list all these adjectives under the "inscribed" category).</p> <p>Good, are there any adjectives that may be used to directly express negative Judgements of children toward their parents? Yes, "<i>unjust/ unfair/ rude/ insensitive/ inappropriate/ impatient</i>" (The teacher list all these adjectives under the "inscribed" category).</p> <p>OK. You are going to read about the a sixteen-year-old girl expressing her</p>	

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<p>opinions and attitude towards her parents and towards other parents in general in a book written by herself to tell us what parents of teenagers are doing wrong. Throughout the reading text, you will not only find inscribed Judgements but also see examples of the three kinds of invoked Judgement. Especially, you will learn how these evaluative stances will be built up and marshalled across the text.</p> <p><i>1.3. Analysing the Title – Subtitle of the reading text and the accompanying photo</i></p> <p>Instruction:</p> <p>In this section, the teacher will analyse the title, subtitle of the reading text and the accompanying photo to further orientate the students to the main idea of the text.</p> <p>Possible script:</p> <p>Now, looking at the title and the sub-title of the reading text, can you underline the phrase “<i>How to be a good parent</i>” and “<i>what parents of teenagers are doing wrong</i>”. These two phrases invoke readers’ attitude toward teenagers’ parents or particularly readers’ Judgement of parents as inappropriate. As these phrases are in the title and sub-title of the reading text, they will orientate readers to the main content of the text that parents are behaving in an inappropriate way, which need to be adjusted to be “good” in the eyes of children.</p> <p>The accompanying photo as analysed previously expresses different emotions between parents and daughter or between husband and wife.</p> <p>The title, subtitle and photo together may orientate the main idea of the text that</p>	<p>The title, sub-title and accompanying photo of the reading text</p>

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<p>parents need to adjust their inappropriate behavior towards their children</p> <p>2. Step 2: Close reading for comprehension of the text</p> <p>Instruction:</p> <p>In this step, the teacher will read the text aloud, then scaffold detailed reading through questioning to support students’ comprehension of the text. While scaffolding detailed reading, the teacher continues to use the metalanguage to talk about inscribed and invoked Judgement to gradually expand students’ repertoire of evaluative resources. This step ends with one follow-up reading comprehension exercise asking students to match the six gaps in the text with the eight given sentences.</p> <p>2.1. Reading the text aloud</p> <p>Instruction:</p> <p>In this section, the teacher will read the text aloud, paying attention to intonation and the use of appropriate gestures and facial expressions to convey his reaction and feeling to the text.</p> <p>2.2. Scaffolding detailed reading with questions to guide students’ comprehension of the text</p>	

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<p>Instruction:</p> <p>In this section, the teacher will scaffold detailed reading using carefully prepared questions to guide students' comprehension of the reading text. The teacher's meaning and location prompts will support students to read and comprehend each sentence. The students will be selected by the teacher to answer the questions to ensure each student has an opportunity to engage successfully with meaning making. To deal with this, the teacher will implement four moves in the scaffolded reading cycle:</p> <ul style="list-style-type: none"> (5) <i>Prepare</i>: The teacher sufficiently supports students to recognize meanings of wording by using three preparation cues such as summarising the meaning of the whole sentence in common sense terms before the teacher reading aloud, informing the students of the location of the wording in the sentence, and giving the definition, synonym or antonym of the wording. (It should be remember that not all of these steps are necessarily used with each question, so the teacher needs to vary the prompts according to the needs of the student) (6) <i>Identify</i>: The teacher will then affirm the intentional wording by asking students to highlight the words or phrases. (7) <i>Elaborate</i>: The teacher will deepen students' understanding of meaning beyond the sentence through unpacking the sophistication of linguistics features, especially inscribed and invoked evaluative resources. (8) <i>Note</i>: The teacher will ask the students to take note of the intentional evaluative resources carefully, categorise and map them against the Appraisal framework. 	

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Detailed lesson plan (for paragraphs 1 and 2)		Paragraphs 1 and 2 of the reading text.
Sentence preparation	Negative attitude of adults towards teenagers	<p>All adults think teenagers are a nightmare. According to them, we're moody, argumentative, rude and disruptive. But have any adults ever stopped to think that perhaps they are responsible for the unpredictable and confusing way we behave?</p> <p>Take me, for instance, I may be a teenager nightmare. But this is all to do with my parents, not me. With my mother, I stamp my feet, storm out the shops in the middle of the arguments and moan until I get my own way. But my father, on the other hands, turns me into a shining example of teenage perfection. I do as he asks. I don't answer back and I happily accept that no means no.</p>
Cues	<i>problematic</i>	
Sentence	All adults think teenagers are a nightmare .	
Elaborations	nightmare : a metaphor to indicate something or someone troublesome	
Note	nightmare : provoked Judgement of -propriety	
Sentence preparation	Detailing negative Judgement of adults towards teenagers.	
Cues	<i>Unfriendly disapproving impolite causing trouble</i>	
Sentence	According to them, we're moody argumentative, rude and disruptive .	
Elaborations	moody : to depict bad-tempered people argumentative : to describe quarrelsome people rude : means behaving inappropriately to others, esp. to older people disruptive : means stopping something from continuing as usual	
Note	moody : inscribed Judgement of -propriety argumentative : inscribed Judgement of -propriety rude : inscribed Judgement of -propriety disruptive : inscribed Judgement of -propriety	
Sentence preparation	Adults are the causes leading to teenagers' wrong behaviours	
Cues	<i>can not guess of foretell jumbled or mixed up</i>	
Sentence	But have any adults ever stopped to think that perhaps they are	

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	responsible for the unpredictable and confusing way we behave?	
Elaborations	unpredictable : means change suddenly and without a reason confusing : to describe unclear issues that are difficult to understand	
Note	unpredictable : inscribed Appreciation confusing : inscribed Appreciation	
Sentence preparation	Illustrate the case of the author as an example to show that parents' actions lead to teenagers' wrong behaviours. The author then continues to show her negative attitudes/actions towards her mother.	
Cues	<i>an action caused by the foot</i>	
Sentence	Take me, for instance, I may be a teenager nightmare. But this is all to do with my parents, not me. With my mother, I stamp my feet ,	
Elaborations	stamp my feet : used to expressed a violent behaviour	
Note	stamp my feet : invoked -Affect: dissatisfaction invoked Judgement of -propriety	
Cues	<i>to go very quickly make a low sound of pain</i>	
Sentence	storm out the shops in the middle of the arguments, and moan until I get my own way.	
Elaborations	storm out the shops : leave some places quickly in a state of anger moan : We usually moan when you feel painful	
Note	storm out the shops : invoked -Affect: dissatisfaction invoked Judgement of -propriety moan : invoked -Affect: dissatisfaction	

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	invoked Judgement of -propriety	
Sentence preparation	Contrasting behaviours of the author's father	
Cues	<i>bright</i> <i>pattern</i>	
Sentence	But my father, on the other hands, turns me into a shining example of teenage perfection.	
Elaborations	shining example : an excellent or outstanding model	
Note	shining example : inscribed appreciation	
Sentence preparation	Series of the author's actions which indicates her satisfaction towards her father	
Cues	<i>a stronger way of saying NO</i>	
Sentence	I do as he asks. I don't answer back and I happily accept that no means no .	
Elaborations	no means no : is a phrase used when you want to emphasise that the answer is no and it is not going to change.	
Note	do as he asks, don't answer back, happily accept that no means no : invoked +Affect: satisfaction	
Possible script (for the first two sentences of paragraph 1):		
Preview activity and sentence	Now I'm just going to read the sentence...tell you what it is about and then we're going to go along and highlight. I'm going to tell you what to highlight....	
Read sentence	All adults think teenagers are a nightmare.	

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SCAFFOLDING CYCLE		
Prepare and Cues	So, this first sentence of the text shows negative attitude of adults towards teenagers. Teenagers are seen as problematic. Can you find one word that means problematic, Long?	
Identify (student)	<i>Nightmare</i>	
Affirm/ Highlight	Good, Long. Now I want you to underline this word.	
Elaborate	<i>Nightmare</i> . It is used as a metaphor to indicate something or someone troublesome and cause headache to others.	
Note	OK, as a metaphor, <i>nightmare</i> is used in this sentence to provoke adults' negative Judgement towards teenagers. We have five kinds of Judgement. First, Judgement of normality is used to indicate how unusual someone is, for example, " <i>fortunate, natural or unpredictable</i> ". Second, Judgement of capacity is used to show how capable someone is, for example " <i>powerful, mature, uneducated</i> ". Third, Judgement of tenacity is employed to describe how resolute someone is, for example " <i>brave, reliable or unfaithful</i> ". Forth, Judgement of veracity is employed to describe how truthful someone is, for instance, " <i>honest, deceptive or lying</i> ". Finally, Judgement of propriety is used to depict how ethical someone is, for example, "moral, kind or troublesome". In this case <i>nightmare</i> provokes adult's negative Judgement of propriety towards teenagers.	
Read the next sentence	And now is the next sentence. According to them, we're moody argumentative, rude and disruptive.	

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SCAFFOLDING CYCLE 1		
Prepare and Cues	This sentence details negative Judgement of adults towards teenagers. Can you speak out the first negative Judgement, which means <i>bad-tempered</i> , An?	
Identify (student)	<i>moody</i>	
Affirm/ Highlight	Very good, An. Everyone underlines <i>moody</i>	
Elaborate	<i>Moody</i> is an adjective that is used to describe bad-tempered people.	
Note	And it is inscribed Judgement of negative propriety. So, everyone takes notes.	
SCAFFOLDING CYCLE 2		
Cues	And then it tells us the second Judgement, which means disapproving. Can you find this word, Bach?	
Identify (student)	<i>argumentative</i>	
Affirm/ Highlight	Well-done, Bach. The whole class, underline <i>argumentative</i> .	
Elaborate	<i>Argumentative</i> is used to describe quarrelsome people.	
Note	And it is inscribed Judgement of negative propriety. Everyone takes notes.	
SCAFFOLDING CYCLE 3		
Cues	What is the next Judgement, which is antonym of polite, Chi?	
Identify (student)	<i>rude</i>	
Affirm/ Highlight	Good, Chi. So, everyone underlines <i>rude</i> .	
Elaborate	Rude means behaving inappropriately to others, esp. to older	

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	people	
Note	And it is inscribed Judgement of negative propriety. So please take notes.	
SCAFFOLDING CYCLE 4		
Cues	The last adjective means causing trouble. Can you find that, Phuc?	
Identify (student)	<i>disruptive</i>	
Affirm/ Highlight	Yes, Phuc. That's what I'm after - Underline <i>disruptive</i> , please.	
Elaborate	When you are <i>disruptive</i> , you stop something from continuing as usual	
Note	Therefore, disruptive is inscribed Judgement of negative propriety. Everyone takes notes.	
<p>2.3. Follow-up reading comprehension exercises</p> <p>Instruction:</p> <p>In this section, the teacher asks students to do one reading comprehension task by matching the gaps (1-6) in the text with the sentences given (A-H).</p> <p><i>Possible answers:</i></p> <p>1F 2C 3H 4A 5G 6D</p>		<p>Reading comprehension task on page 30 of the textbook.</p> <p>Match the gaps (1-6) in the text with the sentences below (A-H). There are two extra sentences.</p> <p>A. Why was it such a big deal?</p> <p>B. Even more worrying was the fact that my parents weren't talking to each other.</p> <p>C. A few more rows later and I had written more than 10,000 words of advice for parents.</p> <p>D. But part of being a teenager is feeling free to take</p>

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<p>3. Step 3: Attending to the explicit evaluative language resources of the text</p> <p>Instruction:</p> <p>In this step, the teacher will make questions using metalanguage to help students to attend to inscribed and invoked Judgement resources and learn how these resources are deployed to prosodically spread particular Judgements towards someone across the text. The section ends with four vocabulary exercises and one video recorded activity to help students consolidate resources that may be used to convey Judgement towards someone.</p> <p><i>3.1. Using metalanguage to ask students to attend to resources which are employed to express Judgements towards particular person in the text</i></p> <p>Instruction:</p> <p>In this section, the teacher will begin with asking students to locate words or phrases that help them judge the author’s Mum explicitly and implicitly. He then emphasises the way Judgements are prosodically spreading throughout the text, from the use of adjectives or verbs and adverbials and even nouns to express inscribed Judgement to the employment of metaphor and then the presentation of their behaviours that can be translated either independent or dependent on the context. The teacher may map the elicited resources onto the cline showing strategies of inscribing and invoking attitude to highlight the process.</p> <p>After using the metalanguage to talk with the students about Judgement towards the Mum, the teacher will continue to use that metalanguage to talk about the Dad, then general parents, then Ellie and finally the children in general.</p>	<p>steps down new paths and learning from our own mistakes</p> <p>E. After that, the arguments with my dad just got worse.</p> <p>F. Just last week, for example, I persuaded my mother to buy me a pair of shoes that she had said I couldn’t have</p> <p>G. It makes me not want to confide in you.</p> <p>H. Surprisingly, we all share similar views on what our parents are doing wrong.</p>

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<p>Possible script:</p> <p>We have understood the text. Good. Now, we want to look at how the text builds up evaluative stances. Let’s talk about the Mum.</p> <p>We start with the inscribed Judgement. Everyone, find one words in the text that explicitly show whether her daughter thinks she is a good or bad person. Look at paragraph 3. Yes, “combative”. Loc. So, it is inscribed attitude of which kind of Judgement? OK, as “combative” means “eager to fight or argue”, it is inscribed negative Judgement of propriety: inappropriate. Everyone, write “combative” onto the cline, next to inscribed.</p> <p>After using this negative adjective, the author employs several phrases to describe her mother’s actions and behaviours. Look at paragraph 3 to find two phrases to depict her behavior. What is that? Good, Phuc “speaking to me as though I’m still a child”. That’s what I’m after. Can we translate evaluative meaning from this behaviour? Yes, she may be judged as unfair or insensitive. So, this may be categorised as...Good, Van, flagging negative Judgement of propriety: unjust or insensitive. OK, everyone, map this phrase onto the cline, next to..... yes, flagging.</p> <p>In paragraph 4, we have another phrase describing the Mum’s behavior. Can you locate that? Good, Quan, “drove me crazy when she kept worrying”. Then, can we translate this evaluative meaning as negative from this behaviour? No, we need to pay much attention to the context “our parents care too much about us and don’t want to let us grow up” to infer her action and behaviour as negative. So, it can be</p>	<p>The cline showing strategies of inscribing and invoking judgement towards the Mum</p> <p>inscribed: <i>combative</i></p> <p>provoked:</p> <p>flagging: <i>speaking to me as though I’m still a child instantly banned me from using the Internet</i></p> <p>afforded: <i>drove me crazy when she kept worrying it took weeks of arguments before Mum agreed lost her temper why be angry with me, Mum?</i></p>

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<p>grouped as..... afforded judgement. Good, write down this phrase next to afforded. Afforded negative Judgement of propriety: insensitive.</p> <p>At the end of paragraph 5, there is one clause that help us judge the Mum. It is in the last sentence. Quyen, can you speak out the phrase? Good, <i>“it took weeks of arguments before Mum agreed”</i>. Is it easy to infer Judgement towards the Mum from this clause? No, to infer evaluative meaning in this case, we need to attend to the context such as the topic sentence of the paragraph “Instead of fussing around their teenagers like we’re small children, parents could be using our desire to feel grown-up to their advantage” and the situation “Recently, I wanted to take a train to Portsmouth to see my friend – a journey I’d done with Mum before. Dad was fine with the idea of me going alone”. The context and the clause invoke negative Judgement of propriety: inflexible or unsympathetic towards the Mum. So, is it flagging or afforded attitude? Yes, afforded. Good, write the clause <i>“it took weeks of arguments before Mum agreed”</i> in the afforded group.</p> <p>Now comes paragraph 6, we have three phrases that helps us understand the author’s judgement towards her Mum. What are they, everyone? Yes, <i>“lost her temper”</i> is the first one. Can we translate this into Judgement easily? No, we need to attend to the context, for example, the topic sentence of the paragraph “Parents need to learn to trust teenagers”, and the argument “there’s no point becoming angry – that just makes things worse”, to infer the negative Judgement of tenacity: impetuous towards the Mum. In this case, the Judgement is.... yes, afforded. So, write <i>“lost her temper”</i> in the afforded group.</p> <p>Where is the second phrase, everyone? Good, Minh, <i>“instantly banned me from using the Internet”</i>. Is it possible for us to us to translate this into evaluative</p>	

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<p>meaning? Yes, I think we can translate this phrase as unfair action of the Mum toward the author. So, it can be grouped as... flagging negative Judgement of propriety: unfair or unjust. Everyone, write “<i>instantly banned me from using the Internet</i>” in the flagging strategy.</p> <p>Finally, the third case will be near the end of the paragraph. Yes, good, “<i>why be angry with me, Mum?</i>” To understand evaluative meaning in this case, we also need to attend to the context “But I’m not stupid. Most teenagers know talking to strangers online is not a good idea, so I’d told them what was happening - I don’t want to get abducted, just as much as they don’t want me to” so as to infer the Mum’s anger to the author as inappropriate. Then, this Judgement of propriety is...afforded. Good, so write “<i>why be angry with me, Mum?</i>” in the afforded strategy.</p> <p>Now, the whole class, look at the cline that we have generated on the about strategies of inscribing and invoking Judgement towards the Mum and you will see how the author’s Judgement towards her mum is marshalled throughout the text. (The teacher talks to the students while pointing at the cline having been generated on the blackboard)</p> <p>To be specific, beginning with the use of the adjective “<i>combative</i>” as inscribed attitude to indicate negative Judgement towards the Mum, the author continues to use strategies of invoking Judgement to develop this negative evaluative stance through the presentation of a variety of her mother’s actions and behaviors such as:</p> <p>(1) “<i>speaking tome as though I’mstill a child</i>” in paragraph 3 (flagging strategy) to flag negative Judgement of propriety: unjust or insensitive;</p>	

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<p>(2) and “<i>drove me crazy when she kept worrying</i>” in paragraph 4 to afford negative judgement of propriety: insensitive when the author mentions the case she was forced to go to the hospital even though there was nothing serious to her neck (afforded strategy);</p> <p>(3) and then “<i>it took weeks of arguments before Mum agreed</i>” in paragraph 5 to afford negative Judgement of propriety: inflexible or unsympathetic when the author thinks of the time she wanted to take a train to a familiar place to see her friend (afforded strategy);</p> <p>(4) and final are three phrases in paragraph 6, “<i>lost her temper</i>” (afforded strategy) to afford negative Judgement of tenacity: impetuous, “<i>instantly banned me from using the Internet</i>” (flagging strategy) to flag negative Judgement of propriety: unfair or unjust, and “<i>why be angry with me, Mum?</i>” (afforded strategy) to afford Judgement of negative propriety: inappropriate as she recalls the situation when she told her parents she had been receiving emails from a stranger she had met in a chat room.</p> <p>3.2. Follow-up vocabulary exercises</p> <p>Instruction:</p> <p>In this section, the teacher will ask students to do four vocabulary exercises to help them memorise some adjectives having been introduced that may be employed to express Judgements toward someone.</p> <p>3.3.1. Asking students to make the two parts of the words to make adjectives that may inscribe positive Judgement</p>	<p>inscribed: <i>combative (Paragraph 3)</i></p> <p>provoked:</p> <p>flagging: <i>speaking to me as though I’m still a child (P.3)</i> <i>instantly banned me from using the Internet (P.6)</i></p> <p>afforded: <i>drove me crazy when she kept worrying (P.4)</i> <i>it took weeks of arguments before Mum agreed (P.5)</i> <i>lost her temper (P.6)</i> <i>why be angry with me, Mum? (P.6)</i></p>

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Possible answers: argumentative/ responsible/ predictable/ reliable/ combative/ flexible/ respectful/ deceitful/ sympathetic/ sensitive/ impetuous

3.3.2. Asking students to match the two parts of the words to make adjectives with opposite meanings that may inscribe negative Judgement

Possible answers: unpredictable/ insensitive/ unfair/ inexperienced/ inappropriate/ unjust/ impatient/ immoral/ impolite/ immature

3.3.3. Asking students to map the adjectives they have dealt with in exercises 3.3.1 and 3.3.2 against the table generated by the teacher.

Possible answers:

<i>Adjectives used to express</i>	<i>Positive</i>	<i>Negative</i>
Judgement of normality	<i>predictable</i>	<i>unpredictable, combative, argumentative</i>
Judgement of capacity	<i>mature, experienced</i>	<i>immature, inexperienced</i>
Judgement of tenacity	<i>patient, flexible,</i>	<i>impatient, impetuous</i>

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Exercise 3.3.1

argument	respons	predict	ablex 2
reli			ful x 2
combat	flex	respect	iblex 2
deceit	sympath	sens	ive
impet			ative
			etic
			ous
			tive

Exercise 3.3.2

predictable	sensitive	inx 3
fair	experienced	un x 3
appropriate	just	im x 4
patient	moral	dis
honest	polite	
mature		

Exercise 3.3.3

<i>Adjectives used to express</i>	<i>Positive</i>	<i>Negative</i>
Judgement of normality		
Judgement of capacity		
Judgement of tenacity		
Judgement of veracity		
Judgement of propriety		

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	<i>reliable</i>		
Judgement of veracity	<i>honest</i>	<i>dishonest, deceitful</i>	
Judgement of propriety	<i>trust, fair, sensitive, appropriate, moral, polite, responsible, respectful, sympathetic</i>	<i>unjust, unfair, insensitive, inappropriate, immoral, impolite</i>	
<p>3.3.4. Asking students to work in groups of three. One student will choose an adjective in the table having generated in exercise 3.3.3 and describe that adjective while the other two listen to the description and speak out the adjective following the scenario below.</p> <p>Student A: I always greet strange people when they come to my house to meet my parents or relatives.</p> <p>Student B: Are you mature?</p> <p>Student A: No.</p> <p>Student C: Are you polite?</p> <p>Student A: That's right. And polite is used to express positive Judgement of propriety. You are correct. So, it is your turn to describe one adjective, C.</p> <p>Student C:</p>			

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<p data-bbox="163 370 520 399">3.3. Video recorded activity</p> <p data-bbox="163 440 323 469">Instruction:</p> <p data-bbox="163 509 1194 578">In this section, the teacher will divided the class into four groups of four, and ask to each group to randomly select one of the four situations below:</p> <ol data-bbox="163 618 1226 1235" style="list-style-type: none"> <li data-bbox="163 618 1226 792">1. Situation 1: You are required to be at home before 10pm, but this is the third time you come home after 11.30pm this week. You are not at the door gate, facing your parents. Your father is so furious and your mother is very worried when seeing coming home so late recently. Make a five-minute conversation with your parents, in which you give excuses, explanations or promises. <li data-bbox="163 800 1226 943">2. Situation 2: This is the third time you have bad marks in a fortnight. Your father is so annoyed and your mother is so disappointed. Make a five-minute conversation with your parents, in which you give excuses, explanations or promises. <li data-bbox="163 951 1226 1094">3. Situation 3: This is the third time you are involved in a serious fighting at school this month. Your father is so furious and your mother is in despair. Make a five-minute conversation with your parents, in which you give excuses, explanations or promises. <li data-bbox="163 1102 1226 1235">4. This is the third time you are caught playing games very late in the evening this week by your parents. Your father is so annoyed and you mother seems hopeless. Make a five-minute conversation with your parents, in which you give excuses, explanations or promises. <p data-bbox="163 1308 1226 1372">All of the four situations above are about family issues, which would help elicit students' opinion on the topic of the lesson "Generation gaps". There were four</p>	

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<p>roles in each play (i.e. the teenager, the father, the mother and the narrator or story leader). Each group would prepare the script for the play, and acted in the class or video recorded their play at home. Through the play, the students were encouraged to orally deploy the wide range of evaluative resources in natural daily contexts.</p>	
<p>Lesson 2: MODELLED AND GUIDED WRITING PRACTICE</p> <p>1. Modelled writing practice</p> <p><i>1.1. Reminding students of the main idea of the reading text “How to be a good parent: A teenager’s guide”, which they learnt in the previous lesson.</i></p> <p><i>1.2. Reviewing the previous lesson by asking students to judge the father, mother, parents, the author Ellie or the children in the book, then asking them to show how Judgements on each of these people were spread throughout the text through the employment of inscribed and invoked Judgement resources available in the text.</i></p> <p><i>1.3. Leading in the teaching of writing a persuasive paragraph by asking them to look at paragraph 6 of the reading text, then use this paragraph as a model to highlight the stages of a persuasive paragraph and review the knowledge about language, (i.e. evaluative resources and the way to build up an evaluative stance), which they need to generate a persuasive paragraph successfully.</i></p>	<p>Reading text, especially paragraph 6 of the reading text.</p>

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Paragraph 6	Stages	
Parents need to learn to trust teenagers.	Thesis statement	
And when parents are worried about us, there's no point becoming angry – that just makes things worse// A few month ago, Mum lost her temper when I told my parents I'd been receiving emails from a stranger I'd met in a chat room. She instantly banned me from using the Internet and we ended up having a huge row // But I'm not stupid. Most teenagers know talking to strangers online is not a good idea, // so I'd told them what was happening – I don't want to get abducted, just as much as they don't want me to. So why be angry- with me Mum? It makes me not want to confide in you.	Argument 1	Series of arguments [Points + Elaboration]
	Giving examples	
	Argument 2	
	Giving explanations	
Surely, it'll be better for me to feel you won't be angry, so I can talk to you?	Reinforcement/ Reiteration	
<p>2. Guided writing practice</p> <p><i>2.1. Raising one similar topic for guided writing practice, which begins with the first sentence “Older generations need to learn to trust young people.”</i></p> <p><i>2.2. Asking students to work in groups of four, brainstorming a variety of Judgements that may be used to express:</i></p> <ul style="list-style-type: none"> - Older people's thought toward young people; - Students' thoughts toward young people; 		

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Then asking students to list all the words or phrases onto the table shown by the teacher.

Note: During this activity, the teacher will walk round the groups, offering help where necessary.

Possible answers:

	Possible thought of older people toward young generation	Your thoughts toward young generation
Judgement of normality	<i>narcissistic, eccentric, unpredictable</i>	<i>fashionable, avant-garde</i>
Judgement of capacity	<i>immature, naïve, inexperienced</i>	<i>mature, educated, technology-savvy</i>
Judgement of tenacity	<i>impatient, impetuous, thoughtless</i>	<i>flexible, reliable, resolute, self-confident</i>
Judgement of veracity	<i>devious, dishonest</i>	<i>frank, direct, truthful</i>
Judgement of propriety	<i>insensitive, arrogant, selfish, discourteous, impolite</i>	<i>law-abiding, generous, responsible</i>

2.3. Based on the evaluative resources that have been established, asking students to continue their group work to generate two or three arguments that they may use to support the given thesis statement.

Note: During this activity, the teacher continues to walk round the groups, offering help where necessary. Then he will negotiate the wordings of the arguments, scribes each argument, and adjust, edit and make suggestions to refine the students' proposed arguments.

Resources

The writing paragraph/essay beginning with “Older generation need to learn to trust young people.”

	Older people's thought toward young people	Your thoughts toward young people
Judgement of normality		
Judgement of capacity		
Judgement of tenacity		
Judgement of veracity		
Judgement of propriety		

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<p><i>Possible answers:</i></p> <p>Thesis statement: <i>Older generations need to learn to respect young people.</i></p> <ul style="list-style-type: none"> • <i>Argument 1:</i> <i>Older generations may think that young people are narcissistic and eccentric, but I think that they should be treated as avant-garde people who have strong desire to lead innovation and establish new concepts and techniques in a particular field.</i> • <i>Argument 2:</i> <i>Older generations may judge young people as naïve, inexperienced, impetuous and thoughtless; however, I think that most of young people are educated and technology savvy and they want to prove that their knowledge and understanding are valuable in building up their self-confidence and flexibility in dealing with ever-increasing difficulties and challenges in modern time.</i> • <i>Argument 3:</i> <i>Older generations may judge that some young people are devious and dishonest, but these make up a very small proportion. Most of young people are, in fact, very frank, truthful and responsible citizens who dare to think, to do and to face challenges for success.</i> • <i>Argument 4:</i> <i>Young generations may be judged by some old people as insensitive, arrogant, selfish and discourteous, but personally, I think that this may be due the gap in the ways of thinking and behaving between the two generations.</i> <p><i>2.3. Based on the given arguments that have been developed, asking students to continue their group work to generate a 150-word persuasive paragraph, beginning with the thesis statement: “Older generations need to learn to respect young people.”</i></p> <p>Note: During this activity, the teacher continues to walk round the groups, offering</p>	

Teaching, learning and assessment	Resources
<p>help where necessary. He may negotiate the wordings of the paragraphs, adjust, edit and make suggestions to refine the paragraphs generated by each group of students.</p> <p><i>2.4. Choosing two or three jointly constructed texts and reading them aloud in class, reflecting the strengths and weaknesses of each text.</i></p> <p>Note: During this section, the teacher and students may discuss alternatives wordings or punctuation conventions to for the text refinement.</p>	
<p>Lesson 3: INDEPENDENT WRITING PRACTICE, ASSESSMENT AND FEEDBACK</p> <p>1. Independent writing practice</p> <p><i>1.1. Ask students questions to help them review the stages of a persuasive paragraph and evaluative resources that may be used to judge people.</i></p> <p><i>1.2. Ask students to work independently to write one persuasive paragraph of about 150 to 200 words beginning with the following thesis statements:</i></p> <p style="padding-left: 40px;">Teachers need to learn to trust and respect their students.</p> <p>2. Assessment and feedback</p> <p><i>2.1. Collecting students' work and assess their work.</i></p> <p><i>2.2. Choosing two high, two medium and two low achieving texts and reading</i></p>	

Teaching, learning and assessment	Resources
<i>them aloud in class, reflecting the strengths and weaknesses of each text and giving suggestions on how to refine these texts.</i>	

Evaluation:	
At the conclusion of the unit, the teachers will reflect on student learning and engagement in activities, and use this to inform planning for subsequent teaching and learning experiences.	
Questions to guide reflection	Self-reflection
1. To what level did students achieve the learning outcomes?	
2. How effective were the activities in helping students to understand key concepts and achieve the learning outcomes?	
3. Did teaching strategies and activities facilitate high levels of student engagement? Why/why not?	
4. How could the unit be improved to enhance student engagement and learning?	

APPENDIX 5. CLASSROOM INTERACTIONS AND SOME OF STUDENTS' WORK IN GUIDED AND INDEPENDENT WRITING PRACTICES

Table A5.1. Classroom interactions for explicit teaching of “interested in” in the reading text of Chapter 3.7 of the *Solutions Intermediate* textbook

	Teacher’s activities	Students’ activities
Preview activity	Now I’m just going to read the sentences of paragraph 5... Tell you what it is about and then we’re going to go along and highlight. I’m going to tell you what to highlight....	Listen
Read sentence	Cathy is an attractive fitness instructor. „I was working long hours and wasn’t meeting men that I was interested in, so I joined a dating agency,” says Cathy.	Listen and read along the text silently
Prepare and Cues	So, the first sentences of the text introduce Cathy as an attractive fitness instructor and the second one gives the reason for her to join in an online dating agency. Can you find one word in the second sentence that means “attentive”, Thuy?	Listen
Identify		Thuy: <i>I think it is “interested in”</i>
	Great, Thuy. Now I want you to underline this word.	Underline the word “interested in”
Elaborate	<i>To be interested in something or someone.</i> This phrase is used when you want to give your attention to someone or something and discover more about it or him or her.	Listen and take notes
Note	OK, <i>interested in</i> is an Affect resource indicating satisfaction. As introduced previously, there are two subtypes of Affect of Dissatisfaction termed Interest and Pleasure. In this case, interested can be grouped into Interest.	Listen, take notes and map “interested in” against the Attitude framework, under Interest sub-category

Table A5.2. Classroom interactions for unfolding of Cathy’s emotions toward David across texts

Teacher’s activities	Students’ activities
We have understood the text. Good. Now, we want to look at how the text builds up evaluative stances. Let’s talk about the girl called Cathy and her emotions toward David. Look at the paragraph that mentions Cathy, paragraph 5. The paragraph starts with Cathy’s situation that the reason for her to use online dating agency is because she wasn’t meeting men that she was happy with. And then, she was introduced to meet a man named David. Everyone, find one word in the text that explicitly shows that she was not interested in him at first impression.	Listen
	Nhu: “wasn’t impressed”

Yes, good, Nhu “wasn’t impressed”. It is an Affect resource indicating very low degree of satisfaction. So, we put the phrase in the very low part of the cline in here, to indicate her very low degree of satisfaction when Cathy first met David. Everyone, write “wasn’t impressed” onto the cline indicating different degree of satisfaction as can be seen on the board. As there is no intensifying strategy used in this case, write this phrase onto the row of no intensifying strategy.	Listen and take notes
After using the phrase “wasn’t impressed” to indicate Cathy’s low degree of liking or satisfaction, the author employed four other words or phrases to describe the gradual development of her liking and love to David as time passed by. Look at the fourth sentence of paragraph 5 to find the first phrase expressing her emotion. What is that?	Listen
	Duc: “we had a huge amount in common”
Well-done, Duc, “we had a huge amount in common”. That’s what I’m after. Can we translate evaluative meaning from this statement? Yes, it can be understood that Cathy began to like David as she acknowledges that they share many similar things. So, this may be termed as...	Listen and take notes
	Phuong: It may be called as indirect Affect of satisfaction
Very good, Phuong. indirect Affect of satisfaction. So put this phrase in the indirect attitude row of the table and then map it onto the cline, in the line higher than “wasn’t impressed”.	Listen and take notes
In the next sentence, we have one verb that describes Cathy’s emotion. Can you speak out that?	
	Bich: “like” and “really liked”
That’s right, Bich, “like” and “really liked”. “Like” is a very popular and familiar verb used to describe the affection of liking. To intensify the degree of liking, the author has put the adverb “really” as an isolate lexeme in front of “like”. So everyone, write “like” on no intensifying line and “really liked” on isolated lexeme line of the table. And of course, “really liked” will be mapped in a higher position than “like” on the cline of liking/ satisfaction.	Listen and take notes
Finally, at the end of paragraph 5, there is one clause that helps us interpret Cathy’s very strong emotion of liking toward David. It is in the last sentence. Nguyen, can you locate the clause?	Listen
	Nguyen: I think it is “he is the most gorgeous man in the world”.
Excellent, Nguyen, “he is the most gorgeous man in the world”. Is it easy to infer her affection toward David	Listen and take notes

from this clause? Yes, by using superlative clause and the adjective “gorgeous”, the author wants to indirectly convey Cathy’s admiration and worship to David. Good, so write the clause “he is the most gorgeous man in the world” in highest part of the cline of liking. Of course, it will be grouped in the indirect attitude line of the table.

Now, the whole class, look at the cline that we have generated on the board about strategies of expressing Cathy’s feeling toward David and you will see how this evaluative stance is marshalled throughout the text. (The teacher talks to the students while pointing at the cline having been generated on the board)

To be specific, beginning with the use of the phrase “wasn’t impressed” in line 4 of Paragraph 5 to indicate her low satisfaction toward David when she first met him, the author continues to use Affect resources of happiness and satisfaction in combination with the Intensification strategies to develop the gradual strength of this evaluative meaning through the deployment of:

(1) “we had a huge amount in common” in line 5 to indirectly indicate her liking;

(2) and “like” in line 6 to explicitly convey her positive feeling to his way of talking and thinking;

(3) and then “really like” in the same line to intensify the feeling via the use of the isolated lexeme “really” to depict her general extremely positive affection;

(4) and finally, the employment of the phrase “he is the most gorgeous man in the world” in the last line of the paragraph to indicate her utmost satisfaction to him.

Listen and look at the cline on the board, taking notes where necessary.
Cline indicating degree of liking/ affection/satisfaction of Cathy toward David

high degree of liking/affection/ satisfaction	<i>I think he is the most gorgeous man in the world.</i>
	<i>really liked</i>
	<i>like</i>
	<i>we had a huge amount in common</i>
low degree of liking/satisfaction	<i>wasn't impressed</i>

Options for intensifying Cathy’s emotions toward David

Strategies		Examples
No intensifying strategies		- <i>wasn't impressed</i> - <i>like</i>
Intensifying strategies	Isolated lexemes	<i>really like</i>
	Semantic infusion	
	Indirect graders	
Indirect attitude		- <i>We had a huge amount in common,</i> - <i>I think he is the most gorgeous man in the world</i>

Text A5.1. Excerpt from a conversation for oral practice of Affect and Intensification resources

Duc: OK, I want to talk about one of my teacher of Maths at high school. He has been teaching Maths for about thirty years and I think he has ... wide knowledge and ... good skills in teaching because he helped me understand the lessons very easily and quickly.

Thuy: I think that he is responsible.

Duc: No, I don’t think so.

Nhu: Is he experienced?

Duc: That’s right. What type of Judgement is “experienced”?

Nhu: “Experienced” is an adjective that describe ability or capacity, so I think it is Judgement of Capacity.

Duc: I agree with you, Nhu. Now, it’s your turn.

Nhu: I want to talk about my younger sister. She hates waiting for anyone or anything. For example, she can’t stand queuing up to get something or especially waiting for her turn at the hospital.

Thuy: I think she is impatient. Right?

Nhu: That’s correct. What type of Judgement is “impatient”?

Thuy: I think “impatient” is used to express negative Judgement of ... Tenacity, isn’t it?

Nhu: I agree with you ...

Text A5.2. Excerpt from a conversation for further oral practice of Affect and Intensification resources

Nhu: Right, I want to ask you question number two “How may a girl feel when her boyfriend forgets her birthday?”, Thuy?

Thuy: I do not have a boyfriend, so I do not know that feeling. But I think ... she will be very very sad. I repeat the grammatical item “very” to ... intensify her high degree of sadness.

Nhu: I think Thuy used the grammatical item “really” correctly. Do you think so, Duc?

Duc: I agree that Thuy used the adverb “really” correctly. But If I were in her shoes, I would be really sorrowful, and heart-broken. I use repetition of ... two semantic infusion items “sorrowful” and “heart-broken” to show my very high degree of sadness. Do you think so, Nhu?

Nhu: I think you used the two semantically infused adjectives “sorrowful” very ... appropriately. I will also use these two words with the intensifying different adverb “so”. I will feel so sorrowful and heart-broken. Especially, if I know that he is in love with another girl, my heart will be ... be totally crushed because I love him so much.

Thuy: (laugh) OK, I am interested in soccer, so I want to ask you question number ten “How does someone possibly feel when the striker of his favourite soccer team has just scored a goal to help the team wins the match at the last minute, Duc?”

Duc: Well, question ten. Yes, ... actually, I am not very fond of sports. But in this situation, I think I will feel happy and contented. I repeat the adjectives “happy” and “contented” to express my quite high degree of happiness.

Nhu: Good, Duc. But because he scored the goal at the last minute, and especially it helped his team win the match, I will be very excited and I will be on cloud nine. I used ... the idiom “on cloud nine” to show my very high degree of excitement and happiness.

Thuy: OK, Nhu, I agree with you. I am crazy for soccer, and in this situation, I am overjoyed and ecstatic. I will feel ... like being in heaven and ... I jumped and shouted like crazy. Uhm, ... to express my extreme happiness, I used the idioms “feel like being in heaven” and “jumped and shouted like crazy”. I also used two semantic items “overjoyed” and “ecstatic” ...

Text A5.3. Transcription for the role-play of Situation 2

Daughter: Hi Dad, Hi Mom. I’m back .

Dad: (*Put down the article*) Come here. Do you have anything to say?

Daughter: No.

Dad: Are you sure?

Daughter: Uhm ... Yes.

Dad: (*hit the table and stand up with an annoying face*) This morning, your teacher called me and told me that you’ve just got extremely low marks and this is the third time in this fortnight. Do you have any explanation for this?

Daughter: I’m terribly sorry, Dad. I...I...But you know, it’s not the grades or scores that makes man successful. Exam results don’t indicate my intelligence or smartness or my ability, Dad.

Dad: I and your mother have done everything and have spent much money on your study. Do you understand our horrible feelings? Do you know how furious I am and how distressed you mom is? We are in a total frustration and complete despair. How can you say that?

Mom: (*comes towards them with an unhappy face*) We should stay calm, sit down together and listen to her explanation. Now, please tell me what happened. What’s wrong with you, right?

Daughter: I’m very sorry for not telling the truth. Recently, I’ve done the part-time job in the supermarket to help partly cover my high tuition fee. You see, Dad has been nearly exhausted from

hard work from early morning till night. Mom is also worn out from busy night-shift work at the factory and loads of household chores. Do you know my terrible feelings when seeing you worn out and exhausted day by day because of me and the family? I feel totally and completely useless, and guilty, and impious. Let me show you my deep gratitude by working overtime. At first, I felt it difficult to fulfil the job, but now when I have become familiar to it, it is nothing to me. The most important thing is that I have kind of feelings of confidence and independence. And I am always on cloud nine with the thought that I can help my beloved parents financially. You see, as an adult, I am strong like a bull. I beg you not to worry about me.

Mom: Ohh, no my little girl. You don't need to work because we can take care of you. What makes us joyful is to see you study well, confidently progress and lead a bright future life. What you really need to do at your age is to spend all of your valuable time and your full energy on studying.

Daughter: Yes, mom. I see, but ...

Dad: Anna, I am thankful for thinking of us, my emotional daughter. I apologise for getting mad at you. I agree with your mom that studying is really your top priority. I and your mother manage to earn money for the expenses of our family, so don't worry about that. However, if you want to work overtime, you need to inform us about your plan, and you should work in a very limited time to balance your work and study. I hope in the future, you will be entirely honest with us in every single circumstance.

Daughter: Yes, dad and mom. I won't let you down anytime again. I am sure if I pay closer attention and take better notes in class I can do better next time.

Table A5.3. Classroom interactions for negotiating choices of evaluative resources in a video-recorded improvised drama activity

Teacher's activities	Students' activities
OK, so you have watched the role-play twice and I believe that you have noted the evaluative resources that were employed in the role-play as requested. At the beginning of the role-play, the Dad told his daughter about his feeling when he knew that his daughter had three very low marks in a fortnight. First, he used one adjective to express his feeling. Everyone, tell me this adjective.	Listen
	Thuy: „furious“
Very good, Thuy. What type of evaluative language does „furious“ belong to? Affect, Judgement or Appreciation? And why do you think so, Thuy?	Listen
	Thuy: I think it is Affect because it describes the feelings of the father.
Good, Thuy. We have four sub-types of Affect, what sub-types does “furious” belong to, Thuy?	Listen
	Thuy: I think it expresses Affect of Dis/satisfaction
Right, Thuy. There are two kinds of Dis/satisfaction, you see, Ennui/interest and Dis/pleasure. Can you tell me the exact kind of Dis/satisfaction, Thuy?	
	Thuy: Well, uhm, I think Dis/pleasure.
Very good, so we can write the adjective „furious“ here in the line of Dis/pleasure. The whole class, you see the Dad used „furious“ instead of „angry“. Anyone knows why?	Listen and may take notes
	Nhu: ... because he wants to say that he is very very angry.
Good, but why didn't he use „very very angry“. Anyone?	
	Phuong: Because „furious“ is more interesting than „very,

	very angry"
Right, but can you memorise the strategies for intensifying Attitude? What strategies did the dad use when he said „furious“, Phuong?	
	Phuong: Well, uhm ... Duc: Semantic infusion.
Well-done, Duc. Semantic infusion. We have semantic infusion, and what are the other two, can you memorise, Duc?	
	Duc: Semantic infusion, and isolated lexemes and ... repetition and listing
Very good, Duc. In case the Dad said „I feel very very angry“, which strategy was he using, Duc?	
	Duc: He used isolated lexeme „very“ and he repeated it twice.
OK. So, he may say „very very angry“, or „furious“. Can think of other words or phrases to replace „furious“, I mean ... uhm ... give me some synonyms of „furious“?. Anyone?	
	Nguyen: „infuriated“
Yes, Nguyen „infuriated“, a very high degree of anger or displeasure, or ... anyone?	
	Nhu: „cranky“
Good, Nhu, „cranky“ means „extremely angry“. What else?	
	Phuong: „livid“
Well-done, Nhu, „livid“, „cranky“, uhm ... and „infuriated“, and „furious“. All of these are adjectives and they are semantic infusion items and they are used instead of isolated intensifiers such as „very“ or „really“, or „extremely“ angry. Beside these adjectives, we also have some phrases beginning with the preposition in. Can you think of some phrases? Anyone?	
	Duc: „in a temper“
Very good, Duc, “in a temper”, and in ...	
	Phuong: „in a fury“
Well-done, Phuong „in a fury“, „in a temper“, and ... Anyone else?	
	Nhu: „in bad mood“
Great, Nhu, „in bad mood“, „in a fury“, „in a temper“, and ... Anyone else? No? and we also have „in a rage“... „in a rage“. The whole class, please take notes.	

Table A5.4. Teacher giving comments on how to make adjustments to refine the script of the video-recorded drama

Teacher's activities	Students' activities
<p>The whole class, now I will replay the video clip for the last time. You will watch the clip and answer my questions about alternative evaluative resources that may be used in each place I pause the clip.</p> <p>Daughter: Hi Dad, Hi Mom. I'm back .</p> <p>Dad: Come here. Do you have anything to say?</p> <p>Daughter: No.</p> <p>Dad: Are you sure?</p> <p>Daughter: Uhm ... Yes.</p> <p>Dad: This morning, your teacher called me and told me that you've just got extremely low marks and this is the third time in this fortnight. Do you have any explanation for this?</p>	Listen

Daughter: I'm terribly sorry, Dad. I...I...But you know, it's not the grades or scores that makes man successful. Exam results don't indicate my intelligence or smartness or my ability, Dad. Dad: I and your mother have done everything and have spent much money on your study. Do you understand our horrible feelings? Do you know how furious I am ...	
OK, you see, how did the dad feel?	
	Phuong: He was furious.
Good, Phuong, "furious" is a semantic infusion item to convey very high degree of anger. Can you give me some similar semantically infused adjectives, Nguyen?	
	Nguyen: Yes, "furiou", and "livid", "cranky", uhm ... and "infuriated".
Very good, Nguyen, so if you are the Dad, you may say that "I am furious, or livid, or cranky, or infuriated. If I want to use a prepositional phrase beginning with "in", how may I say? Anyone?	
	Nhu: You may say "I am in in bad mood, or in a fury, or in a temper, or in a rage".
Very good, Nhu. In case I want to use intensifying adverbs instead, how may I say?	
	Thuy: We may say "I am very very angry, or so angry or extremely angry, or totally angry
Right, Thuy. So we may use intensifying adverbs or semantic infusion items or repetition to intensify our anger, or our feeling. According to you, should we use intensifying adverbs or semantic infusion items for intensification?	
	Duc: I think we should use more semantic infusion items.
Right. Why do you think so?	
	Duc: Because I find it more interesting, and ... it describes my feeling in a better way.
OK. We need to use semantic infusion items more frequently than intensifying adverbs to diversity our description and also to make our description more vivid and appropriate ...	

Table A5.5. Teacher reviewing Affect and Intensification resources in the real classroom

Teacher's activities	Students' activities
<p>OK, you have been introduced some aspects of evaluative resources such as Affect of Un/happiness and Dis/satisfaction and Intensification through the two reading texts about two love stories. One was about Cathy and David and the other is about a mermaid and Cameron.</p> <p>Now, first I want you to talk about the development of Cathy's love towards David. Who can remember her feeling when she was first introduced to him? Can you, Nhu?</p>	Listen
	Nhu: She wasn't impressed.
<p>Good, Nhu, she wasn't impressed, or she is not interested in him, or she didn't like him much. How about after that, Bich?</p>	Listen
	Bich: She gradually liked him.
<p>Right, Bich, why did she gradually like him?</p>	Listen
	Bich: Because she found that they shared many similar things
<p>Yes, she gradually liked him because she realised that they shared a variety of similarities or because they had a huge amount in common. Can you memorise one adverb used in the text to intensify her liking to him, Thuy?</p>	Listen
	Thuy: Uhm, she liked him, well, ... she really liked him.
<p>Very good, she really liked him. Can we use any other adverbs instead of "really", Thuy?</p>	Listen
	Thuy: Well, we may can "really like" or "like very much"
<p>Well, in case we do not want to say "really like" or "like very much" or "love" we may use semantically infused verbs to express her strong liking or love to him. Can you think of some? Anyone?</p>	
	Nguyen: "fall for" or "fall in love"
<p>Good, Nguyen. What else?</p>	
	Nhu: "found him attractive" or "adore"
<p>OK, "adore" is used for very high degree of liking. So, when they first met, she wasn't impressed, but then when she got to know him and talked to him, she gradually liked and really liked him. At then end, they got married. How did she feel or think of him now? Anyone?</p>	Listen
	Duc: Now "she thinks that he is the most gorgeous man in the world"
<p>Well-done, Duc. Now she thinks that he is the most gorgeous man in the world. So, you can see the development of Cathy's emotion to David from neutral through the use of "not impressed" ... then medium degree of liking through "like" ... then higher degree of liking through "really like" ... and finally to the very strong degree of liking through the employment of ... "I think he is the most gorgeous man in the world".</p> <p>So, that is the first love story between Cathy and David. The second love story between the mermaid and Cameron is not as smooth ...</p>	Listen

Table A5.6. Stages in an anecdote paragraph modelled from paragraph 5 of the reading text in Chapter 3.7 of the *Solutions Intermediate* textbook

Paragraph 5	Stages	
Cathy is an attractive fitness instructor. „I was working long hours and wasn’t meeting men that I was interested in, so I joined a dating agency,” says Cathy.	Orientation	
„I was matched with several men and one of them was David. When I first met, I wasn’t impressed.	Remarkable event 1	Remarkable events
But as we started talking, I discovered that we had a huge amount in common. I like his attitude to life and the way he talked, and I realized that I really liked him. So, as a fitness instructor, I told him he had to get in shape!”	Remarkable event 2	
Seven months later, Cathy and David got married.	Remarkable event 3	
„And now I think he is the most gorgeous man in the world!” she says.	Reaction	

Table A5.7. Teacher discussing the three stages of an anecdote paragraph

Teacher’s activities	Students’ activities
OK, now look back to paragraph 5 of the reading text in the textbook. This can be called an anecdote paragraph or a paragraph that tells a short interesting story about a person or event, and in this case, a love story between Cathy and David. There are three main stages in an anecdote paragraph: Orientation, Remarkable events and Reaction. Now listen to my reading and answer my questions to unpack the three stages in this paragraph. Read: Cathy is an attractive fitness instructor. „I was working long hours and wasn’t meeting men that I was interested in, so I joined a dating agency,” says Cathy. This is the Orientation stage of the anecdote paragraph. It sets the scene of the story, telling us the situation of the story. So, what is the story about, Thuy?	Listen
	Thuy: It is about Cathy.
OK, Thuy, but what is her situation?	Listen
	Thuy: She is an attractive fitness instructor and she was busy with her work, so she didn’t meet men that she likes.
Good, Thuy. Why do you know that she didn’t like these men?	Listen
	Thuy: Because the text tells that she wasn’t interested in them
Very good, she wasn’t interested, so what did she do?	
	Thuy: She joined a dating agency.
Right. So, the first two sentences set the scene of the story, telling us about a girl called Cathy and her situation that she was busy with her work and not meeting interesting men; therefore, she joined a dating agency. Then, there comes remarkable events of the story. There are three remarkable	Listen and do as instructed

events of this story. Can you read the rest of the paragraph silently and tell me these three events? OK, what is the first event, Bich?	
	Bich: Cathy was matched with several men and one of them was David.
Good, Bich. How did Cathy feel when she first met David?	
	Bich: She wasn't impressed with him.
OK, right. She wasn't impressed or she didn't have any special feeling to him. The whole class, pay attention to the use of attitudinal expression here „wasn't impressed“ What type of Affect is it?	Listen
	Thuy: I think „Unhappiness“
Good, so „wasn't impressed“ was used to indicate that at first sight, Cathy was not very happy with David. What is happened next, Thuy?	
	Thuy: Then they talked to each other and Cathy found that they had many things in common.
Good, so, the second event is that she realised that they shared many similar things or they had huge amount in common when they talked to each other. What was her feeling, then, Thuy?	Listen
	Thuy: She liked, then really liked him.
Very good, Thuy. She liked, then really liked him. This means that she gradually developed positive feelings to him. And how about the third event, can you, Phuong?	Listen
	Phuong: Then, they got married.
Right, and now, how does she think of him, Phuong?	Listen
	Phuong: I think she adores him as she says that she thinks he is the most gorgeous man in the world.
Well-done, now she is really satisfied with him or with the decision of joining the dating agency. This sentence concludes the story with the Reaction. So the whole class, now we have the three stages of this anecdote. The anecdote begins with Orientation stage by setting the situation of Cathy as a busy girl having no time to meet interesting man and deciding to join a dating agency. Next come three remarkable events. First, she had no special feelings with him. Then, she gradually liked him when she realised that she shared huge amount in common with him. Finally, they got married. The anecdote ends with the Reaction stage telling that Cathy was really satisfied with David and with her decision to join the dating agency...	Listen

At first sight		Remarkable event 1 1. he helped her with her study in life		Remarkable event 2 2. her family disagreed which she introduced him to her family		Remarkable event 3 3. he came back to care for her when she had an accident		Marriage	
		After event 1		After event 2		After event 3		Marriage	
Mai's feeling	John's feeling	Mai's feeling	John's feeling	Mai's feeling	John's feeling	Mai's feeling	John's feeling	Mai's feeling	John's feeling

Figure A5.1. A completed handout indicating evaluative resources that may be employed to express Mai and John's emotions






Emotions/ Feelings	Graduation Strategies	Affect	
		Un/happiness	Dis/satisfaction
	Isolated lexemes		
	Semantic infusion	<i>Overwhelmed with happiness and dreams</i>	<i>Fall for</i>
	Indirect graders	<i>Heart beat rapidly</i>	
	Isolated lexemes		
	Semantic infusion		
	Indirect graders		
		<i>Not impressed</i>	
	Isolated lexemes		
	Semantic infusion		
	Indirect graders		
	Isolated lexemes	<i>In extreme happiness</i>	<i>Strongly disagree</i>
	Semantic infusion	<i>Heart-broken Heart broken in to a thousand pieces</i>	
	Indirect graders	<i>Die inside Felt totally crushed</i>	

Figure A5.2. Written text performed by Nhu and Nguyen in Guided writing practice

Mai met her Australian husband, John five years ago when she was following an English course at a Foreign Language Center in Quy Nhon city. Mai wasn't impressed with him as her Australian teacher of English. However, John seemed to love her at first sight as he felt his heart beat rapidly. Since then he gave her special assistance in study and daily life. First she thought these were just a teacher's deep concern for his student, but later, he soon undecieved her with his ~~sincere~~ sincerity and thinking thought fullness and she realized that she had loved fallen for him. Every dawn they were hand in hand walking along the beach, watching the sunrise and Mai was overwhelmed with happiness and dreams for a mortal love. Unfortunately, when Mai introduced him to her family, every member in her family strongly disagreed with their loves, especially her parents. They found ~~very~~ so heartbroken when they knew that their only daughter was in love with a man from a strange country with different altiore. Her mother felt totally crushed when she with the idea that her daughter would soon fly away from their loving arms to live with a foreigner. Under high pressure of her family, she was dying inside when having to split up with him. With the heart broken into thousand pieces, John flew back to his hometown in Australia, but he kept asking for news about Mai from her classmates. When he knew Mai was hospitalized after an accident, he was like a cat on hot bsicks and rushed back to Quy Nhon and looked after her untill she recovered. In the end, Mai gradually recovered with in the care and love of John and her family. His patience, caring, and strong passions ~~to~~ ~~her~~ helped her family realize his true love to her. Therefore, Mai's parents began to change their opinion and accepted John. Finally, they got married in extreme happiness.

Figure A5.3. Written text performed by Nhu in Guided writing practice

When I first met Uyen in my class at high-school five years ago, I never thought that we would become best friends like we are now. I couldn't stand her at first because we are ~~very~~^{as} black and white. I was shy, but she was talkative and she always wanted everyone to ~~look~~ notice her. I was ~~found~~ fond of passive ~~to~~ activities like reading or surfing the ~~website~~ Internet, but she ~~likes~~ was crazy for sports and outdoor activities. I was sensitive and introvert whereas she was straightforward. Our dissimilarities made our distance broader and broader. One day, I was ~~hit~~ bullied by some girls from an upper class, and most of my classmate decided to ignore. However, Uyen ~~dared~~ stood up and fought ~~the~~ them to save me. Perhaps, our friendship ~~started~~ embarked from that day. When I was in grade 11, I was head over heels in love with a boy from grade 12. However, because of a misunderstanding, he ignored me. My heart was broken into thousand pieces when he refused to meet me and did not answer my call or reply my message. It was Uyen who helped him realized the misunderstanding and joined connected us to each other. I was so thankful to her and considered her my twin sister. As time ~~flied~~ flew, we became closer and closer. We did everything together, learn from each other, and helped each other go through hard times. She encouraged me to be active and strong-willed, and I helped each other go through hard times. She encouraged me to be ~~to be~~ Now, she is studying in Ho Chi Minh City, but we call every week and share all secrets to each other. We talked for hours without feeling boring and we always laughed, laughed and laughed with just simple things. I am ~~very~~ happy over the moon and feel thankful to God for bringing such a close friend to my life.

Figure A5.4. Written text performed by Nhu in Independent writing practice

APPENDIX 6. COMPARISONS OF ACHIEVEMENTS OF EACH INTERVENTION AND NON-INTERVENTION STUDENTS ACROSS THE WRITING AND READING TESTS

Table A6.1. Quantities of inscribed and invoked Attitude instances deployed by the six intervention students in Writing Tests 1 and 3

	WT1						WT3					
	HA1	HA2	MA1	MA2	LA1	LA2	HA1	HA2	MA1	MA2	LA1	LA2
Inscribed Attitude	32	29	27	23	14	14	64	65	48	73	55	45
Invoked Attitude	9	12	12	8	4	10	61	45	41	37	35	34
Total	41	41	39	31	18	24	125	110	89	110	90	79

Table A6.2. Quantities of inscribed and invoked Attitude instances deployed by the six non-intervention students in Writing Tests 1 and 3

	WT1						WT3					
	HA1	HA2	MA1	MA2	LA1	LA2	HA1	HA2	MA1	MA2	LA1	LA2
Inscribed Attitude	39	27	23	22	12	12	37	31	30	28	18	17
Invoked Attitude	11	15	14	9	6	8	14	14	14	12	13	14
Total	50	42	37	31	18	20	51	45	44	40	31	31

Table A6.3. Quantities of Graduation realisations deployed by the six intervention students in Writing Tests 1 and 3

	IS-WT1						IS-WT3					
	HA1	HA2	MA1	MA2	LA1	LA2	HA1	HA2	MA1	MA2	LA1	LA2
Isolated lexemes	10	10	6	6	4	4	10	15	18	16	17	13
Semantic infusion	8	6	5	5	0	2	48	43	32	43	34	35
Repetition or listing	3	3	4	3	1	1	9	7	7	7	5	2
Total	21	19	15	14	5	7	67	65	57	66	56	50

Table A6.4. Quantities of Graduation realisations deployed by the six non-intervention students in Writing Tests 1 and 3

	NS-WT1						NS-WT3					
	HA1	HA2	MA1	MA2	LA1	LA2	HA1	HA2	MA1	MA2	LA1	LA2
Isolated lexemes	19	10	8	13	5	1	16	16	13	16	11	17
Semantic infusion	15	7	5	5	1	4	6	8	8	4	4	2
Repetition or listing	5	1	1	0	1	0	0	2	1	0	0	0
Total	39	18	14	18	7	5	22	26	22	20	15	19

Table A6.5. Quantities and proportions of correct items in Reading Test 1

	IS-RT1								NS-RT1							
	High scorers		Medium scorers		Low scorers		Correct items per exercise		High scorers		Medium scorers		Low scorers		Correct items per exercise	
	S1	S2	S3	S4	S5	S6	Num	%	S1	S2	S3	S4	S5	S6	Num	%
Correct items per student	41	33	30	25	20	21	170		40	33	29	26	23	21	172	
Proportions of correct items per student	58	47	42	36	29	30		40	57	47	41	37	32	30		41

Table A6.6. Quantities and proportions of correct items in Reading Test 2

	IS-RT2								NS-RT2							
	High scorers		Medium scorers		Low scorers		Correct items per exercise		High scorers		Medium scorers		Low scorers		Correct items per exercise	
	S1	S2	S3	S4	S5	S6	Num	%	S1	S2	S3	S4	S5	S6	Num	%
Correct items per student	52	47	44	40	36	37	256		42	34	36	29	27	26	194	
Proportions of correct items per student	74	67	63	57	51	53		61	60	49	51	41	3	37		46

Table A6.7. Quantities and proportions of correct items in Reading Test 3

	IS-RT3								NS-RT3							
	High scorers		Medium scorers		Low scorers		Correct items per exercise		High scorers		Medium scorers		Low scorers		Correct items per exercise	
	S1	S2	S3	S4	S5	S6	Num	%	S1	S2	S3	S4	S5	S6	Num	%
Correct items per student	69	66	62	58	57	55	367		48	45	41	37	33	31	235	
Proportion of correct item per student	94	94	89	83	81	78		87	67	64	59	53	47	44		56

APPENDIX 7. TRANSCRIPTS OF INTERVIEWS 1 AND 2

Interview 1

High achiever 1: Duc

Interviewer: OK, so, firstly, I would like to ask you some questions about the topics. There are four topics: about Quy Nhon city, about accommodation - where you are living at, about English study program at Quy Nhon University and about the English paper test you have done. Right? So first, topic number one about Quy Nhon city. The first question is how long have you been living in Quy Nhon city.

Student: Uhm, I have been in Quy Nhon city since uhm August 1.

Interviewer: OK, so you have been in this city for about seven months. Right, so what is your opinion of Quy Nhon as a city to live in.

Student: Uhm, I think Quy Nhon city is a quite ... quite and it provides me many things I need and the beach here is quite similar to NhaTrang and I have a lot of fun here.

Interviewer: Right, so you are from Nhatrang city, so can you make some comparisons between Quy Nhon city and NhaTrang city.

Student: Well, NhaTrang city has a beautiful beach and I see that it is ... kind of the same and I really like going to the beach so I enjoy it very much...

Interviewer: So what are the things that most impress you about Quy Nhon city?

Student: The most impressive thing about Quy Nhon city is ... the people. Uhm, they are very friendly and unlike Quy Nhon city, uhm ... unlike NhaTrang city, Quy Nhon people are a lot calmer.

Interviewer: Calm. So you mean calmer. So what are the things that most distress you?

Student: ...

Interviewer: Distress. It means the things that you are not satisfied with.

Student: Uhm, ... the most distress thing is ... of course, every city has good people and rude people, and Quy Nhon city has rude people, especially very rude people. They run on the streets and don't care who is on the way.

Interviewer: Uhm, that's good. And now, we come to topic number two, accommodation.
[00:03:04] The first question is "Are you sharing the room with other roommates?"

Student: Yes, I share the room with four roommates.

Interviewer: Oh, so, who are they?

Student: Uhm, they are Duy. He's a sophomore. He ... is studying technology. He's very smart and very helpful to me. And there is my other roommate who I talk to a lot. He's really into animation. His name is Dung. He's also a very supportive one and he's the smartest one.

Interviewer: Yeah, and the last one?

Student: And the last one is Binh. He's from northern Vietnam.

Interviewer: Yeah...

Student: He is ... uhm ... has a strong personality, but he really respects friendship, that's what I like about him.

Interviewer: So, what is your closest friend among three roommates?

Student: Yes, as I said above, my closest friend is Dung.

Interviewer: Dung. Why?

Student: Because I like movies, and he likes animation, a part of movie, so we talk a lot about it.

Interviewer: Good, so how about your landlord? What is your landlord like?

Student: Well, I live in the campus, school campus, so my landlord is the security.

Interviewer: Yeah, so tell me about him.

Student: So, there are actually two securities. One is very, he's kind of too serious, but when there are someone who abuse us, he's always ready to protect us. And the second one is very nice. He instructs to do everything we need in campus.

Interviewer: OK, so how do you get along with your roommates and your landlord?

Student: I can say that my level of getting along is average.

Interviewer: Average?

Student: Yes, my landlord, I barely see them, but when I need, they are always there to help me.

Interviewer: Yes, do you show your gratitude to them?

Student: Uhm, yeah, I really respect them no matter how useful they are. Because everyone is different, but we are living in the same society.

Interviewer: Yes, and how about your roommates? How do you get along with them? Do you have troubles with them?

Student: Yes, my strong personality friend. He, sometimes he's quite aggressive, because he lives in the neighbourhood where there are always trouble.

Interviewer: Uh, so how, what do you do to get along with them, with him?

Student: So, I avoid talking about their bad past and I usually talk about hobbies more. [00:06:44]

Interviewer: OK, that's good. And now, let's talk about English study at Quy Nhon University. Why are you attending the English program at Quy Nhon University?

Student: Uhm, because my father has arranged a teacher to teach me English when I was in grade 3. Then, she is the one who inspired me to like English and so I became very good. I previously had some English competition in my school, my past school. And I didn't win anything, but I had experience from that and I heard that Quy Nhon has ... is very good at education...

Interviewer: Yeah...

Student: So, I want to study here and besides, Quy Nhon city is a lot more quiet, ... quieter, ... more quiet than HoChiMinh city.

Interviewer: Right, so are you satisfied with your study at Quy Nhon University?

Student: Yes, I actually do. The teachers here is very uhm... friendly and they are very helpful to me.

Interviewer: Yeah, what else, just the teacher?

Student: Yeah, the students is the same, too. And I really like...that some teachers here are very good at speaking, which I think my accent is a little bit weak, so I can learn from them. So I can learn from them.

Interviewer: OK, that's good. So, I want you to tell more about the teachers and about the teaching curriculum at Quy Nhon University. So, are you happy with the teachers and with the teaching curriculum at Quy Nhon University?

Student: Yes, I am very happy and satisfied.

Interviewer: Very satisfied, with all the teachers?

Student: Yes, I don't know why but there's a teacher. I think because she is nervous, but sometimes she misspells something.

Interviewer: So, you pay a lot of attention to spelling and pronunciation. I mean speaking skill.

Student: Yes, because when you communicate with foreign people, it's very essential.

Interviewer: Right, and how about the teaching curriculum? I mean teachign program, textbooks, something like that, the subjects?

Student: Uhm, .. I have tried them and I can say that they are very... They help me to reach another level. Uh, they not very easy and also not very hard, but I think it's very creative.

Interviewer: Right. That's good. So in what way would you like your English teachers to be different?

Student: Uhm, I want English teachers to be ... uhm ... I think they need to improve their spelling and ...

Interviewer: Yeah, and how about their teaching method, their attitude towards students, something like that?

Student: Well, some teachers are very boring. Uhm, I can't make them to make joke all the time, but I just want them to be energetic ...

Interviewer: Oh, yes, to show that they have a lot of energy and they are enthusiastic in teaching. You mean so? Right, so we come to the last topic, number four, talking about the English paper test you have done. OK, last week, you did the English test. So, question number one. Did you perform well in the recent assessment test, in your opinion?

Student: Uhm, I think the writing, and the choosing is ... I quite good at it, but I have trouble when there are many words and I have to read them.

Interviewer: So, you mean you have to make decision whether one adjective or one word shows low degree of liking or high degree of liking or medium degree of liking. You mean so?

Student: No, I think it's because of my eyes. They have some kind of... I mean when I see something, I barely focus on them and I look at other words and I look at them again, and I miss up.

Interviewer: Uhm, you mean your reading section or vocabulary section?

Student: Reading.

Interviewer: Oh, yes, so you want to say that you do not focus on reading.

Student: Yes, only when words are too ... uhm ... are too next to each other and there are too many texts.

Interviewer: Oh, I see, I see. So what is your opinions of the reading and writing test?

Student: Uhm yes ... uhm, yes, uhm ...

Interviewer: First, talk about the reading test.

Student: When I finally know what they mean, uhm, I found them very good. They have a lot of words I don't even know, but that even made me want to find out what they meant, what they mean, and I just widened my vocabulary.

Interviewer: Oh, yes. So you mean the test will help you a lot in improving your vocabulary repertoire and also enriching your vocabulary.

Student: Yes.

Interviewer: How about the writing test?

Student: The writing test is a ... is a ... is very unique.

Interviewer: Yeah, very unique, yeah, so are they too demanding or challenging?

Student: Yes, of course, first I have to think about what I write first, but it's not too hard. It's kind of opening.

Interviewer: Yes, you mean both reading and writing test.

Student: Uhm, I mean the writing... mean I have to be very creative.

Interviewer: So, do you like doing the test like that?

Student: Yes, I do.

Interviewer: Yes, so maybe in the future, in your curriculum, you will have more opportunities to practise the reading and writing skill that way. So, thank you very much. [00:14:38]

High achiever 2: Phuong

Interviewer: OK, so I am going to interview you in about fifteen minutes about four topics: Quy Nhon city, your accomodation, you English study program at Quy Nhon University and the English paper test you have done. So, the first topic about Quy Nhon city. How long have you been in Quy Nhon.

Student: Oh, I was brought up in Quy Nhon city when I was born.

Interviewer: Right, so what is your opinion of Quy Nhon as a city to live in?

Student: Uhm, certainly I love Quy Nhon very much because it is my hometown. Living here many years I think this city is familiar with me. I can ...

Interviewer: OK, so what are the things that most impress you about Quy Nhon.

Student: Uhm, the impress thing is our food, view, people...

Interviewer: Tell me more, tell me more about the food, the view, the people in Quy Nhon. Why are they so impressive to you?

Student: In Quy Nhon, there are many foods, especially noodles, pancakes. They are so delicious and the view is so wonderful. That is why every year, it attracts many tourists. More and more people come in this place and the people is also very friendly, kindly ... kind...

Interviewer: OK, thank you, now tell me about the things that most distress you?

Student: ...

Interviewer: Distress, it is opposite to impress. It means the things that you are not satisfied with.

Student: Uhm, maybe that's ... uhm ...the ... uhm ... thought of people is ... low about ...

Interviewer: The cost of living, or you mean the living standard of the people is low. You mean so?

Student: Oh, no no, I mean the thought...

Interviewer: Thinking, you mean the way of thinking.

Student: Yes, in some ways, they are ... example pollution ... uhm ...

Interviewer: OK, so you mean that people don't have the sense of protecting the environment?

Student: Yes,

Interviewer: So, the way of living of the people and their thinking and responsibility to the environment, their responsibility of how to improve the living condition of Quy Nhon to make Quy Nhon a better place to live in. [00:04:49]

Student: Yes.

Interviewer: So, topic number two about accomodation. Are you sharing a room with other roommates?

Student: Uhm, I live in a room.

Interviewer: So, do you share the room with a friend, or a sister or brother.

Student: Uhm, no I stay alone.

Interviewer: So, you are from Quy Nhon and you are living with your parents.

Student: Yes.

Interviewer: So, what are your parents like?

Student: Like?

Interviewer: What are they like?

Student: Uhm, my father died when I was young, so I don't know much about him.

Interviewer: What a pity!

Student: My mother is a shopkeeper, no no, she is a seller. She opens a small cafe at home.

Interviewer: Uhm, do you have any brother or sister?

Student: No.

Interviewer: OK, so tell me about your neighbour. What are you neighbours like? Do you like them or not?

Student: They ... they are ... have advantages and ... also have disadvantages. They are very friendly and ... we help each other when we have problems ... Uhm, and we also can talk when we feel sad, play with each other, but sometimes they are quite talkative and ... uhm ... maybe the things of mine ... one people ... knows and then the whole ...

Interviewer: Everyone knows ...

Student: Knows ...

Interviewer: [humour], so do you feel happy about that?

Student: Oh, ... it is positive things, I'm happy, but uhm... about my bad news, I don't like [00:07:10]

Interviewer: So now, topic three, about your English study program at Quy Nhon University. Why are you attending the English program at Quy Nhon University?

Student: Uhm, the first thing I went to university to learn English, because I love English, I love learning new languages, not only English but also other languages. And I know Quy Nhon University is a good choice to ... uhm ... = = and I have many advantages to learn here.

Interviewer: So, are you satisfied with your study at this university?

Student: Uhm, ... yes I qua... quatiied although it ... has difficulties...

Interviewer: Are you happy with the teachers?

Student: Uhm, some of them I am happy, but the others ..., but some is not...

Interviewer: Why are you happy with the teachers?

Student: Uhm, I am happy with teachers who active, lovely and ... en... energetic.

Interviewer: How about the teaching curriculum at Quy Nhon University, I mean the teaching program. Are you happy with the teaching program at Quy Nhon University?

Student: I think it is good.

Interviewer: Good, you think so. In what ways would you like your English teachers to be different? You said that you are happy with some teachers and you are not happy with some other teachers, so in what ways would you like ythem to be different?

Student: Uhm, I want them ... I want they change their teaching ways ... uhm ... () in order to ... we can't that we don't feel asleep.

Interviewer: [humour] Uhm, so you feel bored?

Student: Yes, uhm

Interviewer: So you want them to be creative, to be energetic in the way of teaching, in the way of delivering knowledge...

Student: Exchange with their students.

Interviewer: Exchange, you mean that they should interact, they should make conversations with students as much as they can during classtime?

Student: Yes. [00:10:17]

Interviewer: OK, so topic number four. I would like to ask you about your test, the test you did last week. Did you perform well in that test?

Student: Oh, I think I have ... uhm ... the section ... uhm which I have good as well as not good.

Interviewer: Well, what is your opinion of the reading test?

Student: Uhm, I ... maybe I did reading test quite ... OK, so I think it's easy to understand.

Interviewer: Do you think that there are a lot of new words?

Student: Uhm, ... yes, certainly they have new words, but we can ... uhm ...

Interviewer: Predict?

Student: Yes.

Interviewer: We can guess the meaning from context?

Student: Yes.

Interviewer: OK, how about the writing test?

Student: Writitng ... uhm ... writing ... I ... I ... did ... I think I did ... uhm ... section 2 is better than section 1 because I am not good at describe something...

Interviewer: You are not good at describing something. Why, why do you think so?

Student: Uhm, maybe my ... vocabulary ... not ... uhm ... don't have much.

Interviewer: OK, so ...

Student: I only use simple words.

Interviewer: Uhm, so you just use some simple words. You don't have a lot of vocabulary to express your opinions, your feelings, your attitude to something, so do you want to widen your knowledge?

Student: Yes,

Interviewer: Yeah, I think that's very useful for your study.

Student: Maybe I know many vocabulary, but I don't know how to use it in one sentence ... arrange it in one sentence...

Interviewer: So, you just know the meanings. When you read, you understand, but when you write or speak, you don't know how to express that feeling from context.

Student: Yes.

Interviewer: Yeah, do you think that the test are difficult or challenging?

Student:

Interviewer: In general, do you think that the test are difficult to you?

Student: Oh, I think it is quite challenging, but I feel good.

Interviewer: You feel good, and you are happy with the test?

Student: Yes, it enhances my knowledge. I know many things that I ... haven't study and need to learn more.

Interviewer: Uhm, ... for the test...

Student: Yes.

Interviewer: Yeah, so I hope that within the curriculum this semester, you will have opportunities to widen your knowledge, to enrich your repertoire, your range of vocabulary to express your opinions effectively.

Student: Uhm, I also don't have many times to meet foreigners or talk English much, so ... maybe my speaking English is not well.

Interviewer: OK, that's good. Thank you very much. [00:14:20]

Medium achiever 1: Nguyen

Interviewer: Ok, so I'm going to ask you questions about four topics.

Student: Yes.

Interviewer: The first topic is about Quy Nhon city. How long have you been living in Quy Nhon city?

Student: Uhm ... I have lived in Quy Nhon about ... eighteen years, and my hometown is Dieutri town. It's far about Quy Nhon, about fifteen kilometers. Uhm ...

Interviewer: So what is your opinion of Quy Nhon as a city to live in?

Student: Uhm, I think Quy Nhon city is a developing city ... uhm ... with beautiful scene and friendly people. Several years ago, the beach of Quy Nhon is very dirty because waste, but now ... through some activities of students ... the beach is fresh and more beautiful.

Interviewer: So what are the things that most impress you about Quy Nhon city? Impress.

Student: Uhm ... my impress about Quy Nhon is ... food. I very like Quy Nhon food, especially is the fish and seafood, ... uhm ... I can say that the seafood of Quy Nhon is very fresh and ... the price of food is lower than some countries I know.

Interviewer: OK, so what is the thing that most distress you? Distress you about Quy Nhon, it means the things that you are not happy, you are not satisfied with about Quy Nhon.

Student: Uhm ... I distress about Quy Nhon ... uhm ... has uhm ... I think I have no distress about Quy Nhon.

Interviewer: Uhm, yeah, so you are very happy with this city?

Student: Yes, I am proud of my city. [00:02:48]

Interviewer: OK, yeah, so topic two about accomodation. Are you sharing a room with other people?

Student: Yes, I live with my sister.

Interviewer: In the same room with your sister?

Student: Yes, yes.

Interviewer: In Quy Nhon city or in your hometown?

Student: In my hometown.

Interviewer: Oh, yeah, so what's your sister like?

Student: Uhm, she ... likes ... dancing.

Interviewer: No, no, no. What is she like? It means that you need to tell me about her characteristics.

Student: Yes. She's ... people say she's very friendly, confident. She's more confident than me ... uhm ... she's very beautiful. Besides, it is very easy to angry and we are in a ... in a ...

Interviewer: So, do you get along with your sister?

Student: ...

Interviewer: Get along, it means do you have a good relationship with your sister?

Student: Yes.

Interviewer: Why do you think so?

Student: Because we share everything on my life. After class, when I go home, I will tell her about a day of me.

Interviewer: Oh, yeah, so tell me about your neighbours. What are they like?

Student: Uhm, I don't have many neighbour ... because everyday I spend about twelve hours to go out and no more time to communicate with my neighbour.

Interviewer: OK.

Student: but to say about them, uhm they ... very friendly and sometimes they are ... nasty, sometimes.

Interviewer: Yeah, OK, that's good. Now, I want to ask you about your study at Quy Nhon University. So, why are you attending the English program at Quy Nhon University? [00:05:21]

Student: Uhm, first reason, because my father wants study near home and ... he very likes learn about language and me too, so I agree with his idea and ...

Interviewer: How about the second reason?

Student: The second reason is because my friends still study at Quy Nhon very crowded. When I study at Quy Nhon University, I will keep a contact with my friends.

Interviewer: OK, so are you satisfied with your study at Quy Nhon University?

Student: I not ... satisfied with my study ... because I want to get scholarship, but in first term, I don't have it, so the ... I want ... I will try to get it.

Interviewer: Yeah, so tell me about the teachers. Are you happy with the teachers?

Student: My advisor is very happy. Although she's my teacher, but she looks like a friend with us. She's happily ... uhm ... always energetic and ...

Interviewer: OK, so how about other teachers?

Student: Other?

Interviewer: Not the advisor but the other teachers.

Student: Uhm, about other teachers, I don't have what to ... refuse them because they are too ... very perfect, ... I think ... I have a lot of ... to study of ... from them. Uhm ...

Interviewer: How about the teaching curriculum? The teaching program at Quy Nhon University? Are you satisfied with the textbooks, uhm ... or does anything have much impressions on you?

Student: Uhm ... uhm ...I ... be ... will be under pressure sometimes because the exercises is too much to do with the deadline near, and I can't ... I can't compete it.

Interviewer: Yeah, so tell me again about the teachers. In what ways would you like English teachers to be different?

Student: Uhm ... I want they ... uhm ... speaking ... loudly ...

Interviewer: Yeah, what else?

Student: That's all.

Interviewer: Uhm, just speak loudly. Do you want them to change their methods of teaching? Do you want them to be more creative in the lesson plans or something like that?

Student: Uhm ... I think the way they teach me ... is ... also boring ...

Interviewer: You mean boring?

Student: Yes, boring, and we have to sit on desk too long ... and I think we need some activities to communicate ... uhm ... person in the class. [00:10:00]

Interviewer: Yeah, so we come to topic number four. I want you to talk about the English test you did last week. Right? Did you do well in the test last week?

Student: I don't think I do well in this test because ... in the vocabulary part, very much vocabulary I don't know the meaning of this and maybe I am false.

Interviewer: OK, so, tell me clearly about two tests. The first one is the reading test. What is your opinion of the reading test? So, you see the reading section has a lot of new vocabulary that you can not understand?

Student: Yes.

Interviewer: How about the reading test - the reading comprehension?

Student: I think the reading is really good. It is easy to understand. I think it is very clearly, so clearly.

Interviewer: So clear? Now, your opinions of the writing test?

Student: Uhm ... the writing test a part one writing test is about my favourite restaurant and this is the real restaurant that I like and it's easy to imagine about it to write in the test uhm ... sometimes I add to it some ... because I want to make it ... to ... luxury.

Interviewer: Luxury? Yeah, and how about the second task about two influential people.

Student: The second is about two important people with me. I just ... I just describe my mom and also my sister ... uhm ... so I think I haven't ... done more than to write.

Interviewer: So, do you think that you have enough vocabulary to write your essays or to do the reading?

Student: I don't think I have enough vocabulary to do it, because I am reading or writing, many vocabulary I don't know, and when I am writing, ... when I want to write a ... sentence, but have a vocabulary I don't know, so I have to think other sentences to write.

Interviewer: OK, especially when you have to express your feelings, opinions and attitude to your mom, your sister, your restaurant ...

Student: Yes, for example, when I want to say ... I love my mum very much, but I want to express in other ways, but I don't know what sentence.

Interviewer: So you don't know how to say, you just say I love my mother [humour].

Student: Yes.

Interviewer: You don't know the other ways to express your love

Student: Yes.

Interviewer: Your strong, very very strong love to her?

Student: Yes, yes.

Interviewer: Right?

Student: Yes.

Interviewer: OK, so, uhm, thank you very much.[00:13:44]

Medium achiever 2: Nhu

Interviewer: Ok, so I am going to ask you some questions about 4 topics: Number 1 - Quy Nhon city, 2 - Accommodation, 3 - Your English study at Quy Nhon University and 4 - about the English paper test you have done. Right, now the first topic about Quy Nhon city. Question number 1 - How long have you been living in Quy Nhon city?

Student: Uhm ... I've lived in Quy Nhon for one year, when I chose Quy Nhon as my university to study and I have begun to study in Quy Nhon...

Interviewer: So, what is your opinion of Quy Nhon city as a city to live in?

Student: Uhm ... Quy Nhon is the same as my hometown because it is near ... uhm uhm Quy Nhon has a lot of glamorous tourist attractions such as Quy Nhon beach, Ky Co and many other places and the people in here are very friendly, honest and ...

Interviewer: OK, so what are the things that most impress you about Quy Nhon city?

Student: Uhm... the thing that impresses me is the people and the ... uhm ... the ... the cost of living. It is quite ... quite ... it isn't high and ... uhm ... and suitable for me.

Interviewer: OK, so what is the thing that most distresses you about Quy Nhon city?

Distress you? It means the thing that you are not happy and you are dissatisfied about.

Student: ... Uhm. The thing I distress is ... is ... the ... uhm ... the ... is has a lot of social evils such as ... uhm ...

Interviewer: Social evils.

Student: Uhm ... uhm ...

Interviewer: Ok, I understand, now we come to topic number two. It is about accommodation. Question number 1, are you sharing a room with your roommates?

[00:03:16]

Student: Uhm ... yes, I ... uhm ... am living with three roommates ... with two roommates and I think it is very happy and ... uhm

Interviewer: So, you think it's very happy? So you are happy or your friends are happy?

Student: Uhm, all of us are happy because they often share many ... share many stories in school, in life, and support in my study, in their study, in our study, uhm ...

Interviewer: Ok, number two, what are your roommates like?

Student: Uhm... my roommates like

Interviewer: No, what are they like?

Student: They ... uhm ... uhm ... they are gentle, kind, lovely, and ... uhm ... honest.

Interviewer: OK, how about your landlord, landlord, the owner of your land, the owner of the room? What is she like or What is he like?

Student: Uhm ... the room is quite small...

Interviewer: No, no, not the room, but the room owner or the owner of the room, the landlord, the person who let you rent the room.

Student: ... OK ... I haven't got this. The landlord of the room is the woman who is very ... cares us, and she is very ... extremely ... uhm ... kind and serious.

Interviewer: OK, so do you get along with your landlord?

Student: Yes, I will live ... I will rent the room all four years when I am at the end of my study [00:06:15]

Interviewer: OK. Now we move to topic three about English program at Quy Nhon University. Question number 1 – why are you attending this English program at Quy Nhon University?

Student: Uhm, I think the program at Quy Nhon University is ... has many advantages for me to ...uhm ... and it's suitable for me to develop all of skills, however, I think it has many

...uhm ... I think it has a few disadvantages such as ... uhm ... it has ... a number of students ... is ... don't get ... familiar with ... they ... uhm ... uhm ...

Interviewer: OK, so tell me about your study. Are you satisfied with your study at Quy Nhon University?

Student: Uhm, I ... I am absolutely happy with my study at Quy Nhon University, but I don't satisfy with myself because I ... I want to achieve more than what I gained.

Interviewer: OK, so are you happy with the teachers and the teaching curriculum at Quy Nhon University?

Student: Uhm, ... of course, my teacher is very happy and ... uhm ... I feel comfortable when I study.

Interviewer: OK, how about the teaching curriculum, about the material, about the books?

Student: Uhm, ... about the teaching curriculum, I think ... I think it divides parts perfect. Uhm ... I can go up all of skills such as speaking, reading, listening or writing.

Interviewer: OK, in what way would you like your English teachers to be different?

Student: Uhm ... uhm ... the way ...

Interviewer: In what way would you like your English teachers to be different?

Student: Uhm ... uhm ... the way ... the way English teacher is different is they are close to me ...

Interviewer: So you think your English teachers are close to you, but I asked you in what way you want them to be different? What should they change to be better in your eyes?

Student: Uhm ... I think ... they should ... uhm ... they should ... uhm ... give homework.

Interviewer: OK. Homework? You mean give more homework.

Student: Yes. [00:10:40]

Interviewer: OK, thank you. Now is topic 4, about the English paper test you have done. So, you have done the reading test and the writing test. Did you do well in your test?

Student: Uhm ... I don't ..., I think I don't do well in the reading and writing test

Interviewer: Are the reading and the writing test too difficult? Now, first is about the reading test.

Student: Uhm ... about the reading test, it differed from the past tests I read. It's ... it's ... uhm ... I remember that it has ... three ...

Interviewer: Four parts.

Student: Four parts and has ... and the structure is different

Interviewer: The structure? Different structure? Are they difficult?

Student: Uhm ...it's more ... more difficult

Interviewer: OK, more difficult than I think. How about the writing test?

Student: The writing test ... I am so surprised when I read the writing test because in the past I only write about one person, but the writing test requires writing about two persons, and I think it is in the high level

Interviewer: Yeah ... the last question. Evaluative language, the language that is used to express your opinions, your feelings. Do you think that evaluative language is necessary for you to learn?

Student: Yes, Of course ... evaluative language is very necessary in conversations, and because it is so emotions, and ... uhm ...

Interviewer: OK, so how important? How important is it to learn this aspect of language?

Student: Uhm, ... it's very important to express emotions, uhm ...

Interviewer: OK, thank you very much, so I hope that you will learn evaluative language in the future and try to learn so that you master all of these and express your opinions well.

Student: Yes, thank you.

Interviewer: Yeah. [00:13:44]

Low achiever 1: Thuy

Interviewer: Ok, now I would like to interview you and I am going to ask you some questions about 4 topics: Topic 1 - Quy Nhon city, Topic 2 - Accommodation, Topic 3 - Your English study program at Quy Nhon University and Topic 4 about the English paper test you have done – the reading and writing test. OK, so the first question. How long have you been living in Quy Nhon city?

Student: ... I've been living here for two years.

Interviewer: Two years, yes, so, what is your opinions of Quy Nhon as a city to live in?

Student: Uhm I think Quy Nhon city is a ... uhm .. is a ...has ... low living condition. I think everything is very cheap, cheaper than other cities in Vietnam.

Interviewer: OK, so what are the things that most impress you?

Student: In Quy Nhon city?

Interviewer: Yeah.

Student: Uhm... the most thing that makes me ... like is the fresh air in here ... my university is one of the university that has the beautiful location in Vietnam that has the beach and ... in the center of the city.

Interviewer: OK, that's good. So how about the thing that most distresses you?

Student: ...?

Interviewer: Impress. It means “good impressions” and Distress, it means “bad impressions”

Student: I think the bad thing here is the quality of the food because I used to eat a lot of food in here in the restaurants or ... some stores and I think I had a few problems with the food. I feel so ... I feel so hurt. Sometimes I have to go to the hospital to ... uhm ... to improve my health and take some medicine.

Interviewer: Really? How many times have you taken medicine because of food poisoning or something like that?

Student: About five or six times. [00:03:01]

Interviewer: Wow, during 2 years, but 5 or 6 times?

Student: Yes.

Interviewer: Oh, so you should pay attention to eating out. When you eat, you should pay attention to the places or about the quality of the food. OK, so now, we move to accommodation. Are you sharing a room with your roommate?

Student: Yes, I share with 9 people.

Interviewer: Wow, so many people. So, it means that you are living in the hostel of the university?

Student: Yes.

Interviewer: Right, so what are your roommates like?

Student: Uhm ... some of them are really friendly. They help me ... uhm ... they help me control myself when I lose temper. They celebrate my birthday with a birthday cake and many gifts. But the others are impolite. And they always ... they often ...

Interviewer: OK, so tell me about the landlord. You are living in the hostel, so you don't have the landlord. But how about the person who controls or manages the hostel? What is he like?

Student: Uhm, I never say with him, say to him, but I was told by my friends that sometimes he is so good, and he is so ... uhm ... so kind and uhm... helpful but sometimes he is angry about our acts, which ... uhm, for example like ... uhm ... come back too late, or take too much water.

Interviewer: (laugh) Ok, and how do you get along with your roommates?

Student: Uhm... I keep silent and just do the things I like because I think I just try my best to ... uhm to balance my relation between me and my friends.

Interviewer: OK, and how about your relationship with the hostel keeper? How do you get along with him?

Student: Uhm ... I try to follow ... uhm ... follow all things he orders.

Interviewer: OK, that's good. We come to topic number three. It's about your English study program at Quy Nhon university. Right, so tell me the reason why you are attending this university? . [00:06:43]

Student: Uhm, studying English at a university is my dream since I was a little girl, but when I was at secondary school, I used to hope to be a Literature teacher because my English skill is so bad and my English teacher was impolite to me, so it made me feel hopeless, but when I was at highschool, one person had inspired me a lot. She was a student at Quy Nhon university.

Interviewer: You mean she is a trainee teacher and she went to your school to work as a trainee teacher? And she helped you a lot. You think so? OK, so now, are you satisfied with your study of English at Quy Nhon University?

Student: Yes, but sometimes I feel it is so ... uhm ... it is so difficult for me to deal with ...

Interviewer: Deal with? Deal with all skills?

Student: Listening skill and ... uhm ... speaking skill.

Interviewer: OK, tell me about the teachers. Are you happy with the teachers and also the teaching curriculum at Quy Nhon University?

Student: Uhm, ... I think the teacher that impressed me is Ms. Doan An Hien. Although she never taught me before, I used to work with her in Quy Nhon English club. I love the way she works and lectures.

Interviewer: OK, that's good, how about the teaching curriculum?

Student: Oh, uhm ... I actually don't care about the teaching curriculum. I just learn what the teacher teaches me. It's not dynamic, not dynamic.

Interviewer: It's not dynamic, what do you mean? Do you mean that the teacher just follows the book as the routine.

Student: I mean, I am so dynamic, no, I am not dynamic.

Interviewer: Ok, yeah, thank you, uhm, tell me about the teachers? Do you want the teachers to change? And in what way do you want the teachers to change for better things?

Student: Uhm ... I think the teacher should ... uhm ... uhm ... pay more attention to the quality of their students, uhm ... the learning skills, all ... all learning conditions or learning skills [00:10:40]

Interviewer: OK, now is the last topic, it's about the English paper test you have done. OK, you have done the reading test and the writing test, and did you do well in the test

Student: Uhm ... no, I really don't think so

Interviewer: Yeah, what is your opinion of the reading test.

Student: Uhm ... I don't remember very clearly the reading test. Uhm. In the first ...

Interviewer: OK, the first section, vocabulary section, let me remind you. The first section is vocabulary section. The second section is also vocabulary, you choose the synonyms or antonyms, and then different degrees of love or liking and then the reading text ... So, your opinions on these?

Student: Uhm, I think they are so difficult because my vocabulary is so ... is so ...

Interviewer: Limited?

Student: Yes, ... is not good, limited and uhm ...

Interviewer: OK, how about the writing test?

Student: I think it is not difficult, but when I do it first, I feel difficult because I have no preparation before.

Interviewer: OK, thank you. And now is the last question. It is about evaluative language. Evaluative language is used to express opinions or feelings or attitude. Do you think that evaluative language is necessary for you to learn?

Student: Yes, of course ... uhm ... everything in my life starts from my opinion , so I think ... I think it ... uhm ...

Interviewer: So how important is it to learn evaluative language?

Student: Uhm ...

Interviewer: So you think it very important or quite important or not very important?

Student: It's very important.

Interviewer: Yeah. So I hope that you will have time in the future to improve your repertoire of evaluative language so that you can express opinions, feelings or attitude with proper or appropriate words... OK, so good luck to your study. Thank you.

Student: Yes.

Interviewer: OK, goodbye for now. Thank you very much. [00:13:50]

Low achiever 2: Bich

Interviewer: Ok, so I am going to ask you some questions about 4 topics: Quy Nhon city, Accommodation, Your English study at Quy Nhon University and about the test you did last week. OK, so the first topic about Quy Nhon city. How long have you been living in Quy Nhon city?

Student: ... I've been living in Quy Nhon city about five months.

Interviewer: So, what is your opinions of Quy Nhon city?

Student: I see,...uhm.... I think Quy Nhon is a ... uhm uhm is a beautiful city. It has ... uhm ... it has many ... uhm ... green parks ... and it ... no traffic jam and I see it's suitable for old people and ... children.

Interviewer: OK, so what are the things that most impress you about Quy Nhon city?

Student: Uhm... I impress ... uhm ... beautiful place. I like ... uhm ... I like the cost of living in Quy Nhon, it's suitable for money of me, uhm... for me. Uhm ... uhm ... and I like ... atmosphere in Quy Nhon is ... uh

Interviewer: OK, that's good. So another thing, what is the thing that most distresses you?

Student: ...

Interviewer: Distress, it is opposite to impress. Distress, it means what are the things that you are not satisfied with?

Student: ... Uhm. I distress ... uhm ... about ... uhm. I don't have.

Interviewer: You don't have any distressed things.

Student: Yes.

Interviewer: Really? How about the weather?

Student: I ... uhm ...the weather is also ... suitable for me; however, in the summer, the weather is very hot. I see it is uncomfortable. [00:03:13]

Interviewer: Yeah, now we move to the second topic. It is about accommodation. Are you sharing, are you sharing a room with your roommate?

Student: I

Interviewer: Share, are you sharing a room with your roommate?

Student: I ... uhm ... I am living with my aunt, so I don't share with my classmate.

Interviewer: So, so stay in the room by yourself?

Student: Yes.

Interviewer: Tell me about your aunt. What does she look like?

Student: Uhm, my aunt ... is fortyone years old. She has long black hair and she's a housewife. She's very gentle and so I love things, all of things about my aunt.

Interviewer: Ok, and how about your neighbours?

Student: Uhm...

Interviewer: The neighbours who live near your aunt's house.

Student: Uhm ... uhm ... the neighbours is ... very friendly, uhm ... they ... they help my aunt very much because my aunt ... my uncle was accident and he didn't work, uhm ..., so my aunt ..., so my aunt ... works to ... works to help my family.

Interviewer: OK, uhm I want to ask you the last question about accommodation. How do you get along with your aunt or the neighbours?

Student: ...

Interviewer: Get along, have a good relationship with your aunt.

Student: ... Uhm ... I and my aunt are ... very ... Uhm, I love my aunt, she shares with me when I so sad. I see my aunt looks like my mother. [00:06:25]

Interviewer: OK. Now we move to topic number three. Tell me about your English study in here. Right, so why are you attending this English program at Quy Nhon University?

Student: Uhm, I think the program at Quy Nhon University are interesting; however, ... uhm ... the lesson is a little boring, so ... I think ... the teacher uhm ...

Interviewer: That is the first question. And now is the second question. Are you satisfied with your study, your progress at Quy Nhon University?

Student: Uhm, I want to be a teacher in the future, so I ... I try as much as possible to ... uhm ... to get my dream.

Interviewer: Right, but are you happy, are you satisfied with your study after the first semester?

Student: Uhm ... uhm ... I want to scholarship, so... uhm the first semester I don't ... I don't do ... uhm ...

Interviewer: You couldn't get the scholarship. Right? After the first semester, so how did you feel?

Student: Uhm, ...I am a little ... I am a little worried, so uhm ..., so I think I try as much as possible ...

Interviewer: So, tell me about the teachers. Are you happy with the teachers?

Student: Uhm, ... I think the teachers are perfect, so ..., however, I think the teachers have ... uhm ... interested lessons...

Interviewer: Yeah, how about the teaching curriculum? The teaching curriculum, for example, the textbook?

Student: Uhm, ... I think ... I think it is ... perfect ...

Interviewer: Oh, you think so. You think the teachers are perfect, but if I'll ask you one more question. That is, in what way would you like your English teacher to be different?

Student: Uhm ... uhm ...

Interviewer: How would you like your English teacher to be different? For example, if you want them to change, how would they change?

Student: I think ... they have an ... an interesting lesson, they ... they chat with students and ... organise program for playing.[00:10:22]

Interviewer: OK, now I want you to move to topic number 4, about the English test. So, do you think that you performed well in the English test last week?

Student: Uhm ...

Interviewer: Do you think that you did well in the English test last week? The reading and the writing test?

Student: Uhm ... uhm, I like the reading test.

Interviewer: Uhm, so you like the reading test. The reading test consists of two sections: vocabulary and reading comprehension. What are your opinions of the two sections?

Student: Uhm ...I think the vocabulary helps me more improved. I can learn more vocabulary and to help me study and the second, uhm uhm ...

Interviewer: Reading comprehension...

Student: Reading comprehension helps me learn about imagination of ... and ...

Interviewer: You mean ... it helps you to know many ways to describe the attitude, feelings, emotions of the people, of different people?

Student: Yes.

Interviewer: Do you think it is interesting and necessary for your study?

Student: Uhm,

Interviewer: Do you think that knowing different ways to express your opinions, attitude or feelings are necessary and important for your study?

Student: Uhm, ... I think it is necessary for me, uhm ... it ... helps me ... progress in my study.

Interviewer: Yeah, so are the test too challenging, or demanding?

Student: Uhm, it's challenging because I ... don't have enough time to prepare for my test, so I am a little nervous.

Interviewer: Yeah, and how about your range of vocabulary? Do you think that you have enough repertoire, enough range of vocabulary to do the test? Do you think that you have enough new words to express your opinions or attitude?

Student: Uhm, ... I am not sure.

Interviewer: Yeah. [00:13:44]

Interview 2

High achiever 1: Duc

Interviewer: Thank you for taking part in this second interview. Now, I would like to ask you some questions about four topics: about Quy Nhon city, about accommodation, about English study program at Quy Nhon University and about the final English paper test you have done, and finally, your knowledge and impact of the Appraisal framework on your learning and future work as a teacher of English. Right? So first, topic number one is about Quy Nhon city. The first question is how long have you been living in Quy Nhon city?

Student: I have been in Quy Nhon city for one and a half year.

Interviewer: Right, so what is your opinion of Quy Nhon as a city to live in?

Student: Uhm, I think Quy Nhon city is a wonderful place to live in. The climate and atmosphere in here is out of the world, and the people are so kind and helpful that I feel like home in this city.

Interviewer: So what are the things that most impress you about Quy Nhon city?

Student: The most impressive thing ... uhm ... I think the most impressive thing is the beach. It has a unique curve. You see, in the evening, it is breathtakingly glorious in moonlight. If you have a chance to have an overview of Quy Nhon from the top of Ba Hoa Mountain, you will admire how splendid this city from the height is. It is something like in heaven, especially in New Year Eve when the city is overwhelmed with colourful fireworks and lights.

Interviewer: Great. So what are the things that most distress you?

Student: Uhm, ... the most distressed thing is ... the monotonous living style of this city. Sometimes I find it boring or tedious, especially on holiday, but this does not have great influence on me as a student. You see, I need to spend much time on studying.

Interviewer: Uhm, that's good. And now, we come to topic number two, accommodation. The first question is "Are you sharing the room with other roommates?"

Student: Yes, with four roommates.

Interviewer: Oh, so, who are they?

Student: Uhm, the first one is Duy. He is studying technology, I think. He's very smart and helpful to me. And there is the other who I talk to a lot. He is really into animation. His name is Dung. He is also very supportive and smart. Dung is my closest friend because we share the same hobbies. We are both crazy for movies.

Interviewer: Yeah, and the last one?

Student: He is Binh, the guy from northern Vietnam. What I admire him is that he really respects friendship.

Interviewer: Oh good, so how about your landlord? What is your landlord like?

Student: Well, I live in the school campus, so I guess my landlord is the security.

Interviewer: Yeah, tell me about him.

Student: There are actually two of them. The first one is kind of too serious, but when there are someone who abuse us, he's always ready to protect us. All of us consider him sort of our elder brother. And the second one is very supportive and helpful. He always ... uhm ... he always lends us a hand when we are in need.

Interviewer: OK, so how do you get along with your roommates and your landlord?

Student: I totally satisfy with our relationship, actually.

Interviewer: That's good. Let's talk about your English study at Quy Nhon University. Why are you attending the English program at Quy Nhon University?

Student: Uhm, you see, my first English teacher is the one who inspired me with the strong passion for English. She is a true apple in my eyes. She graduated from Quy Nhon University, and I know that Quy Nhon University has a great reputation for training teachers of English. Since then, I have cherished a dream of learning English at this university to become a highly competent English teacher like her.

Interviewer: Uhm, good, so are you satisfied with your study at Quy Nhon University?

Student: Yes, I actually do. The teachers here are really helpful, enthusiastic and energetic.

Interviewer: OK, that's good. So, I want you to tell more about the teachers and about the teaching curriculum at Quy Nhon University. So, are you happy with the teachers and with the teaching curriculum at Quy Nhon University?

Student: Yes, I am completely satisfied with the teachers.

Interviewer: Great, and how about the teaching curriculum? I mean the teaching program, textbooks, the subjects or something like that?

Student: Uhm, I think the textbook was designed logically to fully develop students' four learning skills. Some units are unique and some exercises and learning activities are so creative. There are also harmonious balance between the sections and the contents of the units.

Interviewer: That's good. So in what way would you like your English teachers or teaching curriculum to be different?

Student: Well, the teachers do great things with their job, but to the others. I think some of them need to be little more creative and funny ... and ... be more open in the classroom. Actually, I do not mean that they have to make joke all the time, but to avoid tedious lessons, teachers needs to be more creative, humorous and energetic. Teachers should be someone like actors, if not more than actors. Some teaching activities in the textbooks should be adapted in some ways to help students learn more effectively and in a natural manner. Teaching has to be natural and fun.

Interviewer: Yes, so we come to the last topic, number four, no, no, not the last topic, the fourth topic talking about the final English paper test you have done. Did you perform well in the last assessment test?

Student: Uhm, that was the third time I did the reading and writing test and I am completely content with my test performance.

Interviewer: What is your opinion of the reading and writing tests? Are they too demanding or challenging?

Student: I think that the tests were designed in a unique way. Despite this, I managed to finish them extremely satisfactorily.

Interviewer: What do you think about your final writing draft compared to the first one in terms of use of Attitude and Graduation resources?

Student: I think that in the third test, I have been taught the Appraisal framework completely and have mastered almost all aspects of Attitude and Graduation. Thanks to this kind of knowledge, I have used Attitude and Graduation resources flexibly and I do not find it difficult to express ... my emotions and feelings as in the first test.

Interviewer: OK, let talk about the Appraisal framework. How complicated is it or how hard is it to understand this framework?

Student: When I first learnt about it, I thought it was so complicated with many aspects to remember. However, I was aware of the significance of the framework, which is very important for my study, so I make every effort to memorize them. After about two months, I could remember the framework, then after another ... two months, I could realise them in various texts. Uhm ... thanks to your instructions, I often collected evaluative language from the reading texts, then map them on the framework, ... then use them frequently and naturally.

Interviewer: Great, that's good, so, can you tell me the difference between Judgement and Appreciation?

Student: Well, uhm ... Judgement includes resources to describe or judge people while Appreciation are ... tends to describe things or sceneries.

Interviewer: Oh, very good, so, can you name the categories of Judgement and give some examples of Judgement that you used in your most recent writing?

Student: OK, I think I remember. Uhm ... there are five types of Judgement – first Judgement of Normality, then Judgement of Capacity, and then ... of Tenacity and ... Veracity and ... oh ... Propriety.

Interviewer: And how about some examples of Judgement you used in your last writing test, for example to describe your most two special people in your life.

Student: Ah, to describe my father, I wrote that “my father worked like a beaver, and he is the one ... who ... crafted me from blood, sweat and tears”. I think that “He worked like a beaver” is ... Judgement of Tenacity and “he is the one who crafted me from blood, sweat and tears” may be Judgement of Capacity.

Interviewer: Oh, very good, now how do you understand semantic infusion? What is one semantic infusion you really like in your most recent writing? semantic infusion ...

Student: Oh, OK, ... it is a difficult question, but I think that ... well ... isolated ... isolated words are not good and ... we should use semantic infusion more frequently in our writing or speaking.

Interviewer: Uhm, yes, isolated lexemes, for example, “very”, “very beautiful”, for example, and how about semantic infusion?

Student: Ah, yes, “very beautiful” are isolated lexemes, and we may say “glorious”, uhm ... “brilliant”. Instead of saying “very good” we may say “fantastic” or ... “marvellous”. I have used these words in my writing. So I think “semantic infusion” is not to use ... uhm ... not to use simple words such as “very good” or “very beautiful”, but we should use complicated or more delicate words like “fantastic”, “marvellous”, “glorious” or “brilliant” to intensify our description of a person or a thing.

Interviewer: OK, now is the final question. How is your knowledge of evaluative meanings in image and language helpful in your learning as an advanced student?

Student: Oh, yes, it is ... kind of a key to success, I mean it is very crucial for me as an advanced student to express my opinions or feelings or judgement or appreciation in several ways and various contexts.

Interviewer: And as a future teacher of English? Is it important and how will you apply such knowledge to your future English teaching?

Student: Well, as you can see, I am not a teacher of English now. I think it is also very significant because as a teacher needs to know this framework so that I can teach my students to speak or to write in an effective ... and natural way in different situations. Besides, it is also important in helping my students ... understand evaluative language in reading texts or ... everyday conversations with foreigners.

Interviewer: Great, and how will you apply such knowledge to your future English teaching?

Student: Well, I think ... I think that I may do as you did when you were teaching me ...

Interviewer: Can you give some examples?

Student: For example, I find that showing the photos of some people and places and ask my students to describe them is a good way or I will let them watch some video clips with evaluative language, then teach them how to understand and use these new words.

Interviewer: That's all for now. Thank you very much. Goodbye, Anh.

Student: OK, goodbye teacher.

High achiever 2: Phuong

Interviewer: Thank you for taking part in this second interview. In about fifteen minutes I am going to ask you about five topics: first Quy Nhon city, second your accomodation, third your English study program at Quy Nhon University, fourth the English paper test you have done and finally your knowledge and impact of the Appraisal framework on your current studying and future work as a teacher of English. So, the first topic about Quy Nhon city. How long have you been living in Quy Nhon?

Student: Oh, I was born and grow up in Quy Nhon city, so this is my hometown.

Interviewer: What is your opinion of Quy Nhon as a city to live in?

Student: In my opinion, Quy Nhon is an ideal city to live in. This city will bring you ... uhm ... kind of ... absolute content and a peace of mind once you choose to live in here.

Interviewer: So, what are the things that most impress you about Quy Nhon.

Student: Uhm, the most impressive things in here are the food, the view, and the local people...

Interviewer: Tell me more about them. Why are they so impressive to you?

Student: In Quy Nhon, there is a wide range of local food which are unique, mouth-watering and well-known all over the country. The natural view, especially the beach, is breathtaking

and uncontaminated. Quy Nhon also has a reputation for cultural heritage, for example the long-lasting ... Champa culture, which still exists in the temples and ... architecture. The people in Quy Nhon are known to be very kind, hospitable and honest...

Interviewer: OK, thank you, now tell me about the things that most distress you?

Student: Well ... uhm ... I think a minority of people in Quy Nhon don't have the responsibility of protecting the environment. For example, they know ... often throw rubbish in public places, especially at the beach or to the lake or river.

Interviewer: Thank you, now we move to topic number two - about accommodation. Are you sharing a room with other roommates?

Student: Uhm, I ... no ... I stay on my own in my house .

Interviewer: So, what are your parents like?

Student: Uhm, I am staying with my mother. My father passed away when I was young, so I just know very little about him through photos.

Interviewer: Oh, I am so sorry to hear that.

Student: My mother is a seller. She opens a modest cafe at home. She is a true idol to me ... She has proved to be not only a loving and caring mother, but also an impeccable woman whose strong determination, absolute caring and profound wisdom lighten up my life.

Interviewer: Great, so tell me about your neighbours. What are you neighbours like?

Student: Well, sometimes I find them very helpful and friendly. They help my mom and me a lot when we are in need or when we have troubles ... Uhm ... , and we also share our happiness or sadness, and we play with each other, but sometimes their friendliness is a real pain to me ... They are so talkative, so ... uhm ... uhm ... maybe the things of mine ... one person ... knows and then the whole ... neighbourhood know.

Interviewer: Yeah, everything has two sides, doesn't it? Now, topic three, about your English study program at Quy Nhon University. Uhm ... why are you attending the English program at Quy Nhon University?

Student: Uhm, the first reason is because I am really into English, I love learning not only English but also other languages. And Quy Nhon University has a long lasting reputation for

training teachers of English in Central Vietnam. And the last reason is that studying in here is so convenient to me. I will be near home, so I can be near my mother and I can help her with the housework or her own business. I can also save a great deal of money...

Interviewer: Oh, so, are you satisfied with your study at this university?

Student: Uhm, ... so far, I am pleased with my study in here.

Interviewer: Are you happy with the teachers?

Student: Uhm, yes, I am absolutely satisfied with most of them, especially those who are friendly, creative and ... energetic.

Interviewer: How about the teaching curriculum at Quy Nhon University. Are you happy with the teaching curriculum at Quy Nhon University?

Student: I think uhm ... it is well-balanced. The units, the sections are designed very logically. And the contents are updated.

Interviewer: Good, so in what ways would you like your English teachers or teaching curriculum to be different?

Student: Well, as I said, I am completely satisfied with most of the teachers, but a few of them are quite boring and I want them to be more creative, to be more energetic in the way of teaching, ... in the way of ... delivering knowledge... They need to ... infuse their students with love for learning new knowledge in an energetic and humorous way.

Interviewer: And the teaching curriculum?

Student: Well, let me see, ... I think some of the exercises and activities are easy ... uhm ... are as easy as ABC to me. The speaking sections are tedious and all of these needs to be redesigned.

Interviewer: OK, so topic number four. I would like to ask you about the final test that you did. Did you perform well in the reading test?

Student: Well, uhm, I think that I did the reading test very successfully. I have absolute confidence that I will get high marks on this test because I understand almost all of the reading texts and vocabulary in the reading section.

Interviewer: Good, how about the writing test? Are they so demanding?

Student: Uhm ... writing ... I am also content with the writing test ... It is really a pain in the neck when I first did it in the first test, but in this recent test, I found it ... quite easy to complete the two tasks.

Interviewer: Why do you think so?

Student: Uhm ... because this time I am familiar with the test. More importantly, I have learnt evaluative language and this kind of language is kind of ... a real ... tool that helps me describe the restaurant I like and the people I adore very effectively.

Interviewer: What do you think about your final writing draft compared to the first one in terms of use of Attitude and Graduation resources?

Student: Uhm, thanks to the knowledge of the Appraisal framework, I have used Attitude and Graduation resources more ... sophisticatedly in the final writing test.

Interviewer: Can you give me some examples of the Attitude and Graduation resources that you have used in your ... description of your favourite restaurant, for example?

Student: Uhm, for example I wrote “splendid pictures” instead of “good or beautiful pictures” and ... when I talked about the quality of the food, I said “It is mouth-watering and eye-catching”, but I don’t say “It’s good or delicious.”

Interviewer: Very good. Can you tell me how complicated the Appraisal framework is? How hard is it to understand this framework?

Student: Uhm, when I was first introduced this framework, uhm, I thought it was very complex because it is divided into many sections and there are many words which are so difficult to remember. But then, ... you explained the framework ... very clearly. Moreover, you didn’t teach everything at the same time, but you teach slowly, one part or one section every class. Then you map the words on the framework and we think it is not difficult to understand them. Oh, ... moreover, you asked us to write or to role play and used evaluative language, so ... I think we ... memorize it naturally and use it correctly.

Interviewer: Thank you. So, what is the difference between ... Judgement and Appreciation?

Student: Well, I think Judgement is to talk about people and Appreciation is used to uhm ... describe things or views.

Interviewer: Right. Can you name the five categories of Judgement and give some examples of Judgement that you used in your most recent writing?

Student: The five Judgement types are Judgement of Capacity, and Tenacity, and then Judgement of ... Normality, and Judgement of Prop ... Propriety. And the last one is ... uhm ... it is ...

Interviewer: Can you memorise that? It starts with a V...

Student: V? Ah, Veracity. Judgement of Veracity.

Interviewer: That's right. So, can you give me some examples of Judgement that you used in your most recent writing, for example to describe the staff of the restaurant or your mother?

Student: Well, to describe the staff of my favourite restaurant, I say, let me ... remember, I say maybe "They are extremely courteous and attentive" and to describe my mother, I say ... uhm ... I say "she is my model or idol".

Interviewer: So, what type of Judgement is "model" or "idol"?

Student: Well, I think they are Judgement of Cap ..., oh no, Judgement of Normality. Is it right?

Interviewer: Good. And how do you understand the term semantic infusion? What is one semantic infusion you really like in your most recent writing?

Student: Well, uhm ... I think that ... I think that semantic infusion is use so ... to use complicated words or delicate words to emphasise your feelings or emotions. You don't use simple words ... uhm ...

Interviewer: OK, and tell me one semantic infusion you really like in your final writing task.

Student: Uhm ... I think ... uhm ...

Interviewer: For example, when you describe the restaurant or the food or the staff ... or the price of the restaurant ...

Student: Ah, to describe the price of the food or service I say that “It worth every penny.” I think it is an example of semantic infusion and I like this sentence very much. I often use it to say something is pretty expensive, but it has high quality.

Interviewer: Right, now is the last question. How is your knowledge of evaluative meanings in image and language helpful in your learning as an advanced student and as a future teacher of English?

Student: I think evaluative meanings in pictures and language are extremely important to me as an advanced learner because this knowledge helps me ... to express my complicated feelings, and to tell my different opinions in various ... situations and contexts, and ...

Interviewer: And as a teacher of English in the future?

Student: I think it is also very useful for me as a teacher of English in the future so that I can teach my small children ... or older students express their feelings and opinions or describe people or things or ... you know ... or sceneries.

Interviewer: Can you think of some ways to apply such knowledge to your future English teaching?

Student: I do not think about it, but I will certainly use it in my teaching, for example, describe a person, or a place or ... uhm ... express feelings, for example sadness or happiness or ... satisfaction through some pictures or video clips.

Interviewer: Thank you for now. Goodbye.

Student: Thank you very much.

Medium achiever 1: Nguyen

Interviewer: Thank you for joining this second interview. I am going to ask you about five topics: first Quy Nhon city, second your accommodation, third your English study program at Quy Nhon University, fourth the English paper test you have done and finally your knowledge and impact of the Appraisal framework on your current studying and future work as a teacher of English. So, the first topic about Quy Nhon city. How long have you been living in Quy Nhon?

Student: Uhm ... I have lived in Quy Nhon for about ... eighteen years, and my hometown is Dieutri town, which is about ten kilometres from Quy Nhon.

Interviewer: What is your opinion of Quy Nhon as a city to live in?

Student: Uhm, I think Quy Nhon city is a developing city ... uhm ... with breathtakingly beautiful sceneries and hospitable people. About ten years ago, the beach of Quy Nhon was seriously polluted because of waste and rubbish, but now ... through some activities of the local authority, the beach is very much cleaner and more ... picturesque and romantic.

Interviewer: So what are the things that most impress you about Quy Nhon city?

Student: I think the most impressive thing about Quy Nhon is the wide range of local food. I am a real fan of Quy Nhon food, especially is the fresh seafood and various local specialities, ... which are eye-catching and mouth-watering.

Interviewer: OK, so what is the thing that most distress you about Quy Nhon?

Student: Uhm ... I think I have no distress about Quy Nhon. I am very proud of my city.

Interviewer: Wow, good, so topic two about accommodation. Are you sharing a room with other people?

Student: Yes, I share the same room with my older sister.

Interviewer: Oh, yeah, so what is your sister like?

Student: People say she's very confident and she has kind of a heart of gold. She always helps all people who are in need with all of her heart.

Interviewer: Uhm, so what are your neighbours like?

Student: Uhm, I don't have many neighbours ..., but to say about them, uhm they ... very friendly and I find them ... nasty, just sometimes.

Interviewer: OK, so I want to ask you something more about your sister, uhm, so ... do you get along with your sister?

Student: Yes. We share everything on my life. After class, when I go home, I will tell her about a day of me and then she will give me valuable advice or help me with the homework.

Interviewer: Yeah, OK, that's good. Now, I want to ask you about your study at Quy Nhon University. Why are you attending the English program at Quy Nhon University?

Student: Uhm, the first reason is because my father, he wants me to study near home and ... he wished me to become a teacher of English and I totally agree with his idea because ... uhm ... I think that I will have a stable job after my graduation from Quy Nhon University.

Interviewer: OK, how about the second reason?

Student: The second reason is ... because a majority of my friends are studying in Quy Nhon, so it is very convenient for me to keep in touch with them when I study at Quy Nhon University.

Interviewer: OK, so are you satisfied with your study at Quy Nhon University?

Student: I am not totally ... satisfied with my study because ... you see, my target is to get the scholarship, but I failed to get it, so I ... I will make all effort to get it this year.

Interviewer: Now tell me about the teachers. Are you happy with them?

Student: My advisor is so friendly to us that all of our classmates consider her our friend. She is always full of energy and passion and she inspired her energy and passion into each of us.

Interviewer: OK, so how about other teachers?

Student: Uhm, about other teachers, in my eyes ... uhm ... they are completely perfect, and I think ... that they are kind of ... models for me to follow. I think that I ... have to study a lot from them...

Interviewer: Great, so how about the teaching curriculum or the teaching program at Quy Nhon University? Are you satisfied with the textbook?

Student: Uhm ... uhm ... sometimes I am up to the neck with heaps of homework and the deadlines are near ... uhm ... so I am kind of under pressure. So I think that the teaching program needs to be shortened, and ... the teachers give less assignments and homework, and there need to be more outdoor activities ...

Interviewer: Yeah, so tell me again about the teachers. In what ways would you like your English teachers to be different?

Student: As I said, they are totally perfect to me, but maybe some of them need to be ... need to speak louder for all students to hear them.

Interviewer: Yeah, so we come to topic number four. Please talk about the most recent English test you did. Right? Did you do well in this reading and writing test?

Student: Well, I think that I got much improvement in the most recent test.

Interviewer: Are the reading and writing tests too demanding or challenging and why do you think so?

Student: Uhm ... at first I thought it was complicated, but then, in the final test, I found it not much difficult. Well, uhm ... when I first did the two tests, I found them difficult to do because ... uhm ... because ... the reading test had so many new words, so I couldn't understand it, and the writing test was designed in a ... uhm ... kind of ... difficult, yes ... strange and unique way, and I did not have enough vocabulary to express my opinions or feelings. But ... uhm ... in the most recent test, I have enough vocabulary to understand the reading texts as well as to write about my opinions or feelings about my mother or about my favourite restaurant.

Interviewer: What do you think about your final writing draft compared to the first one in terms of use of Attitude and Graduation resources?

Student: Yes, I think that I used ... Attitude and Graduation resources more effectively to express my opinions and feelings. I also know several ways to intensify my opinions or feelings. For example, to describe the food in my favourite restaurant, in the first test I said ... uhm ... well ... I wrote "The food is delicious", but in the latest test, I said "The food is of very high standard and ... uhm ... superb quality. It is great and it makes me mouth water every time I think of it."

Interviewer: Oh, great, now, tell me what you know about the Appraisal framework. How complicated is it? And how hard is it to understand this framework?

Student: I think it is very complicated because it has so many things to remember, but you teach slowly and carefully and ... uhm ... every time, you just teach one small part. You teach these resources from the reading texts very clearly, then you ask us to write essays and

use these new words in the essays. So we can understand the framework and memorise and use it in our writing and speaking.

Interviewer: Uhm ... so, can you tell me the difference between Judgement and Appreciation?

Student: OK, let me see, Appreciation is used to describe views or things while Judgement is used to talk about people and ... uhm ...

Interviewer: Good. Can you name the categories of Judgement and give some examples of Judgement that you used in your most recent writing?

Student: Judgement? Well, there are ... five ... yes ... five Judgement types. First, ... Judgement of ... uhm ... Normality, and then ... Judgement of Capacity ... to tell what people can do ..., and thirdly is Judgement of Tenacity, and then Judgement of Ver ... yes, ... Veracity, and the last one is ... uhm ... is ... Judgement of

Interviewer: Judgement of ... It is to describe some ... how ethical a person is? ... and ... it starts with letter P ...

Student: Ahhhh, yes, it is Prop ... Propriety ... Judgement of Propriety.

Interviewer: OK, so how do you understand semantic infusion?

Student: What? Can you repeat?

Interviewer: Semantic infusion? Isolated lexemes and then semantic infusion and then repetition ... you see ... semantic infusion ...

Student: Yes, yes, isolated lexemes is we use one simple word to express our feelings and opinions, but semantic infusion is ... uhm ... when we use more complicated words or ... very delicate words to intensify these opinions or feelings.

Interviewer: Good. So what is one semantic infusion you really like in your most recent writing?

Student: Uhm ... well, uhm ... when I described my mother in the essay, I wrote ... uhm ... “My mother is always the lighthouse leading me to be on the right way in every tough situation” and uhm ... “She also has a heart of gold”. I especially like these comparisons.

Interviewer: How is your knowledge of evaluative meanings in image and language helpful in your learning as an advanced student?

Student: Oh, after learning evaluative languages and doing the final reading and writing tests ... uhm, I think that evaluative meanings in photos and language are very very important and they are effective means for every student or ... advanced student to know, to read and to use in their everyday conversations or ... writing or reading. It is significant to all students of English.

Interviewer: And ... as a future teacher of English?

Student: Well, I think teachers also need to know. They need to know, so they can teach their students well so that they ... speak or write naturally and correctly and understand reading texts exactly.

Interviewer: So, how will you apply such knowledge to your future English teaching?

Student: I don't know now, but of course I will apply this knowledge to my future teaching through photos, pictures or songs or video clips.

Interviewer: OK, so, uhm, thank you very much for this interview. Goodbye.

Student: Thank you very much, teacher.

Medium achiever 2: Nhu

Interviewer: Thank you for coming to this second interview. Now, I would like to ask you about five topics: about Quy Nhon city, about accommodation, about English study program at Quy Nhon University and about the final English paper test you have done, and finally, your knowledge and impact of the Appraisal framework on your learning and future work as a teacher of English. Right? So first, topic number one about Quy Nhon city. How long have you been living in Quy Nhon city.

Student: Uhm ... I've lived in Quy Nhon for one and a half year ...

Interviewer: So, what is your opinion of Quy Nhon city as a city to live in?

Student: Uhm ... it is an ideal place to live because the climate is moderate and the air is absolutely fresh. Moreover, the cost of living is not high, so it is very convenient for students or people with ... low income.

Interviewer: OK, so what are the things that most impress you about Quy Nhon city?

Student: Quy Nhon has a lot of glamorous tourist attractions such as Quy Nhon beach, KyCo beach, which still preserve their natural and unspoiled beauty. There are also numerous ... cultural ...heritages such as ancient temple and Champa architecture. The local food and specialities are various, cheap and mouth-watering.

Interviewer: OK, so what is the thing that most distresses you about Quy Nhon city?

Student: ... Uhm. The thing that most distresses me may be some social evils such as ... theft or crimes.

Interviewer: Thank you, now we come to topic number two. It is about accommodation. Are you sharing a room with your roommates?

Student: Uhm ... yes, I am living with two roommates and I think I am completely satisfied with them.

Interviewer: Why do you think so?

Student: Uhm, we are in the same class, so we support each other in our study. We often share many stories in school, in life, in love affairs ... And then, we give useful advice to each other, and give sympathy to each other, and encourage each other to overcome obstacles in our lives.

Interviewer: What are your roommates like?

Student: They ... uhm they are gentle, kind, lovely, and ... uhm ... honest. They always lend me a hand when I need them and they never tell a lie to me.

Interviewer: OK, how about your landlord? What is he or she like?

Student: ... OK ... she is very ... extremely ... uhm ... kind, caring and serious. She never allows us to come home after 10pm and never let us make noise or something like that ...

Interviewer: OK, so do you get along with your landlord?

Student: Yes, I think I get along with her very well. Whenever my parents send me something to eat, I often share with her. And ... she is always willing to lend me some money when I am broke.

Interviewer: Right. Now we move to topic three about English program at Quy Nhon University. Why are you attending this English program at Quy Nhon University?

Student: Uhm, I think the English program at Quy Nhon University has superb quality. All of my English class ... English teachers at secondary school and high school in Phu Yen province graduated from Quy Nhon University and they are really wonderful teachers. One of my teacher at high school is a ... true model to me. She infused me the love of English and I desire to become a teacher of English like her.

Interviewer: Great, so tell me about your study. Are you satisfied with your study at Quy Nhon University?

Student: Uhm, I am absolutely satisfied with my study at Quy Nhon University, but I don't satisfy with myself because I want to achieve more ... knowledge and skills than what I gained.

Interviewer: OK, so are you happy with the teachers and the teaching curriculum at Quy Nhon University?

Student: Uhm, ... of course, my teachers are all very wonderful and ... uhm ... I feel very ... comfortable when I study with them.

Interviewer: OK, how about the teaching curriculum, about the material, about the books?

Student: Uhm, ... about the teaching curriculum, I think the sections of the units are divided in a perfect way. Uhm ... they help me gradually improve all of skills such as speaking, reading, listening and writing.

Interviewer: OK, in what way would you like your English teachers to be different?

Student: Uhm ... they are all perfect to me, but I think that ... they should ... give us more homework.

Interviewer: OK, thank you. Now is topic 4, about the final English paper test you did. Did you do well in the most recent reading and writing test?

Student: Uhm ... I think this time I did both tests very well.

Interviewer: Are the reading and the writing test too demanding and why do you think so?

Student: Uhm ... the tests differed from the other tests I usually do. Uhm ... I mean it is so unique.

Interviewer: You mean “unique”

Student: Yeah, unique. When I first did them, they were really a toothache to me, but then in the last time, I found them not as complicated.

Interviewer: What do you think about your final writing compared to the first one in terms of use of Attitude and Graduation resources?

Student: Yes. In the first test, I found it difficult to describe my favourite restaurant or describe my special person, but after learning evaluative language, I am very satisfied with the way I use Attitude and Graduation resources to intensify my description. For example, to describe the food in my favourite restaurant, in the first test I just say one sentence ... “The restaurant has many kinds of food”, but in the final essay, I write “The food has outstanding quality, and ... uhm ... the menu includes a wide variety of mouth-watering foods... and ... the food is here are out of this world. They absolutely satisfy even the strictest customers.”

Interviewer: OK, very good. So you have learnt the Appraisal framework, haven't you? Tell me how complicated it is and how hard it is to understand this framework.

Student: Uhm, when you first introduced the Appraisal framework to our class, I think it is so complicated ... It is divided into so many smaller types and there are many new words which are a real challenge to remember. But after that, in the following class, you taught the reading text slowly and carefully, especially, you just taught one small section of the framework each week... You asked us to highlight the evaluative words ... language from the reading texts, then map the words ... onto the framework you draw on the blackboard, which helps us to memorise evaluative language easily and systematically. And after reading the texts, we did the exercises, then we spoke ... and wrote essays with the evaluative language we have learnt in class.

Interviewer: OK, what else?

Student: Especially, you asked us to role play and make a video clip, which is very fun. From these activities, we can remember the framework and use it effectively in our everyday ... conversation or our writing exams.

Interviewer: Good, so tell me the difference between Judgement and Appreciation.

Student: Yes, I know that Judgement is used to describe a person and Appreciation is used to talk about things or describe a view.

Interviewer: OK, can you name the categories of Judgement and give some examples of Judgement that you used in your most recent writing?

Student: Yeah, well ... there are five types of Judgement: first ... Normality, and Capacity and then Judgement of ... Tenacity, and ... Judgement of ... Vera ... Veracity and after that Judgement of Prop ... Propriety.

Interviewer: Very good. Now give me one or two examples of Judgement in your most recent writing.

Student: In my most recent writing? Yes, let me remember ... uhm ... to describe my English teacher, I wrote “He is really ... passionate about teaching and he has awesome responsibility for his student.”

Interviewer: Uhm, so what type of Judgement is “responsibility”?

Student: I think it is Judgement of ... uhm ... of Tenacity ... uhm ...

Interviewer: Right, now tell me how you understand semantic infusion

Student: Uhm, I think semantic infusion is ... uhm ... it is ... the way you use complex or delicate ... words to express your emotions or ... opinions or describe something.

Interviewer: So, what is one semantic infusion you really like in your most recent writing?

Student: Well, ... uhm ... when I described my English teacher in highschool, say “During his class, time flied, and ... uhm ... he is really a shining example for me to follow.” ... I like this way of writing so much. It makes us to imagine ...

Interviewer: OK, so how is your knowledge of evaluative meanings in image and language helpful in your learning as an advanced student?

Student: Well, after learning evaluative language, I am completely satisfied with the way I express my emotions and opinions, so I think that evaluative language is very ... useful and ... meaningful and uhm extremely important with advanced learners, and all of learners of English.

Interviewer: OK, that's good. How about as a future teacher of English? Is it also important?

Student: Of course. A teacher of English really really needs* to learn evaluative language and teach his students to know and use it in different contexts or ... various situations.

Interviewer: OK, now, the final question to you. How will you apply such knowledge to your future English teaching?

Student: Well, I am a student now and I do not think about it, but I will certainly apply my knowledge of evaluative meanings in image and language into ... my future teaching. Uhm ... for example when I teach my students, I will show them some photos or pictures or video clips and ... ask them to describe it using evaluative language. I also encourage them to use their knowledge ... of evaluative language in ... their everyday speaking or writing.

Interviewer: Great, thank you very much for your cooperation.

Student: Yes, thank you very much, teacher.

Low achiever 1: Thuy

Interviewer: Thank you very much for joining this second interview. I am going to ask you about five topics: first Quy Nhon city, second your accommodation, third your English study program at Quy Nhon University, fourth the English test you have done and finally your knowledge and impact of the Appraisal framework on your current studying and future work as a teacher of English. So, the first topic about Quy Nhon city. How long have you been in Quy Nhon?

Student: I've been living here for nearly two years.

Interviewer: So, what is your opinions of Quy Nhon as a city to live in?

Student: Uhm, I think Quy Nhon city is a great place to live in because the atmosphere is wonderful and the living condition is low and very suitable for most people, especially young students. I think everything in here is much cheaper than other cities in Vietnam.

Interviewer: OK, so what are the things that most impress you?

Student: It's food quality. It's terrible.

Interviewer: OK, no, no. The things that most impress you.

Student: Uhm... the most impressive thing that is the pure and peaceful atmosphere in here ... my univeristy is one of the university that has the wonderful location in Vietnam that overlooks the wide beach and is in the heart of the city.

Interviewer: Very good, so what are the things that most distress you?

Student: It is food quality. It's terrible and it's a real nightmare to me. I had to be hospitalised about five or six times so far.

Interviewer: Wow, poor you! So, you need to pay attention to your eating habit. OK, now, we move to accommodation. Are you sharing a room with your roommate?

Student: Yes, I am sharing a room in the university hostel with 9 other students.

Interviewer: Oh, right, so what are your roommates like?

Student: Uhm ... in general, I am completely happy with most of them. They are of great support to me in my study and my daily life. I often lose temper, but they help me to control myself ... They celebrate my birthday with a birthday cake and various kinds of gifts. But a few of them are so impolite. They never pay attention to the feelings and opinions of others ... and I feel rather annoyed with their behaviours.

Interviewer: OK, so tell me about the security guards of the hostel? What are they like?

Student: Uhm, I never get in touch with them, but my friends told me that sometimes they are very kind and responsible with their job. They are also very caring to students, especially female students.

Interviewer: Good, and how do you get along with your roommates?

Student: Uhm... I try my best to ... to balance my relation between me and my friends. Sometimes I gets mad with some of them, but I never reveal my feelings.

Interviewer: OK, and how about your relationship with the hostel keeper? How do you get along with him?

Student: Uhm ... I try to follow all things he orders and all regulations of the hostel.

Interviewer: Good, now topic number three. It's about your English study program at Quy Nhon university. Tell me why you are attending this university?

Student: Uhm, since I was a little girl I have cherished a dream to study English at a university to become a teacher of English, but when I was at secondary school, my English skill is so bad because my English teacher was impolite to me, which made me feel hopeless, but when I was at highschool, one trainee teacher from Quy Nhon university had inspired me the love for English and she ... she... kind of ... infused me the desire to become a teacher of English.

Interviewer: OK, so now, are you satisfied with your study of English at Quy Nhon University?

Student: Yes, I am quite satisfied with my current study, but sometimes I feel so difficult for me to deal with my ... to deal with communication skills such as speaking and listening.

Interviewer: Right, now tell me about the teachers. Are you happy with the teachers and also the teaching curriculum at Quy Nhon University?

Student: Uhm, ... I think the teacher that impressed me is Ms. Doan An Hien. I used to work with her in Quy Nhon English club and I adore the way she works and ... lectures.

Interviewer: OK, that's good, how about the teaching curriculum?

Student: Oh, uhm ... I actually don't care too much about the teaching curriculum. But most of my friends think that it is logical and it helps them to gradually improve all of their four language skills. The ... content is also update, so they find it exciting.

Interviewer: Ok, yeah, how about the teachers? In what way do you want the teachers to change for better things?

Student: Uhm ... I think the teacher should ... uhm ... uhm ... pay more attention to the skill of their students, so they design appropriate activities and exercises with the learning ... capacity of each particular student. They also need to be energetic and ... uhm ... creative so that they can teach the lesson in an exciting way and infuse their students with the willing and desire to learn.

Interviewer: OK, now is the last topic, it's about the final English paper test you did. Did you do well in the reading and writing tests?

Student: Right, I think that I am quite satisfactory with these tests.

Interviewer: Are the reading and writing tests too demanding or challenging and why do you think so?

Student: When I first did it about ... uhm ... about ... about ten months ago, I thought that they was challenging because they were so strange to me, but in the final test, I did it pretty well because I got used to it. Especially, I have learnt evaluative language, which is very useful for me to do both tests successfully.

Interviewer: Uhm, so ... What do you think about your final writing draft compared to the first one in terms of use of Attitude and Graduation resources?

Student: In terms of Attitude and Graduation use, I think that I have made enormous ... improvement in using these resources. Now, I know about the Appraisal framework pretty well and I am quite confident in using Attitude and Graduation resources. I think that I can use these resources naturally and ... uhm appropriately to describe my favorite restaurant as well as the most influential person in my life. For example, to talk about the quality of the food, in the first writing, I say ... ah ... "The seafood is good", but in the final essay, I wrote ... uhm ... "Fresh seafood and mouth-watering ... specialities of all regions are always available any time you need."

Interviewer: Uhm, good, now tell me how complicated the Appraisal framework is and how hard it is to understand this framework?

Student: Well, to be honest, at first, ... I thought that it is a waste of time to learn this framework because the framework is too complicated with so many stuff to remember. It is divided into many smaller parts and looks like a ... uhm ... well ... a matrix to me. But then

you slowly and carefully teach each small part every week and you draw the framework from the reading text. ... Uhm ... I still remember that you read the text, then asked us questions and told us to highlight evaluative words, then map the words onto the framework. This way helps me clearly and gradually understand the framework. ... uhm ... more importantly, thanks to this way of teaching, we know the use of the words from contexts, therefore, we understand how to use them in our speaking and writing. Now, I think that ... I have understood the framework and I find it really valuable in my English learning.

Interviewer: Are you sure? Now, can you tell me the difference between Judgement and Appreciation?

Student: Judgement and Graduation?

Interviewer: No, no, no, Judgement and Appreciation.

Student: Yes,... well ... Judgement is the language we use to describe a person, for example my father or my teacher. ... Uhm ... and Appreciation is to talk about things or views such as a restaurant or the food.

Interviewer: Great. So, can you name the categories of Judgement and give me some examples of Judgement that you used in your most recent writing?

Student: Yes, give me a minute to memorise ... uhm ... first is Normality, then Capacity, and then Tenacity ... well ... after that is ... Judgement of Propriety and finally ... uhm ... Judgement of ... uhm ...

Interviewer: It describes how honest a person is ... and it begins with letter V ...

Student: Yes, it is Veracity. Thank you, teacher.

Interviewer: OK, and tell me some examples of Judgement that you used in your most recent writing.

Student: In my most recent writing? Well, ... uhm ... let me see ... uhm ... when I describe the chef in my favourite restaurant, I say that “The chefs are so passionate and talented people.”

Interviewer: Oh, yes, “talented”, so what type of Judgement is “talented”?

Student: Well, “talented” expresses ability, so it is Judgement of Capacity. Is it right?

Interviewer: Great. Now, how do you understand semantic infusion?

Student: Semantic infusion? Well ... uhm ... uhm ...

Interviewer: You see, we have the term isolated lexemes, then semantic infusion, and then repetition or listing ... Semantic infusion ...

Student: Ah, yes. When we use sophisticated or delicate words to intensify our feelings or description, we are using kind of semantic infusion. Yes, it means using complicated words to intensify an attitude.

Interviewer: So, what is one semantic infusion you really like in your most recent writing?

Student: In my most recent writing? Oh ... well ... when I describe the lights of my favourite restaurant, I say that “Looking from afar, the lights look like thousands of brilliant candles amid slightly – undulated ripples, especially at night”. Yes, I am kind of ... uhm ... crazy for the feeling of being among thousands of brilliant candles. It is so wonderful, so romantic and uhm ... so fantastic!

Interviewer: Very good, now tell me how your knowledge of evaluative meanings in image and language is helpful ... in your learning as an advanced student and as a future teacher of English?

Student: As an advanced student, I think it is kind of a secret of success in describing people or things. ... Uhm ... well, thanks to this kind of knowledge, I can describe people, sceneries and express my opinion in an efficient, natural and delicate way. I am now very ... uhm confident in expressing my thoughts with other people. I think that it is extremely important.

Interviewer: And as a future teacher of English?

Student: I have no idea of this because I am not a teacher now, but I think it is more than important because a teacher must know such kind of knowledge to teach the students express their opinions and feelings appropriately.

Interviewer: Good. And how will you apply such knowledge to your future English teaching?

Student: I will definitely use it when teaching pictures, photos or even stuff from video clips.

Interviewer: OK, thanks, that's all for now. Thank you very much.

Student: Thank you, teacher.

Low achiever 2: Bich

Interviewer: Thank you for coming to this second interview. I am going to ask you about five topics: first Quy Nhon city, second your accommodation, third your English study program at Quy Nhon University, fourth the English paper test you have done and finally your knowledge and impact of the Appraisal framework on your current studying and future work as a teacher of English. The first topic is about Quy Nhon city. How long have you been living in Quy Nhon?

Student: I've been living in Quy Nhon city for about one and a half year.

Interviewer: So, what is your opinions of Quy Nhon city?

Student: Uhm.... I think Quy Nhon is an ... uhm ... amazing city. It has many ... green parks ... and there is no traffic jam or no flood. It's completely suitable for old people, students and young children.

Interviewer: OK, so what are the things that most impress you about Quy Nhon city?

Student: Uhm... I really like the low cost of living in Quy Nhon city, it's suitable for my pocket as a student living far from home. Uhm ... I am really crazy for the clean, fresh and ... peaceful atmosphere in Quy Nhon It is so wonderful to go to the beach in the evening and breathe the fresh air from the sea and ... admire the sky full of stars, especially when the moon is full, it is so romantic.

Interviewer: OK, uhm ... so what are the distressed thing about Quy Nhon?

Student: ... Uhm ... I think that I don't see any distressed thing because Quy Nhon is totally perfect to me.

Interviewer: Great, now we move to the second topic. It is about accommodation. Are you sharing a room with your roommate?

Student: Uhm ... I am living with my aunt, and I stay on my own, so I don't share the room with my classmate.

Interviewer: Uhm ... Tell me about your aunt. What is she like?

Student: Uhm, my aunt ... is a housewife. She's very gentle and nice, especially she does ... every housework well and she cooks perfectly. She is a true housewife. I love and admire all of things about my aunt.

Interviewer: OK, and how about your neighbours?

Student: Uhm ... the neighbours are ... very polite, friendly and ... helpful. Uhm ... they ... they help my aunt with much work because my aunt's husband had an accident and he couldn't do heavy work. My neighbours are very willing to lend my aunt a hand whenever ... she needs help.

Interviewer: OK, so how do you get along with your aunt?

Student: ... Uhm ... I love and respect my aunt. I share with her all of my secrets, for example, friendship, study, or love. She is sympathetic and caring. She always gives me valuable advice. I think that she is like my mother.

Interviewer: OK. Now we move to topic number three. Tell me about your English study in here. Why are you attending this English program at Quy Nhon University?

Student: Uhm, I think the program at Quy Nhon University are interesting. It has very high quality, so a lot of students of English has become successful teachers of English ... after their graduation.

Interviewer: Thanks, are you satisfied with your study at Quy Nhon University?

Student: Uhm, I desire to be a teacher in the future, so I ... I try as much as possible to ... get my dream.

Interviewer: Right, but are you satisfied with your study?

Student: Uhm ... I wish to get the scholarship, so... but I couldn't, I am very worried and disappointed.

Interviewer: Be more confident, everything will be all right. Are you happy with the teachers?

Student: Uhm, ... I think that most teachers are perfect, however, a few of the teachers are ... uhm are kind of boring ...

Interviewer: Yeah, how about the teaching curriculum?

Student: Uhm, I think it is ... perfect. It has updated information, so the contents are very useful to us. The units are ... designed in a ... logical way, so it ... helps me improve all of my skills of learning English.

Interviewer: You said that a few teachers are boring, so in what way would you like your them to be different?

Student: Uhm ... I want them to be more ... energetic, job loving, and ... creative, so they will have ... interesting lessons and fun activities for us to learn more effectively.

Interviewer: Thank you, now we move to topic number 4, about the English test. So, do you think that you performed well in the latest English test?

Student: Uhm ... I think that I completed the two test with high satisfaction.

Interviewer: OK, that's good. Tell me your opinion of the reading and writing tests. Are they too demanding or challenging? Why do you think so?

Student: Well, at first, I ... it was very challenging to me. The reading test has so many new words and ... the writing test was very strange. So, I couldn't complete the two tests. However, ... when I did the test for the third time, I got familiar to them, especially, you taught me ... the Appraisal framework, so I learnt a wide range of vocabulary and strategies, and they are very valuable for me to complete not only the reading test but also the writing test this time.

Interviewer: Great, so what do you think about your final writing draft compared to the first one in terms of use of Attitude and ... Graduation resources?

Student: I think that I have a ... uhm kind of ... impressive progress in using Attitude and Graduation resources. Uhm ... because I have already learnt evaluative language, I know them, I understand them and I remember to use them in my final essay, I am very ... uhm ... satisfied with the test. For example, ... when I want to say that I like my favourite restaurant, in the first essay, I say "I like it very much" or ... "I enjoy delicious food", but uhm ... in the

final essay, I know other ways to express my feelings ... such as ... uhm ... “I was totally tempted by the impressive architecture” or “What I found most appealing is the dishes” or something like that ...

Interviewer: Very good, so how complicated is the Appraisal framework and how hard is it to understand this framework?

Student: Well, ... uhm ... I think it is a real challenge to understand and remember this framework because I am only a first year student of English, but you taught me this complicated thing. It has a wide range of vocabulary and strategies, and ... uhm ... it also includes many smaller and smaller parts and difficult words to memorise.

Interviewer: So, do you think that it is hard to understand this framework?

Student: Yes, but it was at first. Then after that, ... you taught our class in a very patient way. Each week you just taught a part of the complex framework, especially you introduced them from the reading text.

Interviewer: Thank you. Can you memorise the way I introduced the framework.

Student: Of course, yes, uhm ... you read the text slowly, and explained the words, especially evaluative language. After that you asked the class to highlight the words, then map the words on the framework that you draw on the board. So, we slowly learn and understand the framework effectively. Moreover, you asked us to do the exercise, and to speak, and write essays after that ... and we can use the evaluative language you just taught, and you ... corrected our work, so we can use them naturally in everyday speaking and ... essay writing.

Interviewer: So, can you tell me the difference between Judgement and Appreciation?

Student: Yes, you often tell about this difference in the class. Judgement talks about people and ... Appreciation is used to describe things or sceneries ...

Interviewer: Good, so can you name the categories of Judgement?

Student: Well, Judgement ... Yes, there are five Judgement: first is Judgement of Normality, then Capacity, and Tenacity ... after that Judgement of Propriety and then ... uhm ...

Interviewer: This last type of Judgement begins with letter V ... and ... then e ...

Student: Yes, Veracity, thank you.

Interviewer: Yes good, now give some examples of Judgement you used in your latest writing.

Student: In my latest writing? Let me think ... OK ... to describe my father, I say “My father works like a beaver.” or with my mother, I wrote “She is a ... really gentle and kind-hearted person”.

Interviewer: OK, good, so what type of Judgement do you think the word “kind-hearted” is?

Student: Kind-hearted? It means kind, so it is Judgement ... uhm ... Judgement of Propriety...

Interviewer: Very good. Now, how do you understand semantic infusion?

Student: Uhm ... Can you say again please?

Interviewer: Semantic infusion? You see, we have ... isolated lexemes, and then semantic infusion ... can you remember?

Student: Yes, well ... I think that isolated lexemes is use simple words, but semantic infusion is to describe someone or something by more complex or delicate words.

Interviewer: Right, so what is one semantic infusion you really like in your most recent writing?

Student: In my writing? ... Uhm ... well ... I say “If my father is a lighthouse, then my mother will be a torch.” Uhm ... “The lighthouse will illuminate my future while the torch will warm up my heart.”... and ... then ... “They are the favour that God brings to my life.”

Interviewer: Oh, very good. So, how is your knowledge of evaluative meanings in image and language helpful in your learning as an advanced student?

Student: Wow, this kind of knowledge is extremely important for me as a student or as an advanced student. You see, anyone needs to express opinions, or feelings, or ... describe someone or something, and the knowledge of evaluative meanings in language and in ... uhm ... in photos can be a key to this problem. It helps ... every students to express their feelings and opinions in a great variety of ways and in different situations.

Interviewer: How about as a future teacher of English?

Student: Yes, it's also very significant, because a teacher needs to know to teach the students.

Interviewer: Now, the last question to you. How will you apply this knowledge to your future English teaching?

Student: How to teach? Well, I don't know now, but maybe I will teach like you ... uhm ...

Interviewer: Can you explain clearer?

Student: For example, ... uhm ... I will introduce and teach them through pictures, real sceneries or video clips and ask them to role play, ... to speak or to write about them.

Interviewer: Thank you. That's all for now. Goodbye.

Student: Goodbye, teacher.

APPENDIX 8. TRANSCRIPTS OF STUDENT IMPROVISED DRAMA

Video clip 1

Situation: You are required to be at home before 10pm, but this is the third time you come home after 11.30pm this week. You are not at the door gate, facing your parents. Your father is so furious and your mother is very worried when seeing you coming home so late recently. Make a five-minute conversation with your parents, in which you give excuses, explanations or promises.

Hello everyone! Welcome to our team. Today, we want to tell you a short story related to family happiness. There are three characters: Lien is a daughter; Dat is a father and Triem is a mother. Now, let's begin.

From past to present, family is the most important thing in the world. We all try our best to protect and improve our family. However, "no family is perfect, we argue, we fight, we even stop talking to each other at times. But in the end, family is family, the love will always be there". This is a message that we want to convey through our conversation. It's about a naughty girl born in a poor family named Lien and her parents. She's still a student and her parents are workers. Recently, she has come home late even though she must be at home before 10 p.m. But this time she went out without any permission. Her father has just been home after a hardworking day and he realized that she hadn't come back. He's extremely furious, he is keeping a serious silence and clenching his fist. Her mother is so anxious, she is pacing the floor restlessly and gazing at the cell phone. They decided to go to find her but... she's there – at the door gate – at midnight. Can you imagine what happen next? So let's follow.

(The daughter opens the door and tiptoes to the home with sincerely hope that her parents have slept because the light were turned off)

Dad: Turn on the light!

Daughter: Oh my god! (Timorous)

(Mom rushes to the light switch)

Mom: Thanks Godness, you are here! Are you OK? Where were you? Who did you go with?

Daughter: I ... I ... uhmm

Dad: That's too enough. You know it's 11.30p.m now, don't you? This is also the third time you are late in this week. What the hell are you doing? You really want us both go mad.

Mom: Oh my dear! Please keep calm!

Daughter: I had nothing to say!

Dad: You dare? (Look at Triem with frustration) Have you seen what your daughter is doing? Move! Please keep calm.

Daughter: Why are you mad at me? I didn't make any mistakes. You are the ones who did. All over the time, you are always at work, even when I really really need your care and help. Money is the true meaning of your life. You always think of money, money, money!!!

Mom: What were you going to say?

Dad: Stop it! (preparing slap Lien's face)

Mom: (Prevent) She is only a child. She don't realize what that means. Please don't hit her!

Dad: Get away! It is your indulgence that spoils your daughter. It's completely true that "Mother's darlings are but milksop heroes". If you didn't secretly give her money and protected her, she wouldn't be so spoilt.

(Mom: depressed and sit down on the chair)

Dad: Are you OK? Oh, I'm sorry. I'm so furious.

(Mom finds a new wound on her husband's hand and immediately hold his hand)

Mom: What has happened? Why is there a wound on your hand? Does it seriously hurt? Do you need to go to hospital?

Dad: It's just a slight cut when I was working. It's not too serious. Don't worry.

Mom: Please keep your health, dear. Don't work too hard. You are the breadwinner and the meaning of our family.

Daughter: (Get down but the mother prevents) I really feel guilty. I'm so sorry. I had so many unconsidered acts which makes both of you furious and worried. I only think for myself without knowing how hard-working you are.

Mom: Give her a chance. Let her explain everything. Say something to your dad!

Daughter: Yes, I know. Today I came back home late because I had a groupwork at my close friend's house. We need to prepare a script for the play that we will act in class. We were so absorbed that we did not know that time flies. Actually, I planned to called you to get permission at 8.30. Unfortunately, my phone was out of energy, (Give them the phone) so I couldn't. Oh, I apologise for that.

Dad: Ok, my daughter (Rub daughter's head). Everything is gone. If you realized your mistakes, that's good. I don't get angry any more.

Mom: (Look at Dad) Give it to her.(Dad takes a gift)

Daughter: Oh my God! Why do you present me a gift after a lot of my bad behaviours?

Mom: We know today is your birthday, but we are unable to celebrate a party for you because we are so busy with loads of work. Your father wants to give you a nice surprise by buying you a charming watch that you have been longing for. We hope that you know the real value of time.

Daughter: Oh dear! I'm sorry. I extremely regret. Thank you for your kind consideration. Thank you, Mom! Thank you, Dad!

Dad: So now, you know what you should do then, don't you?

Daughter: Dad! Mom! (Om) I promise I will never behave worse like that. And I will be on time. From now on, I will try my best to study and make you proud of me! I love you! Thanks...

Video clip 2

Situation: This is the third time you are involved in a serious fighting at school this month. Your father is so furious and your mother is in despair. Make a five-minute conversation with your parents, in which you give excuses, explanations or promises.

Khoa is a naughty teenager. He is always in a fight with his friends at school and always ends up getting reported by his teacher. Today, Khoa's parents received the third warning from his school ,so they decided to have a conversation with their son.

Khoa entered the house and greeted his parents but with bad attitude.

Son: Mom, Dad, I'm home.

Dad stood up from his seat, obviously furious

Dad: Stop right there, Khoa. What's the hell have you been doing at school? I could no longer withstand your rude and disrespectful attitude. Sit down. We need to talk!

Son: Talk what? This is ridiculous, I'm going to my room.

Dad was so pissed off that he walked straight towards Khoa and was about to give him a smack. But Mom stood up and stopped his hand.

Dad: Get off my hands, Minh! I need to teach this brat some manners!

Mom struggled to stop Dad's hand.

Mom: Honey, please calm down! He's our son! Khoa! Please listen to your dad. We really need to talk about this!

After a while,Khoa sighed and finally sat down. Dad crossed his arms and didn't even look at his son directly, while mom was sad and worried.

Mom: Son, I've just received another report from your teacher about your involvement in a serious fight at school. This is already the third time. I was so heartbroken when I heard people talking about my son being so violent ...

Dad: Enough with this nonsense. He's nothing more than a real bad hat, and a bad hat needs to be punished!

Son: Mom! Dad!

Mom and Dad stopped quarreling and looked at their son. Khoa seemed to almost burst into tears.

Son: Mom, Dad! Have you ever wondered why I became like this? It's because of you, mom and dad. All over the time, you two were always busy with work and business, not once had

you ever asked me how I feel or what I was thinking. I get it, I played with bad people, so I got caught in a lot of troubles. But at least those bad people listened to me, talked to me and hung out with me. All I ever asked for was a little caring from you two, but whenever I asked you, you both totally ignored me, leaving me with complete and embarrassing and lengthy silence. I know that your jobs are important. But, I am longing for getting a little bit of your precious time, you see. I wish you understand me for once, mom and dad and ...

Both mom and dad was so shocked by their son confession that they spent a few minutes in silence. After a while, Dad sighed and patted his son's shoulder.

Dad: I am terribly sorry, my son. It was all my fault. I should have noticed you, should have listened to you, should have cared for you more. I was a terrible dad, I confessed, but I... have been working like a bee, hoping to make a fortune so I am able to ensure a wealthy life for our family and favourable opportunities for your future study. You are my only son, and you are the true meaning of my life, and you are the future of this family. I devote my whole life for earning money for your bright future. But perhaps, I am completely wrong. I know this is late, but... I hope not too late. I will have a chance, won't I?

Mom: "I'm extremely sorry too, Khoa. I was so selfish. I gave birth to you but then ignored you as if you weren't existed in this family. But I promise, I will change for your sake. Then we are going to have a lot of joyful family moment from now on. As long as you are delighted and jubilant, I can do everything."

Khoa slightly smiled

Son: Thanks, mom and dad. I was absolutely sorry for being such a mischievous son. Actually, I often want to rebel and this is to attract your attention and caring to me. I shouldn't have been rude to you this whole time. But I swear I will change for a better from now on...

Everybody hugged and right after that they had a night out for some family bonding. Khoa since then became less violent and disrespectful, and his parents started to put their son as their number one priority.

Video clip 3

Situation: This is the third time you have bad marks in a fortnight. Your father is so annoyed and your mother is so disappointed. Make a five-minute conversation with your parents, in which you give excuses, explanations or promises.

Introduction: For children's learning, bad grades can be a disappointment for many parents. Almost every parent wants their children to succeed academically and maybe frustrated or let down if they bring home a bad report paper. If you were in their shoes, what would you do? Get angry, take penalties ... or sit with your children, find ways to help them overcome difficulties? And as for the children, should they break the news with their parents or not?

Let's follow the situation below and find out the answer! In the conversation that follows, I will be the story leader,will play the role as the daughter called Anna while and will take the roles as her mother and her father.

(Daughter returned home from school with a joyless face. The father is reading article. The mother is cooking).

Daughter : Hi Dad, Hi Mom. I'm back .

Dad: *(Put down the article)* Come here. Do you have anything to say?

Daughter : No.

Dad: Are you sure?

Daughter: *(hesitate)* Yeh.

Dad: *(hit the table and stand up with an annoying face)* This morning, your teacher called me and told me that you've just got extremely low marks and this is the third time in this fortnight. Do you have any explanation for this?

Daughter : I'm terribly sorry, Dad. I...I...But you know, it's not the grades or scores that makes man successful. Exam results don't indicate my intelligence or smartness or my ability, Dad.

Dad :*(furious)* I and your mother have done everything and have spent much money on your study. Do you understand our horrible feelings? Do you know how furious I am and how

distressed you mom is? We are in a total frustration and complete despair. How can you say that?

Mom :*(an unhappy face, come towards them)* We should stay calm, sit down together and listen to her explanation. Now, please tell me what happened . What's wrong with you, right?

Daughter: I'm very sorry for not telling the truth. Recently, I've done the part-time job in the supermarket to help partly cover my high tuition fee. You see, Dad has been nearly exhausted from hard work from early morning till night. Mom is also worn out from busy night-shift work at the factory and loads of household chores. Do you know my terrible feelings when seeing you worn out and exhausted day by day because of me and the family? I feel totally and completely useless, and guilty, and impious. Let me show you my deep gratitude by working overtime. At first, I felt it difficult to fulfil the job, but now when I have become familiar to it, it is nothing to me. The most important thing is that I have kind of feelings of confidence and independence. And I am always on cloud nine with the thought that I can help my beloved parents financially. You see, as an adult, I am strong like a bull. I beg you not to worry about me.

Mom: Ohh , no my little girl. You don't need to work because we can take care of you. What makes us joyful is to see you study well, confidently progress and lead a bright future life. What you really need to do at your age is to spend all of your valuable time and your full energy on studying.

Daughter : Yes, mom. I see, but ...

Dad: Anna, I am thankful for thinking of us, my emotional daughter. I apologise for getting mad at you. I agree with you mom that studying is really your top priority. I and your mother manage to earn money for the expenses of our family, so don't worry about that. However, if you want to work overtime, you need to inform us about your plan, and you should work in a very limited time to balance your work and study. I hope in the future, you will be entirely honest with us in every single circumstance.

Daughter: Yes, dad and mom. I won't let you down anytime again. I am sure if I pay closer attention and take better notes in class I can do better next time.

Conclusion : As you can see, unless you have a clear discussion with your parents about the problem you are facing, everything will be even worse. Talking to your parents about low marks is never easy, but if you are well-prepared for the discussion, and your reasons are logical and convincing enough, it can be very fruitful.

Video clip 4

Situation: This is the third time you are caught playing games very late in the evening this week by your parents. Your father is so annoyed and your mother seems hopeless. Make a five-minute conversation with your parents, in which you give excuses, explanations or promises.

Hello everyone, hello Mr. Phung!

We are team 4, we do situation 4.I (Trang) will be the MC, Trinh will be as Nam, Nhàn and Lài will be his father and mother. And here is the screenplay.

Nam is 18 years old and in the twelfth grade which requires him to try his best to digest all knowledge at school. More importantly, he has to face the stark final exam so as to enter the university. Contrary to the expectation of his parents, Nam does not give a damn and even is caught to stay up very late playing computer games. This is the third times his parents caught him playing games in a fortnight. His father is extremely furious while his mother feel completely hopeless.

Nam: Mom? Dad? Why are you here?

Mom: What is the time? Why are you always acting as if you are a spoilt child like that?

Dad: Turn off that fucking phone instantly! We need a serious conversation right now!

Dad: Do you have any explanation for this situation?

Nam: Why do both of you always violate my privacy? It's so annoying!

Dad: Shut up!

Mom: How dare you say that we are annoyance. We are your parents. What we did and said and advised all aim at bringing good things to you. You see, Nam?

Dad: Stop playing games and hit the books.

Nam: I have learned all day, so I was under high pressure of work. You know, I was extremely stressed. Crammy knowledge drives me crazy. I really really want, and need and desire to refresh my mind. Why do you constantly ban me from entertainment?

Dad: We don't ban you from relaxing but you ought to know how to balance it. You're full of stress, so are we. We don't want to force you too much. But playing games instead of resting can't be accepted. Health is so valuable.

Mom: And especially in your case when you are up to the neck with mountains of knowledge to be digested. You should care for your health. Remember that you have to get up early in the morning to prepare before going to school. You can't gain knowledge effectively if you lack of sleep.

Nam: But I am as strong as an ox, you see. And I have completed all of the lessons for tomorrow.

Mom: No, no, no, you are as pale as death, and you look absolutely exhausted.

Dad: You seem to be addicted to online games. You will neglect school work and will waste your precious time for it, and your bright future will gradually vanish.

Nam: I've got it, Mum, Dad. I will rearrange my timetable to balance the time spending on learning and relaxing. Sorry mom and sorry dad.

Dad: Change your schedule and give it to me tomorrow. Not force us to be tough with you. And now, go to bed!

Mom: Get sleeping!

APPENDIX 9. MID-INTERVENTION SURVEY QUESTIONNAIRE

Dear student,

After the fifteen-week period, which is one part of my research project entitled „*Improving the ability of university students of English as a foreign language to express attitude in English*“, I would be grateful if you could spend some time completing this questionnaire. Your answer to this survey questionnaire is of great importance for me to prepare and further revise the teaching plans of the units to be taught in another fifteen-week period in the next semester. Thank you to you for your kind cooperation.

1. Please tell your opinion on the following aspects by circling for each phrase below with: 1 = very dissatisfied/unhappy, 2 = dissatisfied/unhappy, 3 = Neutral, 4 = satisfied/happy, 5 = very satisfied/happy.

1	The teacher's clear explanation of new words, especially evaluative language in the text	1	2	3	4	5
2	The teacher's mapping of evaluative resources against parts of the Appraisal framework while he was introducing evaluative resources	1	2	3	4	5
3	The teacher's use of the Appraisal framework while he was giving feedback on your use of evaluative resources in speaking and writing	1	2	3	4	5
4	The knowledge about the Appraisal system that you have gained	1	2	3	4	5
5	The contribution of your knowledge about the Appraisal framework to your improvement in using evaluative language	1	2	3	4	5
6	The photos, pictures or video clips presented by the teacher during the teaching of evaluative language	1	2	3	4	5

7	The teacher's use of photos, pictures or video clips to introduce evaluative resources	1	2	3	4	5
8	The teacher's analysis of photos or pictures in multimodal texts to help interpret how evaluative meanings were expressed in multimodal texts	1	2	3	4	5
9	The ways that texts and vocabulary exercises in the textbooks were redesigned to help your evaluative language learning	1	2	3	4	5
10	The supplementary texts and exercises that were added by the teacher to the textbooks	1	2	3	4	5
11	The extra speaking activities that were given after each text, especially the play video-recorded	1	2	3	4	5
12	The writing tasks that are given after each reading exercises	1	2	3	4	5
13	The extent of improvement in your interpretation of evaluative resources	1	2	3	4	5
14	The extent of improvement in your use of evaluative resources	1	2	3	4	5
15	The length of fifteen-week teaching of evaluative language	1	2	3	4	5

2. Please put a tick in the boxes below to indicate your agreement or disagreement to the statement that one fifteen-week teaching period is too short for you to develop your ability to understand and use evaluative language:

Yes

No

If yes, please tick the length of teaching you think enough for you to extend your ability to understand and use evaluative language:

two fifteen-week teaching periods three fifteen-week teaching periods

four fifteen-week teaching periods five or more fifteen-week teaching periods

Thank you for your cooperation!

APPENDIX 10. RESEARCH ETHICS APPROVAL

Subject: 2017-272H Ethics application approved!

Date: Thursday, 15 February 2018 at 10:06:15 am Australian Eastern Daylight Time

From: Res Ethics (sent by Pratigya Pozniak <Pratigya.Pozniak@acu.edu.au>)

To: Len Unsworth

CC: Res Ethics, tienphung.nguyen@myacu.edu.au, Thu Ngo, Sally Humphrey

Dear Applicant,

Principal Investigator: Prof. Leonard Unsworth

Co-Investigator: Dr Thu Ngo, Dr Sally Humphrey

Student Researcher: Tien Phung Nguyen (Doctoral Student)

Ethics Register Number: 2017-272H

Project Title: Developing repertoires for attitudinal expression in tertiary TEFL: Appraisal in multimodal reading and text creation pedagogy

Date Approved: 15/02/2018

Ethics Clearance End Date: 30/06/2019

This is to certify that the above application has been reviewed by the Australian Catholic University Human Research Ethics Committee (ACU HREC). The application has been approved for the period given above.

Researchers are responsible for ensuring that all conditions of approval are adhered to, that they seek prior approval for any modifications and that they notify the HREC of any incidents or unexpected issues impacting on participants that arise in the course of their research. Researchers are also responsible for ensuring that they adhere to the requirements of the National Statement on Ethical Conduct in Human Research, the Australian Code for the Responsible Conduct of Research and the University's Code of Conduct.

Any queries relating to this application should be directed to the Ethics Secretariat (res.ethics@acu.edu.au). It is helpful if quote your ethics approval number in all communications with us.

If you require a formal approval certificate in addition to this email, please respond via reply email and one will be issued.

We wish you every success with your research.

Kind regards,

Kylie Pashley

on behalf of ACU HREC Chair, Assoc Prof. Michael Baker

Senior Research Ethics Officer | Office of the Deputy Vice Chancellor (Research) Australian Catholic University

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