

CHAPTER 1: PRACTICAL, PEDAGOGICAL AND THEORETICAL CONTEXTS OF THE STUDY

Introduction

The study examines the deployment of Attitude and Graduation by Vietnamese graduate students in Australia in their oral discussions in both English and Vietnamese and aims to compare the repertoires of Appraisal expressions of Vietnamese students in English and in Vietnamese as well as to outline distinctive potential Appraisal resources in Vietnamese. The chapter begins with a description of the practical motivations for the study, which is the need to investigate the ability of international students in Australia to express evaluative meanings. The chapter proceeds with the theoretical contexts in which the study is situated and outlining the aims and intended outcomes of the thesis. The chapter concludes with presenting the research questions and an account of the research approach as well as the situational context in which the data was collected.

1.1. Setting the context: Expressing an opinion- issues for international students

Recently a large number of students from East and South East Asian countries where English is not the means of everyday communication have chosen Australia to pursue their tertiary and post graduate education. According to statistics sourced from Department of Education, Employment and Workplace Relations (2009) (as cited in Sawir, Marginson, Forbes-Mewett, Nyland & Ramia, 2009), the number of international students in higher education rose from 25,000 in 1990 to 202,448 in 2007, and accounted for 21% of the total number of the total number of students in Australian institutions. For these students, the achievement of English proficiency is as important as completing their degree. The English proficiency level of international students not only underpins their academic success but also their sense of “security” when living and studying in an English speaking country (Sawir, Marginson, Forbes-Mewett, Nyland, & Ramia, 2012). In other words, low levels of language proficiency affect students’ psychological adjustment and their level of acculturative stress (Redmond,

2000; Yeh & Inose, 2003). Apart from factors such as cultural differences and personality, insufficient language proficiency often causes barriers for international students communicating with local people and other international students. International students with insufficient language proficiency, therefore, often feel very lonely, and tend to isolate themselves in their language groups. When the number of people in their language group is small, it is even harder for them to meet and mingle with local and other international students and to feel secure and comfortable living and studying in Australia.

Before enrolling in an Australian university, international students prepare either by completing an academic module of the International English Language Testing Service (IELTS) test or they attend ELICOS programs (English Language Intensive Courses for Overseas Students) to provide proof of their English proficiency. In fact, the majority of international students take the IELTS test as a measure of their English proficiency (Woodrow, 2006). This means that before the students arrive in Australia, they have already been exposed to English language learning in their home countries. Whether the language instruction the students receive is from an English for Academic Purposes (EAP) course overseas or in Australia, the teaching mainly focuses on language for content knowledge to assist international students in coping with the complexity of the subject matter in their university study as this is the nature of the EAP programs (Flowerdew & Peacock, 2001). The aspect of expressing one's own feelings and opinions is too often neglected, which is partly the reason why students with required English proficiency level still struggle with everyday communication as well as with expressing their own stance in academic communication.

1.2. Situating the study in its theoretical context

The importance of enhancing the communication of attitudinal meaning in English by speakers of English as an Additional Language/ Dialect (hereafter EAL/D) has been raised and discussed widely in existing literature. From a linguistic perspective, pragmatics, for example, specifically Speech Acts theory (Gass, 2006) and Politeness theory (Brown & Levinson, 1987), has established strategies and principles to help interlocutors, especially those who are EAL/D speakers, act appropriately in an English speaking culture to avoid cross-cultural communication breakdowns and to save the interlocutor's "face" in

intercultural communication. From the TESOL pedagogical perspective, scholars of communicative competence, which is regarded as the theoretical base for the currently most common language teaching approach, Communicative Language Teaching, have assembled all important aspects of language learning with considerable attention paid to the communication of attitudinal meaning, which was categorised under Interactional Competence (Celce-Murcia, 2007). Albeit very comprehensive and detailed, both pragmatics and communicative competence theories do not satisfy the needs of EAL/D speakers in providing them with a toolkit to enhance their capacity to express their own opinions and attitudes. Speech Acts and Politeness theories, as mentioned above, are more oriented towards helping the interlocutors to be tactical in communication but not towards helping them express their own attitudes. The theory of Interactional Competence within Communicative Competence seems to cover all aspects of attitudinal meaning but not systematically. (A detailed discussion of the inadequacy of Interactional Competence will be pursued in section 2.2 in chapter 2). Furthermore, the aspect of attitudinal meaning presented in Interactional Competence is limited to outlining areas of attitude for the sake of language syllabi design rather than for providing language learners with explicit language resources to achieve this purpose.

In the existing literature, the Appraisal framework developed by Martin and Rose (2003) Martin and White (2005) and others within Systemic Functional Linguistics has proved to be a very effective tool in researching approaches to enhance EAL/D speakers' capacity to express their evaluative stance in relation to expressions of personal feelings, judgement of other people's behaviours and appreciation of artifacts or phenomenon. Despite still undergoing refinements, the framework has been applied widely as a tool to examine how the both native and non-native speakers of English express their attitudes in a range of cultural and situational contexts (for example, Adendorff & de Klerk, 2007; Derewianka, 2007; Hao & Humphrey, 2012; Hood, 2010; Macken-Horarik, 2003; Macken-Horarik, Love, & Unsworth, 2011; Tran, 2011; Vo, 2011; Xinghua & Thompson, 2009). What makes the Appraisal framework so effective in addressing this task is because the resources for Attitude are organised in a system network with comprehensive dimensional values such as types of Attitude, polarity of Attitude, the degree of explicitness of Attitude, sources of Attitude, graduation of Attitude, etc. This detailed and specific typology of all the dimensions of

Appraisal expressions provides a valuable tool for the teaching and learning of Appraisal expressions.

1.3. Aims and intended outcomes

This study will focus on examining highly competent Vietnamese students' use of evaluative language to express their opinions, including their feelings, their evaluation of people's behaviors and characters and evaluation of things, both in their mother tongue and in English when they participate in conversations related to popular academic topics. The study will first examine the patterns of Appraisal resources the students deployed in their discussions in English and then explore the patterns of Appraisal resources they deployed in their discussions in Vietnamese. The purpose for doing this is to gain insights into possible differences in the participants' repertoires of Appraisal in English and in Vietnamese. By doing so, the current study will provide a detailed description of the repertoires of linguistic resources for expressing evaluation in Vietnamese and English used by Vietnamese postgraduate students in Australia.

As a corollary, the current study will be able contribute to the theoretical development of the Appraisal framework in several ways. Firstly, it will point out problematic categories in the existing Appraisal framework that arose during the application to examine evaluative meanings in spoken discourse in both English and Vietnamese and propose possible refinements of the Appraisal framework. Secondly, it will provide empirical evidence for the refinement of the current Appraisal framework. Thirdly, it will demonstrate distinctive features of Appraisal resources in spoken discourse in Vietnamese compared with English.

From the pedagogical perspective, the study will provide a linguistic basis to inform the inclusion of linguistic resources for evaluation in English as a Foreign/Second Language and English as an Additional Dialect or Language (EFL/EAL/D) programs for Vietnamese students both in classroom practices and in language assessment. It will also highlight distinctive evaluative features of the Vietnamese language that need attention in Vietnamese language teaching and in translation and interpretation.

1.4. Research questions

In order to pursue the aims as outlined, the thesis addresses the following overarching research question:

How can a comparative account of Attitude and Graduation in English and Vietnamese discussions among Vietnamese graduate students advance linguistic theorizing of the resources of evaluation?

To answer this overarching question the following sub-questions need to be addressed:

1. How do Vietnamese graduate students deploy the Attitude and Graduation resources of English in discussions of everyday issues, their postgraduate course experience and their views of the international standing of their profession in Vietnam?
2. How do Vietnamese graduate students deploy Attitude and Graduation resources of Vietnamese in discussions of the same topics?
3. What are the differences in the deployment by Vietnamese graduate students of Attitude and Graduation resources in Vietnamese and in English discussions?
4. To what extent does the theorizing of appraisal resources in English have application to the understanding of appraisal resources in Vietnamese?

1.5. Research approach

The study employs the Appraisal framework to examine the deployment of Appraisal resources by highly competent Vietnamese speakers of English who were postgraduate students in Australia. This study takes largely a qualitative approach, which is complemented by descriptive quantitative analysis. The qualitative analysis allows for a deep understanding of the deployment of resources and strategies of Appraisal by the participants in English and Vietnamese discussions. It also enables an insight into the degree of complexity of the participants' Appraisal repertoires in English and Vietnamese. The quantitative analysis using UAM Corpus Tool (O'Donnell, 2008) makes it possible to quantify tokens of Appraisal in each of the categories of the Appraisal framework as well as to examine the differences in the

proportions of the various categories of Appraisal expressed in Vietnamese and English discussions.

1.6. Social and cultural context of the data

The data of the current study were spoken discourses. Spoken discourses come in many forms such as interviews, discussions, phone services, classroom interactions, casual conversations and so on. Casual conversations, as defined by Eggins and Slade (1997, p. 138), are interactions in which “we talk to each other not so much for material goals, but (apparently) simply for the sake of talking itself.” In this research, the participants only talked for the sake of talking, without aiming at any pragmatic goals as in a classroom interaction or a phone service. In this respect, the data have some features of a casual conversation. However, unlike casual conversations in which all interactants potentially have an equal initiating role, spoken discourses such as the data of this research have the researcher as the initiator who structured the conversation according to topics using prompt questions for the sake of eliciting the interactants’ evaluations of various fields. In this respect, the data have some features of a discussion.

Regarding the immediate context of the discussions, in terms of Field, the participants were asked to participate in discussions of the same topics in both English and Vietnamese, which included their personal experience about living in Australia, judgement of their lecturer’s performances, and appreciation of the enrollment process, the assessment of students’ performance, and their professional standing in Vietnam. In terms of Mode, the data were from oral face-to-face discussions. In terms of Tenor, the participants appeared to have equal social status and level of solidarity as all the participants were graduate students and those who participated in the same discussions did not know each other before. However, they were of different gender and ages, which may affect their use of the language (Hasan, 2012).

In brief, the data from the current study can be considered as semi-casual oral discussions.

1.7. Preview of chapters

The thesis is organised into seven chapters. The current chapter, the Introduction, draws out the gist of the thesis, explaining the context, rationale, aims and implications of the study, listing the research questions and describing the research approach, as well as the context in which the data was collected.

The second chapter begins with a rationale for the selection of the Appraisal framework as the coding scheme for the data analysis in this study, followed by a critical review, adaptation and application of the framework. The chapter progresses with a description of potential Appraisal resources in the Vietnamese language and concludes with a review of related work on Appraisal including studies on Appraisal in spoken language, Appraisal in languages other than English, Appraisal in English by EAL/D speakers of English and Appraisal in the Vietnamese language.

The third chapter proposes a research design and methodology for this study in two sections. Section one outlines the main qualitative approach to the data analysis complemented by the quantitative analysis. Section two elaborates details about the data collection, data transcription and segmentation of units of analysis, and data analysis or Appraisal coding and how to process analysed data.

Chapter 4 presents results of the analysis of the deployment of Appraisal resources by Vietnamese students in their discussions in English in terms of the proportions and realisation of Attitude and Graduation types and subtypes. The proportions of Attitude and Graduation are reported against the aspects outlined in the coding scheme (i.e. Attitude types, polarity and explicitness; and Graduation types, scale and realisation strategies). Realisations of Attitude are described differently for inscribed and invoked instances. The report of the realisations of inscribed Attitude provides a description of the lexical instantiations and the core/non-coreness and high/low frequency of the lexical instantiations in addition to the grammatical realisations in terms of function and form. The report of the realisations of invoked Attitude describes the deployment of the invocation strategies of Provoke, Flag and Afford. Realisations of Graduation are reported in terms of the Graduation types and their realisation strategies such as Isolated Lexemes, Semantic Infusion and Repetition. The

chapter will also include the indication of non-standard expressions of Attitude and Graduation in English.

Chapter 5 presents results of the analysis of the deployment of Attitude and Graduation resources by Vietnamese students in their discussions in Vietnamese in a very similar rhetorical arrangement to the report in Chapter 4. In Chapter 5, English translation will be provided to assist readers who are not familiar with the Vietnamese language. The aspect of high/low frequency words and standard expressions were not pursued for the Vietnamese data, but the chapter will indicate distinctive Vietnamese Attitude and Graduation resources and realisations.

Chapter 6 reports results of the comparison of the Appraisal resources deployed by the same participants in English and Vietnamese discussions. The comparison is made between the proportions of Attitude and Graduation instances and the realisations of Attitude and Graduation.

Chapter 7 provides a discussion of the key findings indicated in chapter 6 in terms of the similarities and differences in the proportions and realisations of Attitude and Graduation in the two corpora. In addition, the chapter will discuss the non-standard English expressions in the English language data as well as the distinctive Attitude and Graduation resources and their grammatical realisations.

Chapter 8, the final chapter, will indicate the theoretical and practical implications of the study, and outline some limitations of the current research that could have implications for possible future research.

CHAPTER 2: A CRITICAL REVIEW AND ADAPTION OF THE APPRAISAL FRAMEWORK AND ITS APPLICATION IN STUDIES OF LANGUAGES OTHER THAN ENGLISH

Introduction

This chapter establishes a rationale for the use of the Appraisal framework for data analyses in this study and describes an adaptation of the framework to facilitate the analyses of the spoken language of the participants in Vietnamese and English. The chapter begins with a review of the significance of the evaluative functions of language and the importance for Vietnamese English learners of attaining this aspect of language as part of their communicative competence. As a part of this background, the chapter reviews the theories of pragmatics related to this function of language, which are the most popular theories among EFL teachers in Vietnam, and provides the rationale for the employment of the Appraisal framework within SFL in the current study. The chapter then provides a critical review of the Appraisal framework (Martin & White, 2005) and indicates the adjustments necessary to adapt the framework for this study. As the research deals with both English and Vietnamese language data, the next stage in the chapter reviews Vietnamese grammar from the SFL perspective and outlines potential Appraisal resources in the Vietnamese language. The chapter concludes by focusing on reviewing studies from the literature which have made use of the Appraisal framework for purposes most closely related to those of the current study.

2.1. The evaluative functions of language

Evaluation is a very important aspect of communication. The key functions that evaluation performs were outlined by Thompson and Hunston (2000, pp. 8-10), of which the two most recognizable are: (1) to express the speaker's or writer's opinion, and (2) to construct and maintain relations between the speaker or writer and the hearer or reader. Evaluation, most basically, reveals the writer/speaker's ideas about an entity or proposition mentioned in the present text. Furthermore, evaluation in texts reflects aspects of ideology in the society in which they were produced. Evaluation is also used to construct and maintain the relations between the speaker/writer and the hearer/listener. Through evaluation, the speaker/writer can

build a particular kind of relationship with the reader/hearer by confirming solidarity with their views or by leading or persuading the reader/listener towards a certain view point and by fine-tuning the level of certainty in statements.

As the evaluative functions of language are so broadly significant in people's lives, the ability to use language to express one's evaluative stance has certainly deserved significant attention from linguists, and language educators as well as from cognitive, cross-linguistic, linguistic-anthropological, diachronic and psycholinguistic scholars (Bednarek, 2008, pp. 7-11), but for language educators, Communicative Competence and Pragmatics are seemingly the most familiar theories that deal with the evaluative aspect of language.

2.2. Communicative competence - the theoretical basis for a language teaching approach

The course of TESOL education has undergone various alternations in teaching approaches, and hence, methods and classrooms practices. Approaches to TESOL were once heavily influenced by traditional grammar or transformational grammar (Chomsky, 1957, 1965) in which language was viewed as a set of rules without any consideration of the context of language use. (For a more detailed discussion of the "rules", see Unsworth (2001, pp. 24-25)). This view of grammar entailed language teaching methods such as the Grammar Translation Method and the Audio Lingual Method in which structures and forms received more attention than meaning (Brown, 2007). Under such methods, language learners were not well prepared to be successful communicators in real life contexts.

In response to the traditional view of grammar and to the practical communicative needs of language learners, anthropological linguist Dell Hymes (1967, 1972) was the first scholar to propose the idea of Communicative Competence, which later evolved significantly through the work of Canale and Swain (1980) and Celce-Murcia et al. (1995), and has been most recently and comprehensively theorised through the work of Celce-Murcia (2007). Communicative Competence has been considered the theoretical basis for the currently most common language teaching approach, the Communicative Language Teaching Approach. The current study is interested in the aspect of Communicative Competence that provides an explicit description of language teaching areas that are pedagogically motivated to inform

English as additional language/dialect (formerly second and foreign language, hereafter EAL/D) teaching curricula and syllabi design.

Communicative Competence refers to the ability to express, interpret and negotiate meanings, through interaction between two or more persons belonging to the same or different speech community (communities). Communicative Competence is more concerned with the communication of meaning with the aim to ‘get the message across’. The components which Communicative Competence consists of have been negotiated and developed through time as mentioned above. The current study will not review the chronological evolution of Communication Competence (See Celce-Murcia, 2007, p.43) but will discuss the most recently developed model of Communicative Competence by Celce-Murcia (2007), which would appear to be the most comprehensive model so far. It is also most relevant to the current study as it was developed from an L2 perspective (although most of its elements are presumably applicable to the description of L1) and oriented towards oral language education. Celce-Murcia’s 2007 model is represented in Figure 2-1.

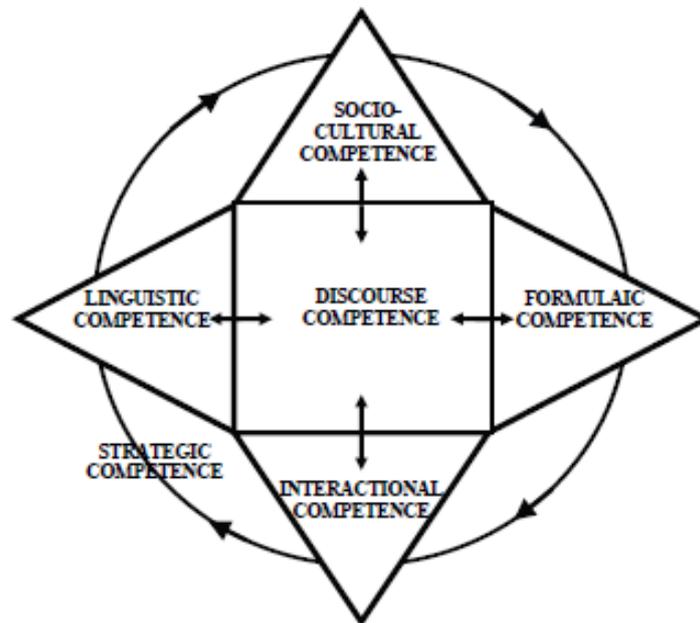


Figure 2-1: The revised model of Communicative Competence (Celce-Murcia, 2007, p. 45)

According to Celce-Murcia (2007), Communicative Competence, as illustrated in Figure 2-1, consists of six components with Discourse Competence being at the heart of the model,

surrounded by Socio-cultural Competence, Formulaic Competence, Interactional Competence and Linguistics Competence, which are all interrelated and circled by Strategic Competence. These components of communicative competence interact with each other, and the improvement of one component leads to the increase of the overall Communicative Competence.

At the top of the circle is **Socio-cultural Competence**, which represents its top-down role. This competence refers to the speaker's "pragmatic knowledge, i.e. how to express messages appropriately within the overall social and cultural context of communication" (p. 46). The variables of Socio-cultural Competence consist of "*social contextual factors*", "*stylistics appropriateness*" and "*cultural factors*".

Taking the central role of Communicative Competence is **Discourse Competence**, which refers to the "selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message" (p. 46). The four most important variables of this competence are "*cohesion*", "*deixis*", "*coherence*" and "*generic structure*".

Linguistic Competence involves the knowledge of *phonology*, *lexis*, *morphology* and *syntax* of the target language.

Formulaic Competence refers to the "fixed and refabricated chunks of language that speakers use heavily in everyday interactions" including "*routines*" (or fixed phrases), *collocations*, *idioms* and *lexical frames* (pp. 47-48). This new dimension of Communicative Competence was thought to enhance EFL or EAD/L learners' fluency in the target language in oral communication.

Interactional Competence is the the bottom-up of the top-down counterpart of Socio-Cultural Competence, which includes three sub-components: "*actional competence*", "*conversational competence*" and "*non-verbal/paralinguistic competence*". This component of Celce-Murcia's model is of particular interest to the researcher as it covers the aspect of expressing attitude and opinions in the target language by EFL or EAL/D learners. Among the three subcomponents, actional competence is most closely related to the focus of this research; thus it will be discussed last and in more detail.

One sub-component of Interactional Competence is *conversational competence* which is concerned with the turn taking system in conversation as well as dialogic genres including “how to open and close conversations”, “how to change topics” and “how to interrupt”, etc... (p. 48).

Non-verbal/paralinguistic competence, as its label suggests, includes all aspects of non-verbal communication such as the use of body language, space, haptic behaviour and interactional non-linguistic utterances (e.g. ahhh!, Uh-oh, Huh?) (p. 49).

Actional competence, refers to “the knowledge of how to perform common speech acts and speech act sets ... **involving** interactions such as information exchange, interpersonal exchanges, expression of opinions, feelings, problems and future scenerios”, etc. (p. 48). Components of actional competence were described in detail in Celce-Murcia et al. (1995, p. 22) as in Table 2-1.

The subcomponents within Interactional Competence indeed comprise a quite comprehensive checklist for designing a syllabus for teaching oral communication skills as it covers not only verbal language but also non-verbal language. Within the component of Actional competence, some aspects of attitudinal meaning were also proposed such as showing “dissatisfaction”, “satisfaction”, “interest”, “surprise”, “happiness” and “sadness”, “desire”, “hope” etc. However, these aspects of attitudinal meaning were presented as simply a collection of expressions of attitudes without any systematic account of the different types of attitudes. In addition, the elements listed in Actional Competence themselves would not be sufficient to assist educators and learners in dealing with the depth of attitudinal expressions which are actually multi-dimensional which include not only the types of attitudes but also polarity, explicitness, graduation and realisation strategies of Attitude.

Table 2-1: Components of Actional competence (Celce-Murcia et al., 1995, p. 22)

KNOWLEDGE OF LANGUAGE FUNCTIONS

- **INTERPERSONAL EXCHANGE**

- Greeting and **leavetaking**
- 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
 - o showing attention, **interest**, surprise, sympathy, happiness, disbelief, disappointment

- **INFORMATION**

- Asking for and giving information
- Reporting (describing and narrating)
- Remembering
- Explaining and discussing

- **OPINIONS**

- Expressing and finding out about opinions and attitudes
 - o Agreeing "and disagreeing
 - o Approving and disapproving
 - o Showing satisfaction and dissatisfaction

- **FEELINGS**

- Expressing and finding out about feelings
 - o love, happiness, sadness, pleasure, anxiety, anger, embarrassment, pain relief, fear,
 - o annoyance, swpn.se. etc.

- **SUASION**

- Suggesting requesting and instructing
- Giving orders, advising and warning
- Persuading, encouraging and discouraging
- Asking for. granting and withholding permission

- **PROBLEMS**

- Complaining and criticizing
- Blaming and accusing
- Admitting and denying
- Regretting
- Apologizing and forgiving

FUTURE SCENARIOS

- 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

KNOWLEDGE OF SPEECH ACT SETS

2.3. Pragmatics theories relating to the evaluative functions of language

The evaluative functions of language are reflected in studies from a range of linguistic approaches such as Relational Pragmatics (Kopytko, 2000), General Pragmatics (Leech, 1983) together with its sub-branches such as Politeness Theory (Brown & Levinson, 1987; Watts, 2003), Speech Act theory (Gass, 2006); and Rapport Management (Spencer-Oatey, 2000). Generally, the focus of these theories is on establishing interpersonal strategies and principles to help interlocutors act appropriately to avoid cross-cultural communication breakdowns, to save the interlocutor's "face" or to build rapport with the interactants in intra and intercultural communication. In fact, the elements of Interactional Competence within Communicative Competence (Celce-Murcia, 2007) rely largely on the interpersonal strategies and principles of Speech Acts theory and Politeness theory. Again, the irrelevance of these theories to the aim of the current research lies in the fact that these theories are more oriented towards helping the interlocutors to be tactical in communication but not towards providing them with language resources to express their own evaluative stances in relation to expressions of personal feelings, judgement of other people's behaviour and appreciation of artifacts and phenomena.

2.4. Theoretical framework: Systemic Functional Linguistics and the Appraisal framework

To examine how Vietnamese graduate students in Australia deploy evaluative language resources to express their personal feelings, judgement of people's characters and behaviours and appreciation of things, this study relies on the Appraisal framework, which is an interpersonal meaning resource at discourse semantic level in the theory of Systemic Functional Linguistics (hereafter SFL).

2.4.1. The SFL theory: Realisations

The theory of Systemic Functional Linguistics pioneered by Michael Halliday (Halliday, 1973, 1978; Halliday & Matthiessen, 2004) has proved to be a widely adopted tool in language teaching in the past decades (Derewianka, 2011; Feez & Joyce, 1998; Humphrey, Droga, & Feez, 2012; Thomson & Droga, 2012). Unlike traditional grammar which mainly

focuses on forms rather meanings, SFL proposes that different types of meanings in language are realised by more concrete language layers (the language stratification), which then construe social and cultural contexts (the contextual stratification). Figure 2-2 represents the idea of language and contextual strata.

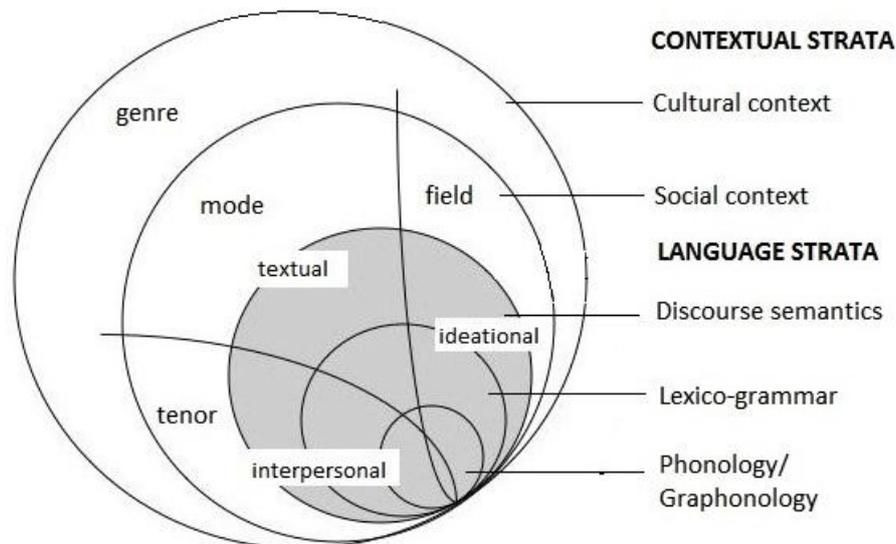


Figure 2-2: The language stratification and meta-functions (adapted from Martin and White, 2005)

SFL linguists consider that language constructs three different types of meanings (ideational, interpersonal and textual), which are, in turn, determined by the social context (register) and the cultural context (genre) of language use.

Ideational meaning construes the experience of the speaker/writer about reality. It is concerned with what is going on, who is doing what to whom, when, where, why, how and for how long. The nuclear component of ideational meaning is what Halliday (1994) termed “Processes”, which are actually the “goings-on” (p.106). These processes include material processes (processes of doing), mental processes (processes of sensing), relational processes (processes of being), behavioural processes (which are those that share the characteristics of material and mental processes), verbal processes (processes of saying) and existential processes (express that something happens or exists). Different types of processes are associated with participants that are involved in some ways in the processes and with circumstances that communicate meanings that involve, for example, location, time,

causality, manner and degree. Textual meaning is concerned with how the information in a clause is organised to achieve different purposes in the most effective way. Interpersonal meaning is construed by the interaction between speaker/writer and the audience, how they negotiate their relationship by taking turns to take different speech roles (such as “giving”, “demanding” of commodity (i.e “goods and services” or “information” (Halliday & Matthiessen, 2004, pp. 106-111). Originally, in Halliday’s (p.106) work, interpersonal meaning in SFL was studied with a focus on the interaction between speaker/writer and audience. The interaction was described as exchanging of information and goods and services. Feelings and attitudes of the speakers/writers explicitly or implicitly expressed in language, through which social relationships are negotiated, are addressed mostly through Halliday’s theory of mood and modality and comment adjuncts, although his account does not sharply distinguish the interpersonal meanings relating to interaction from those relating to the expression of individual evaluation such as feelings, judgments and appreciations (Martin, 2000).

The three types of meanings (ideational, interpersonal, and textual) are realised by the language strata of phonology/graphonology, lexico-grammar and discourse semantics, with phonology/graphology as the most concrete statum and discourse semantics as the most abstract. Discourse semantics deals with the meaning beyond clause, or in other words, at text level. At this level, interpersonal meaning is concerned with a variety of discourse organisations such as Negotiation (dealing with how turns are organised into exchanges to create speech functions), Involvement (dealing with non-gradable resources for negotiating tenor relations), and Appraisal (dealing with expressions of feelings, judgements of people’s behaviours and appreciation of things) (Martin & White, 2005, p. 33). Among the three interpersonal meaning resources at discourse semantic level, the current study is interested in Appraisal, particularly how it is realised.

2.4.2. Instantiation: From system to reading

If realisation, as introduced in section 2.4.1, is a scale of abstraction, instantiation is a scale of generalisation, which is considered as a cline ranging from system to reading (Martin & White, 2005, p. 25). Instantiation was compared to the relationship between weather and climate in which climate and weather are basically the same thing. However, climate is a

generalised pattern of weather just as system is a generalised pattern of instances which are the readings a text affords. The concept of instantiation is illustrated in Figure 2-3.

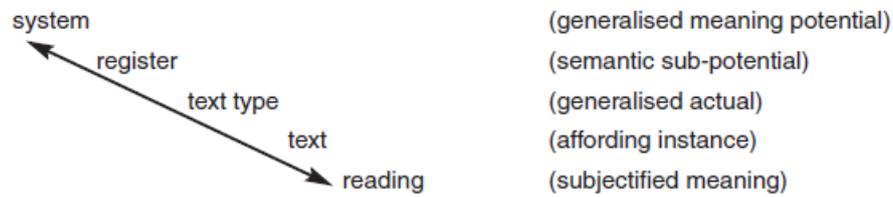


Figure 2-3: Cline of Instantiation (Martin & White, 2005, p. 25)

From the perspective of instantiation, Appraisal can be considered as a system, referring to “the global potential of the language for making evaluative meaning” (Martin & White, 2005, p. 164). At the other end of the cline of instantiation of evaluation is the reaction or interpretation of individual readers towards the evaluation instances. The cline of instantiation of evaluation is illustrated in Figure 2-4.

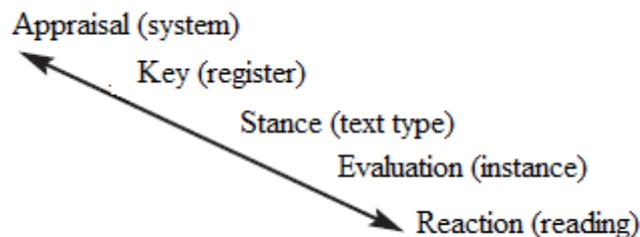


Figure 2-4: Cline of instantiation-evaluation (Martin & White, 2005, p. 164)

As the aim of the study is to investigate the deployment of Appraisal by Vietnamese graduate students in Australia in oral discussions about their personal and academic experience living and studying in Australia and their views towards their professional standing in Vietnam, it is the assembling of Evaluation or instances of Appraisal deployed by all the participants that will be examined. As the study is not making an attempt to generalise a pattern of recurring instances of Appraisal used by each participant in each discussion, the perspective of key or stance will not be pursued.

2.4.2. The Appraisal framework in English

As a system to negotiate interpersonal meaning, more specifically dealing with expressions of attitudinal meaning, as mentioned earlier, the system of evaluation in language (which was later termed “Appraisal”) was initiated by Martin (2000), Martin and Rose (2003), and became what might be regarded as a first complete account in Martin and White (2005). Although the framework has been undergoing constant refinement (see for example Bednarek (2008); Hao and Humphrey (2012); Hood (2010); Hood and Martin (2007)), it has already been successfully applied to enhance the capacity to express evaluative stance of both native and non-native speakers of English in a range of cultural and situational contexts (Hood, 2010; Macken-Horarik, 2003; Macken-Horarik et al., 2011). The following sections pursue a critical review of the framework and theorizing of appraisal as proposed by Martin and White (2005).

The appraisal framework consists of language resources in English, expressing the concept of “comparison, subjectivity and values”, and more logically is divided into three sub-systems: Attitude, Graduation and Engagement. Attitude deals with people’s emotions and opinions about other people or things. Engagement has to do with the sources of evaluation as well as the play of voices within and across texts. Graduation involves language resources to amplify both Attitude and the degree of Engagement. As the focus of the current study is on Attitude and the Graduation of Attitude, the category of Engagement is not reviewed in this study. The basic representation of the Appraisal framework is presented in Figure 2-5.

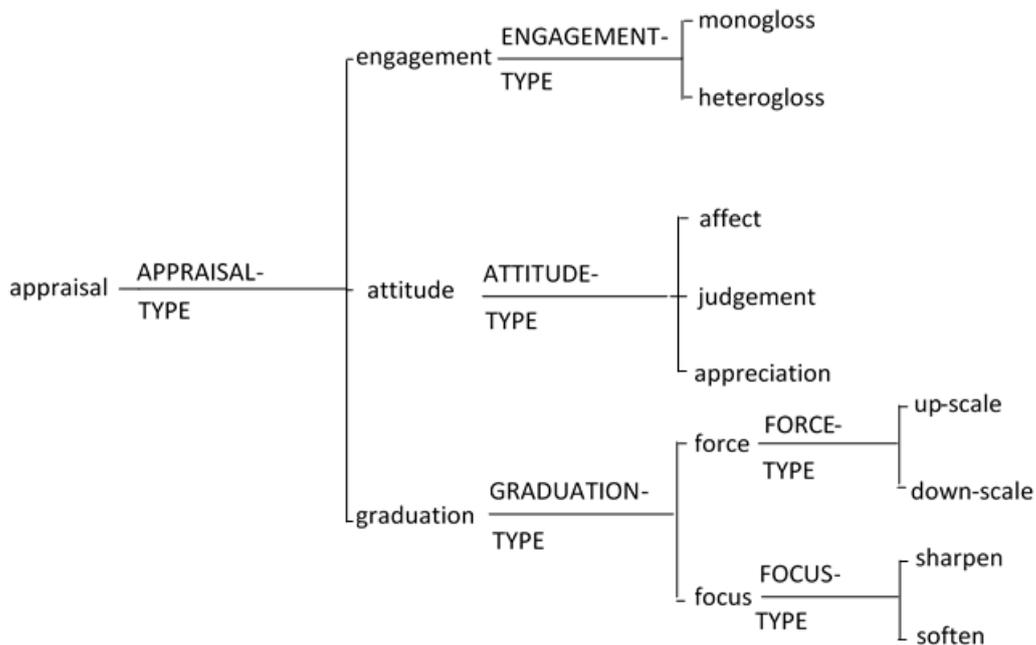


Figure 2-5: An overview of Appraisal resources (J.R. Martin & White, 2005, p.38)

2.4.2.1. The review of the Attitude system

2.4.2.1.1. Types of Attitude

The system of Attitude is divided into three categories: Affect, Judgement and Appreciation. In general, Attitude can be expressed implicitly (invoked) or explicitly (inscribed) as positive or negative and can be placed on a cline.

2.4.2.1.1.1. Affect

Affect refers to the language resources for expressing emotions. Martin and White (Martin & White, 2005, pp. 45-52) classified Affect according to whether the feeling is:

- Positive or negative
- Realised as **surge of behaviour** (involving embodied paralinguistic or extralinguistic manifestation, e.g. “*The captain wept*”) or **disposition** (referring to the emotive state or ongoing mental process, e.g. “*The captain felt sad*”).
- A reaction to a trigger (e.g. *My daughter hates milk*) or an undirected mood (e.g. *She is upset*).

- Graded towards the higher valued end or lower valued end of the scale of intensity (e.g. *dislike-hate-detest*)
- Involved with irrealis (e.g. “*The captain feared leaving.*”) or realis stimulus (e.g. “*The captain disliked leaving.*”)
- Un/Happiness, In/Security, Dis/Satisfaction or Dis/Inclination. Each of these Affect types is further split into two more subtypes. The lexical instantiations of the subtypes of Affect are exemplified in Figure 2-6.

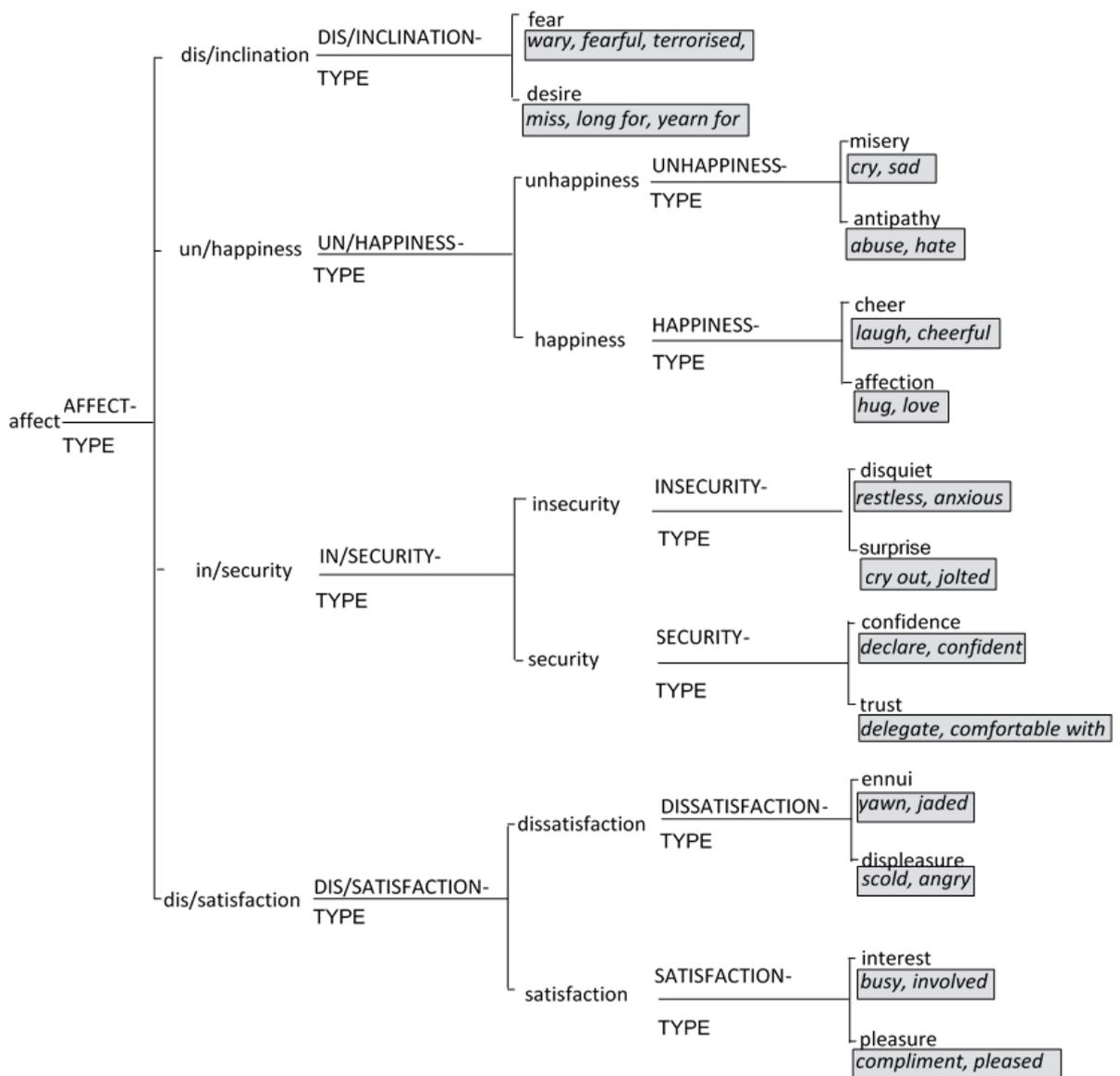


Figure 2-6: Lexical instantiations of Affect (Martin & White, 2005, p. 51)

There were some issues in this theorisation of Affect in relation to (a) the polarity distinction of Affect, (b) the irrealis and realis stimulus distinction of Affect and (c) the typology of Affect types.

a. Issues with polarity distinction of Affect

According to Martin and White (2005), Affect can culturally be construed as positive or negative. For example, people can either feel “happy” (positive) or “sad” (negative), “interested” (positive) or “bored” (negative) (p. 42). This classification of the resources of Affect has caused confusion among many scholars during the application of appraisal theory in discourse analysis. As a matter of fact, not all emotion terms can be placed in the positive or negative pole. Some emotions such as “surprise” and “desire” are ambiguous when not given the context (Bednarek, 2008). Although Bednarek’s argument was based only on the word ‘Surprise’ and not meanings of ‘Surprise’ instantiated by other wordings, the context is necessary in order to interpret whether a feeling such as Surprise is positive or negative. An example of this is the surrounding co-texts such as “delighted” as in (a) and “guilty” as in (b):

*(a) I was very **surprised** and **delighted** about getting such a high grade.*

*(b) I was very **surprised** and somewhat **guilty** about getting such a high grade.*

The feeling revealed in all the instances above was “surprised” but in different contexts, the “surprised” feeling in as in (a) and (c) can be seen as positive while in (b) and (d) was negative.

b. Issues with the irrealis and realis stimulus distinction of Affect

Affect can be distinguished as having realis or irrealis stimulus. The **realis stimulus** group consists of Un/happiness, In/security and Dis/Satisfaction. The **irrealis stimulus** group is Dis/Inclination (Martin & White, 2005, p. 48). As can be seen from Figure 2-6, Dis/inclination has two facets: one is “wanting to” or “Desire”, and the other is “not wanting to” or “Fear”.

It is not very persuasive to place “Fear” under the Irrealis stimulus group as the feelings of “Fear” can have both realis triggers and irrealis triggers. In the following instances (c) and (d), “Fear” as instantiated as “scared” and “terrorised”, does have a realis trigger:

(c) “*The children are so **scared** of their father when he’s drunk.*”

(d) “*I was **terrorised** when I saw the deadly accident.*”

The trigger for “scared” is the violent father, and for “terrorised” is the “deadly accident”. These triggers are all real and the feelings are reaction to the triggers. Therefore, “irrealis trigger” is not always reliable as a criteria to categorise Fear. Due to the on-going issue with this classification, irrealis/realis will not be dealt with as a distinct classification of Affect in this thesis.

c. Issues with the categorisation of Dis/inclination-Fear and In/Security-Surprise

The description of the system of Affect within the Appraisal framework proposed by Martin and White (2005) embodies some problems with the categorisation of Dis/inclination-Fear and Insecurity-Surprise.

As presented above, **Dis/inclination** has two sub-categories: Desire (positive) and Fear (negative). In fact, the feeling of Fear can represent the feeling of being insecure or the feeling of disinclined. The aspect of being insecure can be considered as part of Disquiet-Insecurity. The aspect of being disinclined can remain in its original category hence there is a case for changing the original name of the category, Fear. Bednarek (2008) proposed to have “Non-desire” in place of “Fear”, which would be a perfect opposition of “Desire” except for the taxonomically awkward nature of the term. So far there has not been a satisfactory taxonomic category for the counter-part of Desire in the current literature, therefore the term “Non-Desire” as proposed by Benarek (2008) is accepted in this study. Examples of some lexical instantiations of Desire are as described in Martin and White (Martin & White, 2005, p. 48). Examples of some lexical instantiations of Non-desire could include “*ignore*”, “*neglect*”, “*neglectful*”, “*reluctant*”, “*refuse to*”, and “*disinclined*”.

In/security is divided into two subtypes - negative feeling as “Insecurity” and positive feeling as “Security”. “Insecurity” is further split into “Disquiet” and “Surprise”. “Security” is split into “Confidence” and “Trust”.

This category of “In/security” seems to involve some illogical categorisation. Firstly, as discussed earlier in this section, the word “surprise” itself does not include a hint of a negative or positive feeling from any culture’s perspective; therefore, it should not be placed under “Insecurity”, which involves negative feelings. The lexical realisation of Insecurity “cry out”, for example, in different contexts can mean either negative or positive surprise. Secondly, unlike the sub-categories in Un/Happiness and Dis/Satisfaction, the sub-types in In/Security cannot directly oppose their counter-parts in Security (Bednarek, 2008). In other words, “Disquiet” maybe the contrast of “Confidence”, but “Surprise” is absolutely not the contrast of “Trust”.

For these reasons, Bednarek (2008) suggested removing “Surprise” from Insecurity and establishing it as an independent category. However, it is impossible to more delicately extend Surprise in terms of polarity in the same way as the other Affect types were treated in the Martin and White account. Therefore, although the idea of lifting Surprise out of Insecurity is plausible, the establishment of it as an independent category conflicts with the consistent approach in the Martin and White account of including a continuum from positive to negative evaluation within all Affect categories in the Appraisal framework. As yet, there has not been an adequately justifiable solution to this issue of Surprise. Although Surprise is obviously a type of feeling having both inscribed and invoked realisations, pragmatically, in the current study, if the realisations of Surprise do inscribe Insecurity, they will be coded under Disquiet-Insecurity. Otherwise, they can only be dealt with as invoked realisations of other Appraisal categories. Examples (e) and (f) extracted from the English language data of this study illustrate the how the codings of Surprise in the study were done. The extracts may contain non-standard English expressions. Contextual information is provided in the parentheses.

(e) *I'm very **surprised** to receive his present, very kind man. (Invoked: +ve Aff: Cheer)*

(f) (Ha shared her accommodation with three other girls from Hanoi. Among them, Ha didn't like flowers so she decided not to share the money the other girls paid for the flowers to decorate the house.

Therefore, the three girls who paid for the flowers covered the flowers with a blanket so that Ha couldn't share the view of the flowers because she didn't share the money).

Lien: ==who should took the flower into the blanket because doesn't want to share the view of flower who didn't pay for that flower.

*Hung: Oh my god! It's a **surprise (1)** for me. [laugh] (Invoked: -ve Jud: Propriety)*

Lien: Yesterday it was so funny.

*Huyen: I was **shocked**, I would say "Oh, is that a culture?" (Inscribed: -ve Aff: Disquiet)*

Lien: Yeah.

Huyen: Is that Hanoi-is that Hanoi culture?

Lien: I think so.

Huyen: Because she said all Hanoi- because she's from Hanoi - all Hanoi is- are like have a kind of culture and respectful is that the way that she talked about.

*Hung: So **surprise (2)** for me. I can't believe that, sorry. [laugh] (Invoked: -ve Jud: Propriety)*

In example (e), "surprise" invokes Affect-Cheer. In (f), "surprise"(1) and (2) invoke negative Judgement of Propriety and so does "shocked".

In the place of "Surprise", Bednarek (2008) suggested having "Distrust", thus, the category of Insecurity would then consist of "Disquiet" and "Distrust". In the category of Security, Bednarek also suggested having "Quiet" in place of "Confidence" in Martin and White's framework, as Quiet can be the opposition of Disquiet, just as Trust is the opposition of Distrust. Lexical instantiations of In/security according to Bednarek (2008) are exemplified in Table 2-2.

Table 2-2: Lexical instantiations of In/Security sub-types according to Bednarek (2008)

| | |
|---|---|
| <p>Disquiet fear, worry, anxiety, puzzlement, confusion, embarrassment</p> | <p>Quiet assurance, confidence, ease, safety, relaxation</p> |
| <p>Distrust: reserve, suspicion, doubt/doubtful, hesitate, reluctant</p> | <p>Trust: confident about, optimism that, optimistic, trusted.</p> |

It appears that the new terms proposed for the subcategories of “In/security” which are “disquiet-quiet” and “distrust-trust” have polar opposites. However, in an attempt to clarify the network, there remain problems in being able to unambiguously assign lexical items uniquely to one category. The lexical examples given in Bednarek (2008, p.173) to illustrate Trust include “confident about”, and to illustrate Quiet include “confidence” as shown in Table 2-2. Bednarek (2008, p.169) herself admitted the “fuzziness” in this classification of emotion types. In addition, the subordinate term Quiet as a positive category does not seem to very well represent the positiveness and the semantics of the feelings illustrated in the examples (e.g. *assurance, confidence, ease, safety, relaxation*). In the current study, Martin and White’s original term “Confidence” will continue to be used.

d. The adapted network of Affect

At this stage, there still exists confusion in the network of Affect proposed by Martin and White (2005) as well as in the new network modified by Bednarek (2008). Taking account of these on-going issues, an adapted composite Affect system, which is a combination of both Martin and White (2005) and Bednarek (2008), is proposed as in Figure 2-7, which will be used in the coding scheme for data analysis of the present study.

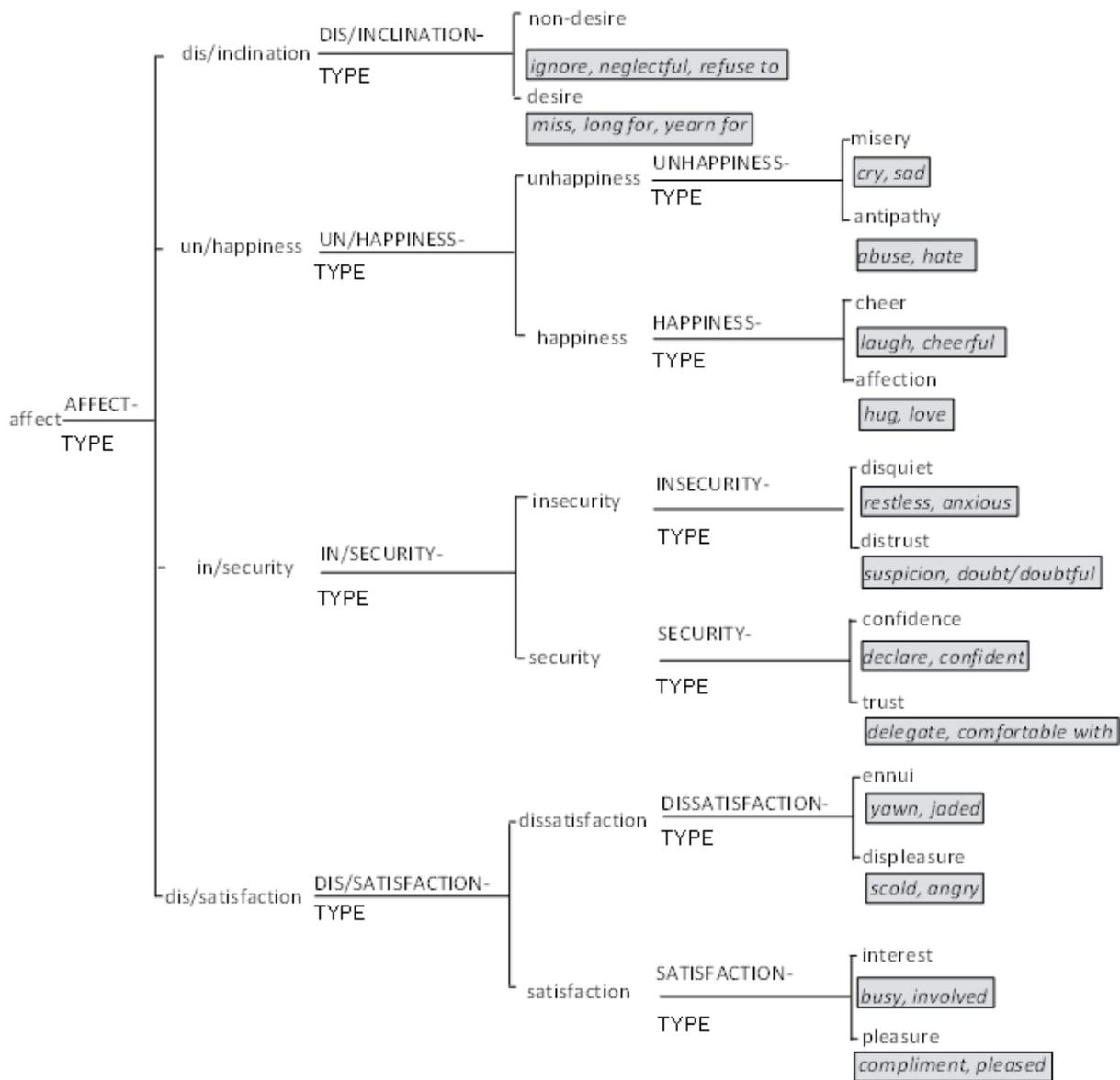


Figure 2-7: The adapted Affect system

In the adapted Affect system above, no changes were made to Un/happiness and Dis/satisfaction. Only Dis/inclination and In/security were modified. In Dis/inclination, Martin and White’s sub-categories of Fear and Desire are now replaced by Non-Desire and Desire. Within the subcategory of Insecurity (with the original options of Disquiet and Surprise), continued use is made of Disquiet and Surprised is replaced with Distrust. In the subcategory of Security, the original options of Confidence and Trust continue to be used.

2.4.2.1.1.2. Judgement

Another aspect of Attitude is Judgement, which consists of language resources for evaluating people’s behaviors. Judgement can be divided into two broad categories of Social Esteem and Social Sanction. Judgement of Social Esteem includes Normality (how special/unusual someone is), Capacity (how capable someone is) and Tenacity (how dependable someone is). Judgement of Social Sanction has to do with Veracity (how truthful or honest someone is) and Propriety (how ethical someone is. For Social Esteem, it is the opposition of what we admire (positive) and what we criticise (negative). For Social Sanction, it is the opposition of what we praise (positive) and what we condemn (negative). Some lexical instantiations of Social Esteem and Social Sanction are presented in Table 2-3. As the boundaries of the meaning of Appraisal are fuzzy, and the meaning of the lexical instantiations is very context dependent, they should be regarded only as a general guide (Martin & White, 2005, p. 52).

Table 2-3: Lexical instantiations of Judgement (Martin & White, 2005, p. 53)

| Social Esteem | Positive (admire) | Negative (criticise) |
|------------------------|---------------------------------------|--|
| Normality | lucky, charmed, fashionable, everyday | unlucky, eccentric, unfashionable, dated |
| Capacity | skilled, strong, together | clumsy, weak, uncoordinated |
| Tenacity | brave, reliable, dependable | cowardly, unreliable, undependable |
| Social Sanction | Positive | Negative |
| Veracity | honest, truthful, authentic | deceitful, dishonest, fake |
| Propriety | good, caring, fair | bad, mean, unfair |

Similarly to Affect, Judgement can be realised as negative or positive evaluations, and directly (inscribed) or indirectly (invoked). Details about the realisation strategies of Judgement will be discussed in section 2.4.2.1.2 below. At this point in the literature review, the Judgement network can remain in its original form to be used as part of the coding scheme for data analysis in the present study. To expedite the coding process, the more delicate choices will be coded directly without distinguishing between Social Esteem and

Social Sanction in the actual coding procedure. The network of Judgement to be used in the coding scheme is presented in Figure 2-8.

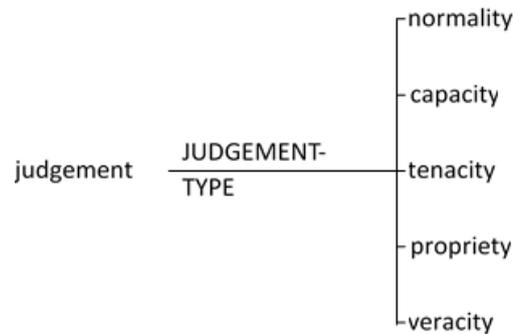


Figure 2-8: The Judgement system

2.4.2.1.1.3. Appreciation

Appreciation deals with the evaluation of “things”- “things we make and performances we give...and natural phenomena” (Martin & White, 2005, p. 56). Similarly to Affect and Judgement, the evaluation in this category can be either positive or negative and the realisations can be either inscribed or invoked.

Appreciation can be classified into three categories which are Reaction, Composition and Valuation, which again can be more delicately split into sub-categories. Reaction refers to the evaluation of people’s Impact about things and their Quality. Composition deals with the evaluation of the Balance and Complexity of things. Valuation is concerned with the ‘value’ or significance of things. The probe questions for, and some lexical instantiations of, each type of Appreciation are presented in Figure 2-9.

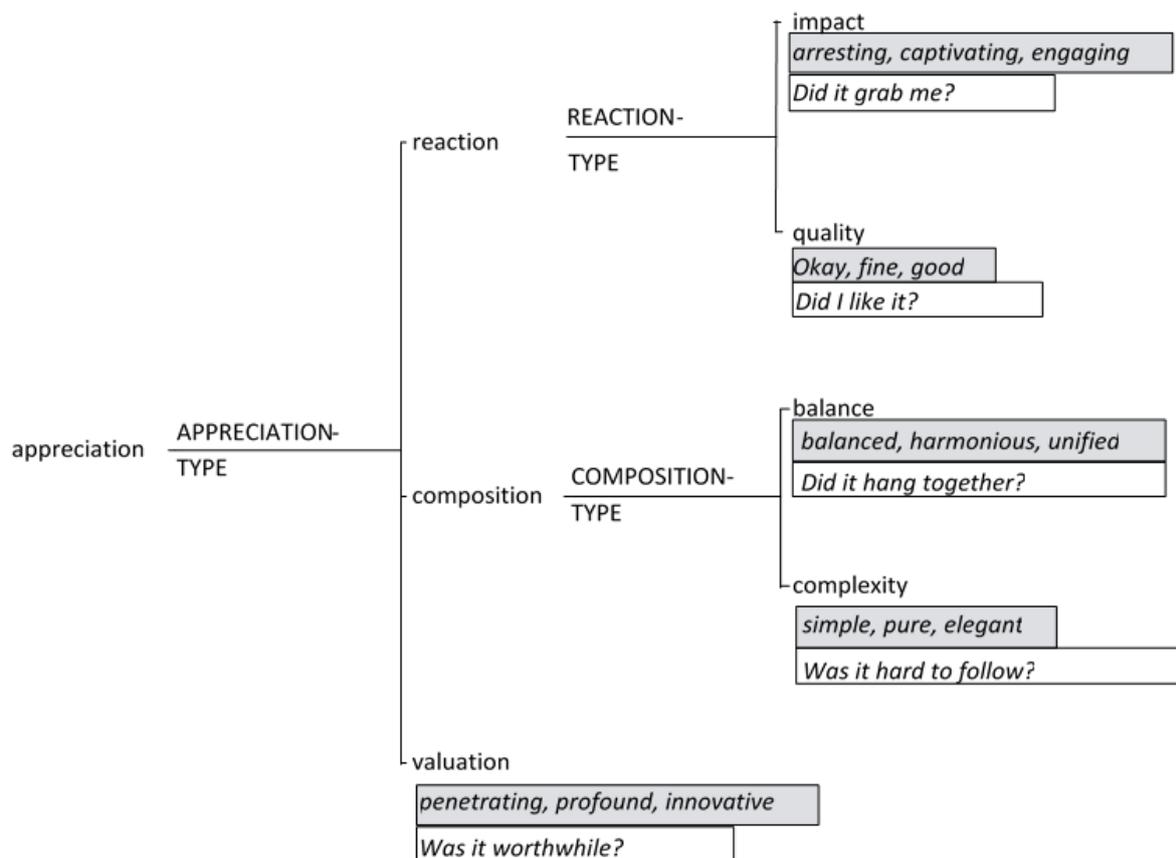


Figure 2-9: The system of Appreciation (Martin & White, 2005, p. 56)

There are issues relating to the theorisation of all of these three categories of Appreciation.

a. Issues with Reaction

In the first category, Reaction, the probe questions and exemplary lexical instantiations of Impact and Quality were not helpful enough in distinguishing these two sub-categories. Examples of some inscribed lexical instantiations and probe questions of Impact and Quality according to Martin and White (2005, p. 56) are more extensively presented in Table 2-4.

Table 2-4: Probe questions and lexical instantiations of Reaction (Martin & White, 2005, p. 56)

| | Positive | Negative |
|--|--|--|
| Reaction Impact <i>(Did it grab me?)</i> | arresting, captivating, engaging,... fascinating, exciting, moving,... lively, dramatic, intense,... remarkable, notable, sensational,... | dull, boring, tedious,... dry, ascetic, uninviting,... flat, predictable, monotonous,... unremarkable, pedestrian,... |
| Reaction Quality <i>(Did I like it?)</i> | okay, fine, good,... lovely, beautiful, splendid, ... appealing, enchanting, welcome,... | bad, yuk, nasty,... plain, ugly, grotesque,... repulsive, revolting, off-putting |

The probe question for Quality “*Did I like it?*” provokes an emotive reaction, which can be confused with Impact, the probe question of which also provokes an emotive reaction “*Did it grab me?*” Both probe questions for the two sub-categories are aligned with the superordinate term “Reaction” which also provokes an emotive reaction. However, the distinguishing value of these two probe questions is not high. The proposed way to think about the distinction between Impact and Quality is that Impact refers to an interactive emotive response to things while Quality refers to designated standard. A probe question for Quality could be “Does it indicate a particular standard?” Considered in this way, the lexical instantiations of Impact and Quality listed in Table 2.4 above need to be rearranged. For example, positive realisations of Impact such as “lively” and “intense” and negative realisations of Impact such as “monotonous” can be moved to Quality. Positive realisations of Quality such as “appealing” and “enchanting” and negative realisations of Quality such as “yuk” can be moved to Impact. With the proposed definitions of Quality and Impact, it appears that Quality would no longer fit under Reaction, which provokes an emotion reaction just as Impact does. At this stage in the literature review, no rearrangement of Quality and Impact is yet made until results of the data analysis can confirm this. However, the newly proposed definitions of Impact and Quality will be valuable in the data coding process.

b. Issues with Composition

The issue with the second category of Appreciation, Composition, is that the probe questions for the two subtypes, Balance (Did it hang together?) and Complexity (Was it hard to follow?) and exemplary lexical instantiations seem more oriented to “textual organisation” (p. 57) rather than to “things we make”, “performances we give” and “natural phenomenon” (Martin & White, 2005, p. 56). Some lexical instantiations of Balance include “balanced, unified, consistent, willowy” (positive) and “unbalanced, disorganised, distorted” (negative). Some examples of Complexity include “simple, intricate, detailed” (positive) and “ornate, extravagant, unclear, plain” (negative).” The meaning of Balance and Complexity can actually extend beyond just textual organisation. They can deal with the balanced and complex nature of entities, phenomena or human activities. Instances from (a) to (d) taken from the data illustrate this point. The instances may contain non-standard English expressions.

*(a) Basically I'm a music teacher. So it's different field compare with other. It's interesting too, but it's **challenge**.*

*(b) ...a good teacher is a teacher who can make everything **easier** to understand*

*(d) then maybe people think it's quite **hard** to mark it (a music performance) but we set a lot of criteria which is very helpful when you (do the) marking.*

c. Issues with Valuation

The issues with the last category of Appreciation, Valuation, are twofold. One issue is that this category does not have a firm definition, except for the probe question “Was it worthwhile?”, which is too broad. A firm definition of the category will make it more effective to distinguish this category from other categories such as Quality. A proposed definition of Valuation could be that this category deals with the appreciation of worth of things. The other issue with this category is that the semantic range of the exemplary lexical instantiations is too diverse. The meaning of Valuation can actually be further split into more delicate groups, dealing with the appreciation of “importance” (Significance) and assessing Harm (e.g. *destructive*) or Benefit (e.g. *helpful*) as (White, 1998) and (Humphrey, 2008, p.147) proposed. The proposed probe question for Significance would be “Was it important?”

and for Benefit/Harm would be “Did it enhance or destroy?” The original probe question of Valuation (Was it worthwhile?) will be removed from the system.

d. The adapted network of Appreciation

Taking into account the issues with the system of Appreciation, an adapted system network for Appreciation to be used as a part of the coding scheme in the current study is presented in Figure 2-10. In the adapted system, the two choices of Reaction remain the same until the data analysis of the study can confirm the validity of the restructuring of Reaction. A new definition and probe question are added to the system to facilitate an easier distinction between Impact and Quality. In respect to Composition, basically, the two options of Balance and Complication remain the same. However, it is important to be aware during the data coding that the notion of Composition can extend beyond textual organisation. Regarding Valuation, the original category can be further split into two choices of Significance and Benefit/Harm.

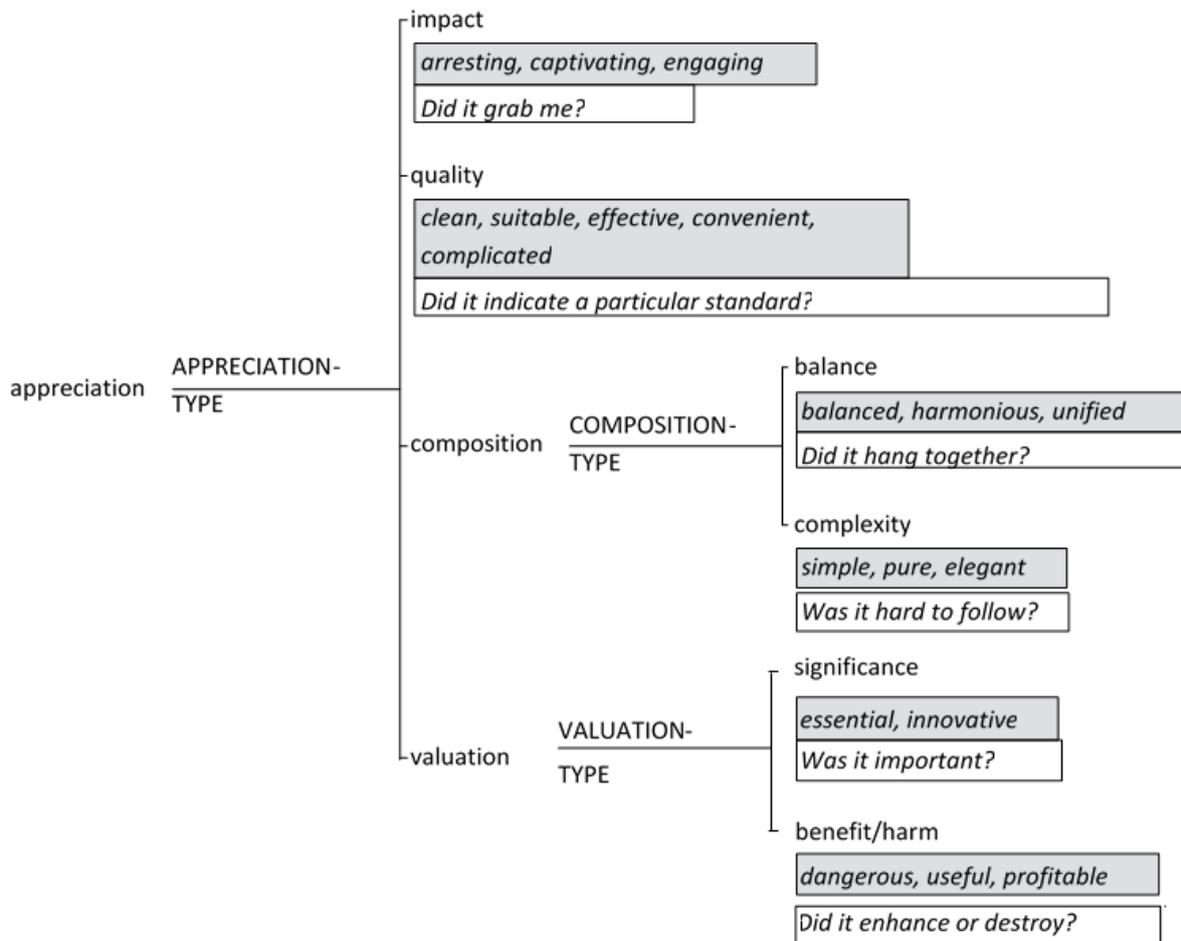


Figure 2-10: The adapted Appreciation system

2.4.2.1.2. Realisations of Attitude

As briefly mentioned in each section of Affect, Judgement and Appreciation, in general, Attitude can be realised directly (inscribed attitude) or indirectly (invoked attitude).

a. Realisations of Inscribed Attitude

Inscribed Attitude is the type of Attitude that can be encoded directly in lexis without much freedom for the reader's interpretation. In other words, inscribed attitude is least dependent on reading position (Macken-Horarik & Isaac, in press). From the perspective of grammatical realisation, inscribed attitudes can be realised in different functions via different forms. For

example, Affect can be realised as “quality” in the form of adjectives (e.g.¹. “*a sad captain*”) and adverbs (e.g. “*the captain left sadly*”). It is also realised as “process” in the form of verbs (e.g. “*He missed them*”) and as comment adjunct in the form of adverbs (e.g. “*Sadly, he had to go*”). Affect is also realised as nouns from the nominalisation of quality (e.g. *his sadness*) or processes (e.g. “**grief**”). In addition to the similar grammatical realisations as Affect, Judgement can also be realised by modalisations (Martin & White 2005, pp.54-55). Normality is linked to Usuality (e.g. *He is often naughty*). Capacity is linked to Ability (e.g. *He can go*). Tenacity is linked to inclination (e.g. *I will go*). Veracity can be realised by Modulation of Probability (e.g. *It’s true that he’s naughty*). Propriety can be realised by Modulation of Obligation (e.g. *You should go*). Inscribed Appreciation can also be realised in similar ways to Affect and Judgement.

Realisations of inscribed Attitude can be core or non-core vocabulary. The core or non-core vocabulary can be decided based on the definition and tests of “coreness” proposed by Carter (2012), among which four are most useful and relevant to the current study. Firstly, the tests demonstrate that the more core a word is, the more difficult it is to substitute a non-core word for it. For example, “eat” is a core word and it is hard to replace it by another word that does not involve any circumstance of manner. Secondly, the tests demonstrate that the more core a word is, the less difficult it is to find an antonym for it. “Cry”, for example, is a core word, and it is not difficult at all to identify “laugh” as its antonym. However, “sob” is a non-core word and it is quite difficult to find an antonym for this word. Thirdly, the more core a word is, the more generic rather than specific properties it has. For instance, non-core words “tulip” and “rose” are the hyponyms of a more generic core word “flower”. Lastly, the more core a word is, the less culture specific it is. For example, core words such as “eat, sleep, sun, wind” can be found in all cultures. However, a non-core word such as “pouf” is a French culture specific cooking term.

Realisations of inscribed Attitude can be low or high frequency words. The determination of the degree of high or low frequency of a word can be based on the New General Service List

¹ All examples in this section is quoted from Martin & White (2005, p. 46)

developed by Browne, Culligan and Phillips (2013) from Michael West’s 1953 General Service List. This list was composed by using a range of corpus tools based on a carefully selected 273 million-word subsection of the 1.6-billion-word Cambridge English Corpus (CEC) to create a list of approximately 2800 high frequency core words.

The consideration of core and non-core or high and low frequency words is a tool to evaluate the diversity and complexity in the realisations of inscribed Attitude.

b. Realisations of Invoked Attitude²

Invoked Attitude is opposite of inscribed attitude in that the evaluative meaning is expressed less explicitly and is dependent on the reading position to different extents. The extent to which attitude is dependent on the reading position is a basis to rank different types of invoked meanings along the cline of indirectness with Provoke being least indirect, and Afford being most indirect.

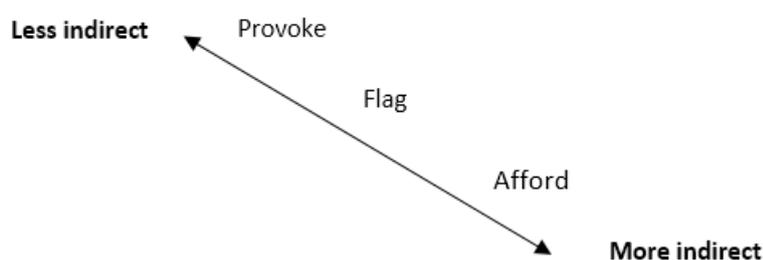


Figure 2-11: The cline of invoked attitude

Provoked attitude is realised by lexical metaphors (as in “And how *they fenced us* in like sheep.”) and similes (as in “We were bought *like a market*”). Flagged attitudes are realised by “non-core vocabulary that has in some sense lexicalised a circumstance of manner by infusing it into the core meaning of a word” (e.g. “*gallop*”-meaning “run like a horse”) is a resource for flagging Attitude. Additionally, intensification of degree or process can be

² All examples in this section were taken from Martin and White (2005, pp.61-65).

another resource for flagging Attitude (e.g. “*demolish*”- an intensification of core word “*break*”). Afforded attitude is realised by selected co-textual information, as in:

“...He came running fighting mad
Mother’s tears were falling down...”

c. Summary of realisation strategies of Attitude

In summary, there can be two main realisation strategies of Attitude, which are inscription or invocation. Inscribed Attitude is realised at lexico-grammar level in a variety of functions via different word forms, which can be examined from the perspectives of core/non-core or high/low frequency expressions. Invoked Attitude can be realised by figurative language such as lexical metaphors or similes (Provoke), via infused manner lexical items (Flag), or via choice of ideational meaning (Afford). These dimensions of the Attitude realisation strategies will be adopted as part of the coding scheme for the analysis of Attitude in the present study.

2.4.2.1.3. Summary of the review of the Attitude system

This section has provided a critical review of the Martin and White’s Attitude system within the Appraisal framework originally established for analysis of English. The section has outlined the issues with the theorisation and typology of the systems of Affect, Judgement and Appreciation. On that basis, the section has proposed an adaptation for the Attitude system which can be used as a coding scheme for the English data in the current study. The review and adaption has dealt with the theorisation, typology and realisations of Attitude. The adapted Attitude system to be used as a coding scheme in the present study is presented in Figure 2-12. According to this figure, Attitude instances will be examined in three dimensions: Attitude types, Explicitness (referring to the inscription or invocation realisation strategies) and Polarity. Although the aspects of core/non-core and high/low frequency feature in the realisations of inscribed Attitude, they are not included in the coding scheme because there are no system networks corresponding to those for Attitude and Graduation. To code for the aspects of core/non-core and high/low frequency it is necessary to refer to other sources such as the core/non-core tests (Carter, 2012) and the New General Service List (Browne et al., 2013). The coding scheme of Attitude for the Vietnamese language will need

take into account distinctive features of Vietnamese after the review of distinctive potential resources for realisation of Attitude in Vietnamese in section 2.6.1.

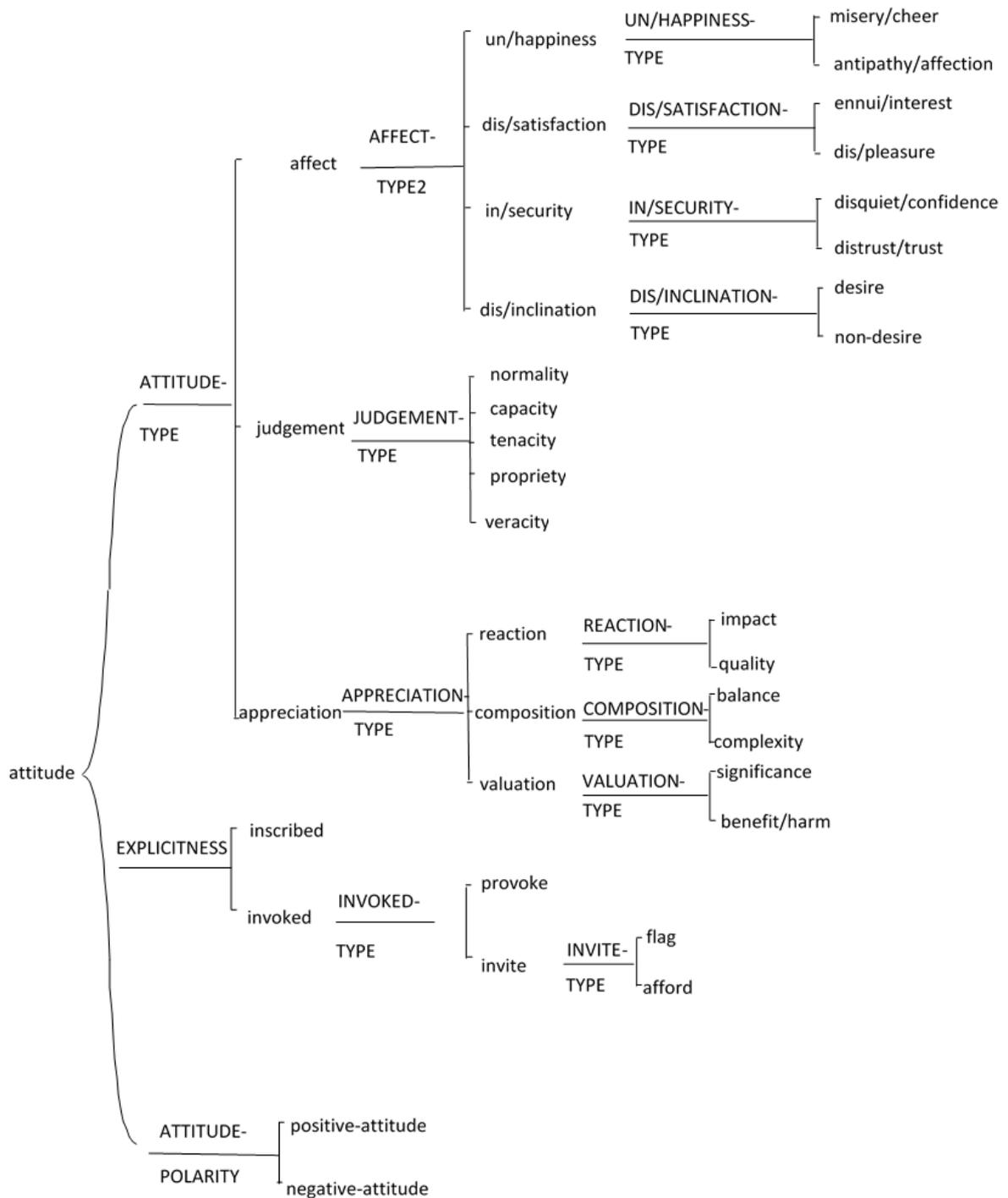


Figure 2-12: The adapted Attitude system

2.4.2.2. The review of the Graduation system

Graduation is a system of resources for up-scaling or down-scaling the value of Attitude (and Engagement). The original Graduation system in terms of Graduation typology and realisations will be reviewed in section 2.4.2.2.1 and an extended and adapted Graduation system will be discussed in section 2.4.2.2.2.

2.4.2.2.1. The original Graduation system

2.4.2.2.1.1. Graduation types

There are two ways the gradability of Attitude is operated, which are either according to the “prototypicality and preciseness by which category boundaries are drawn” (Focus) or the “intensity or amount” (Force) (Martin & White, 2005).

a. Focus

Focus is applied for scaling non-gradable experiential categories in terms of their prototypicality. For example, to soften the prototypicality of the experiential category “friend”, an instantiation of focus can be “He’s *sort of* a friend to me.” To sharpen the prototypicality of “friend”, we can say “He’s a *real* friend to me.”

However, Focus is not only confined to non-gradable experiential categories but can be applied to the scaling of the prototypicality of scalar categories. For example, inherently, “a red carpet” is gradable with intensifier “very” to make “a *very* red carpet”. The prototypicality of “a red carpet” can be sharpened by adding “genuinely” to make “a *genuinely* red carpet”.

b. Force

Force, on the other hand, is for up-grading (up-scale) or down-grading (down-scale) the intensity (Intensification) or amount (Quantification) of appraised categories. **Intensification** can be applied for Process (e.g. This *greatly* hindered us.) or Quality (e.g. It stopped *somewhat* abruptly). **Quantification** is the assessment of amount applied to entities in terms

of “imprecise measuring” of *number* (e.g. *a few* moments), the *presence or mass* of entities in such areas as their size (e.g. *huge* amount), weight, and the *extent* of entities in terms of distribution (e.g. a *long-lasting* love) or proximity (e.g. *recent* arrival).

The original Graduation network proposed by Martin and White (2005) is presented as in Figure 2-13.

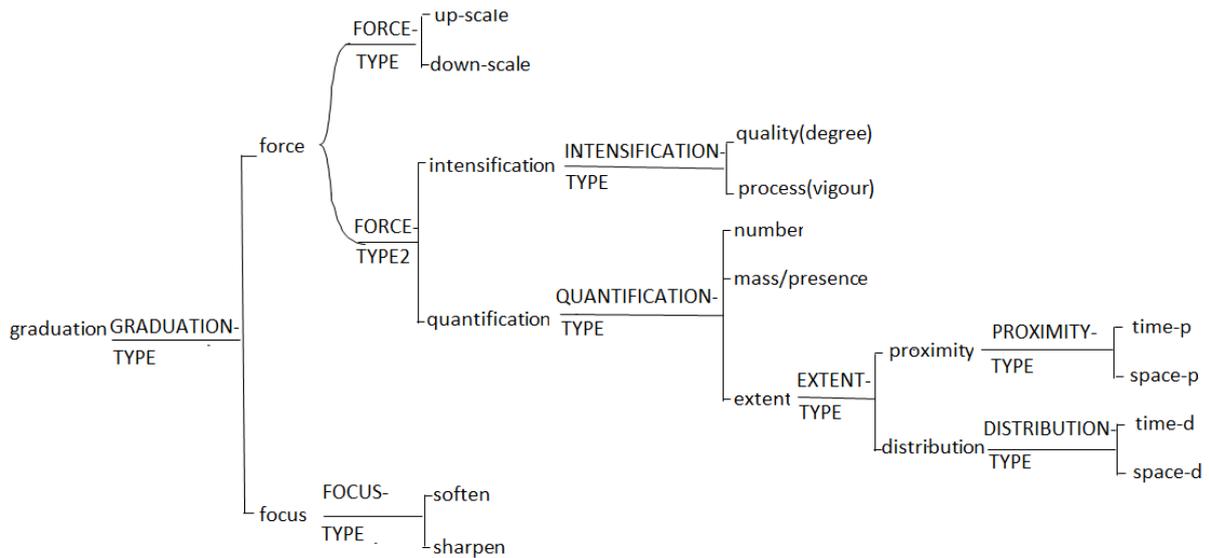


Figure 2-13: The original Graduation network (Martin & White, 2005)

2.4.2.2.1.1. Realisations of Graduation

a. Realisations of Focus

Focus seems to have very simple realisations. It is realised mainly by lexical items for example “*sort of*”, “*somewhat*” and “*kind of*” for softening or “*real*” and “*genuine*” for sharpening the prototypicality of an entity.

b. Realisations of Force

As described above, Force has two types: Intensification and Quantification. The realisations of these two Force types are slightly different.

- **Realisations of Intensification**

Intensification of Process and Quality, according to Martin and White (2005) can be realised in three ways: (1) via Isolated lexemes, (2) via Semantic Infusion and (3) via Repetition. **Isolated lexemes** refer to both Grammatical items (e.g. *very* greedy, *slightly* greedy) and Lexical items (e.g. *dreadfully* cold, *dirt* poor”. The meaning of the lexical items can be figurative (metaphor and simile) (e.g. *dirt* poor) or non-figurative (e.g. *dreadfully* poor). Lexical intensifications of Quality are typically attitudinal, with some exceptions of some figurative lexical items being non-attitudinal (e.g. *ice* cold”). Lexical intensifications of Process, on the other hand, are not typically attitudinal (e.g. move *swiftly*, runs *slowly*), with some exceptions of figurative lexical items being attitudinal (e.g. prices fell *dramatically*).

Semantic infusion refers to the degree of amplification of meaning being infused in one single term. As Martin & White (2005, p. 144) explained it, “ degree of intensity is conveyed as individual terms in a sequence of semantically related terms contrasting in degree of intensity with the other members of that sequence.” For example, in the following sentence “She performed *well*”, the quality “well” is the core meaning, and it can be up-scaled via semantic infusion as in “competently” or “skillfully” or “brilliantly”.

Repetition is another realisation of Intensification, which refers to the repetition of the same lexical item or “the assembling of lists of terms which are closely related semantically” (p. 144). One illustration for the repetition of the same lexical item is “We *laughed* and *laughed* and *laughed*”, and an illustration for the assembling of semantically related items is “In fact it was probably the most *immature, irresponsible, disgraceful* and *misleading* address ever given by a British Prime Minister.”

In brief, Intensification can be realised in three strategies: isolation, infusion and repetition. Lexical intensification can either have figurative meaning or non-figurative meaning.

- **Realisation of Quantification**

Similarly to Intensification, **Quantification** is also realised via isolated lexeme and semantic infusion. However, repetition was not mentioned in Martin and White (2005, pp. 151-152) as a realisation strategy of Quantification. Isolated lexemes acting as modifiers of the graduated items (e.g. *many, large, heavy, near*) are more popular for Quantification. Semantic infusion

realisations for Quantification are for estimation of quantity (e.g. *he's a **mountain** of a man* versus e.g. *he's a **large** man.*). Meanings in infusion or isolation can also be either figurative or non-figurative. Normally, the meaning of infused graduation devices for Quantification is figurative as in the example above (e.g. a ***mountain*** of a man). Isolated lexical items for realizing quantification sometimes also have figurative meaning (e.g. ***mountainous*** seas).

In brief, Quantification can be realised in two strategies, Isolation and Infusion, which can either be figurative or non-figurative in meaning.

2.4.2.2.2. The modified and adapted Graduation system

The Graduation system of English has been undergoing constant refinement and development with extension of both Force and Focus in terms of typology as well as realisations. Hood and Martin (2007) and Hood (2010) are among the pioneering studies of this kind that the following review sections mainly rely on.

2.4.2.2.2.1. The modification of Force

a. The modification of Force types

Some refinement has been made to the typology of Force including a recategorisation of Force types (Hood & Martin, 2007), a proposal of a new Force subtype-Intensification of Proposal and a modification and extension of Quantification (Hood, 2010).

Firstly, a recategorisation of Force types was proposed by Hood and Martin (2007). Drawing on data from academic writing, Force was not divided into two categories of Intensification and Quantification as in Martin and White (2005), but was treated as having three options: Intensity (of Quality), Quantity (of a thing) and Enhancement (of the manner of a process). Examples of Intensity and Enhancement proposed by Hood and Martin (2007) are presented below:

- (a) “Other research (...) has taken a*more* action-oriented approach.”(p.751)
- (b) “We intend to investigate the issue *more thoroughly*.” (p.754)

In (a), “*more*” is the Intensification of the quality “action-oriented” of the “approach”. In (b), “*more*” intensifies the manner “thoroughly” of the process “investigate”.

This new categorisation of Force does not actually introduce a new dimension to the framework. In fact, the two categories of Intensity and Enhancement are actually the equivalent of Intensification of Quality and Intensification of Process in Martin and White (2005) respectively. Quantity is the equivalent of Quantification in Martin and White (2005). As the refinement brings no remarkable change to the framework, Martin and White’s typology of Force (with Intensification and Quantification) will continue to be used in the current study.

Secondly, a new Force subtype was introduced. Hood (2010) proposed an additional Intensification type, which is Intensification of Proposal in addition to the two existing Intensification types (i.e. Intensification of Process and Intensification of Quality) proposed in Martin and White (2005). The additional Intensification type was developed from the grading of modality in Martin and Rose (2007, p.44). Proposal can be understood as a “demand for goods and services”. According to Hood (2010), modulation having the function of grading obligation and inclination can be used as a resource for intensifying a proposal, as in:

(c) It *should* be taken into account – It *must* be taken into account (p. 93).

In these two examples, the proposal “Take it into account” is graded from a medium level of obligation by “*should*” to a high level of obligation by “*must*”.

The present study adopted this new Intensification type, which will appear in the coding scheme.

Thirdly, a modification and extension of Quantification was proposed in Hood (2010). Originally, in Martin and White (2005), Quantification has three options, which are: Quantification of (1) Number, (2) Mass/presence and (3) Extent in which Proximity and Distribution of both time and space are the two options. The term “Quantification” was modified as “Quantifying” (in Hood, 2010). Within the category of Extent, the new terms Scope and Distance were used to replace Proximity and Distribution respectively. The current study will not adopt the newly suggested term for a practical reason that these two terms, in

general, are not strikingly different from the original terms Proximity and Distribution which are already familiar among Appraisal analysts. The major modification in Quantification, however, is the addition of the concept of Amount and Frequency into the system. Amount refers to the Quantification of number, volume, and mass, which were originally separate options. Frequency deals with the quantification of process as more or less frequent, as in:

(a) These methods are *often* very laborious.

The new modification with Amount will be adopted in the current study as Amount is a more generic term than the original one, Number or Mass/Presence, which can be combined under the same superordinate term, Amount. The additional dimension of Frequency in Quantification is a very important semantic aspect and will be adopted in the present study as well.

In summary, some modification to the network of Force types will be adopted in the coding scheme of the present study, including the addition of Intensification of Proposal, the modification of Quantification which includes the replacement of Amount for Number and Mass/presence and the extension of Quantification-Frequency. This adapted network of Force types for the current study is presented in Figure 2-14.

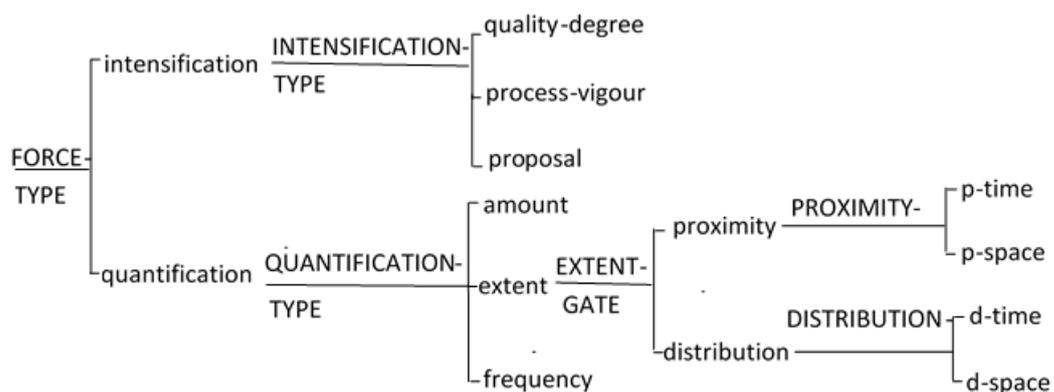


Figure 2-14: The adapted network of Force types

b. The extended realisation strategies of Force

In addition to the Realisation strategies of Force indicated in Martin and White (2005) which are (1) Isolated lexemes, (2) Semantic Infusion, and (3) Repetition, another realisation strategy of Force was suggested, which is Swearing (Martin & Rose, 2007, p. 49) Originally, Swearing in Martin and White (2005, p. 35) was classified under Involvement, one discourse semantic resource for construing interpersonal meaning along with Appraisal and Negotiation. One instance of Swearing as intensification is exemplified as in “*It is damn expensive in Sydney.*” Swearing was also recognised by Eggins and Slade (1997, p. 125) as a resource for what they termed “Augmenting”, which is equivalent to Martin and White’s up-scaling Intensification. For the analysis of spoken data as in this research, the inclusion of Swearing is essential.

In brief, the adapted network of realisation strategies of Force will now include Swearing as demonstrated in Figure 2-15.

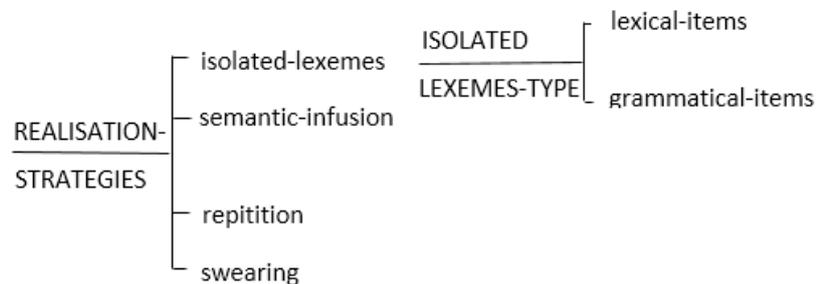


Figure 2-15: The adapted network of realisation strategies of Force

2.4.2.2.2.1. The modification of Focus

So far, the modification of the system of Focus in English has mainly occurred in the theorisation of Focus types rather than to realisations of Focus, which remains as isolated lexical items.

Originally, the notion of Focus was constrained to the sharpening and softening of the boundaries of Entities or Things as in “*a real policeman*”. In Martin and Rose (Martin &

Rose, 2007, pp. 46-47), the notion of Focus was extended to include the sharpening and softening of Qualities as in “blueish” and Number as in “*about three years*”. These three dimensions of Focus were classified under Valeur, which was then categorised into the two different semantic aspects of Authenticity or Specificity in Hood (2010). Focus of Authenticity was proposed to be applied for sharpening or softening of two options: (1) Entities (e.g. *a real audience, a pseudo-reader*) or (2) Qualities (e.g. *It’s a blueish colour*). Focus of Specificity could be applied for sharpening or softening of (1) Entities (e.g. *particularly at primary level, the general thrust of conclusion*) and (2) Number (e.g. *about three years*).

An additional dimension of Focus, apart from Valeur, is the sharpening and softening of “boundaries of process”, which was termed Fulfillment in Hood (2010). Hood (2010) argued that boundaries of process might be graded in terms of the degree of Completion or Actualisation.

Examples of Focus of Fulfillment-Completion are presented in (a) and (b) (Hood, 2010, p. 103).

- (a) “David *attempts* to compare...
- (b) “...an *attempt* to unravel the issue”

Examples of Focus of Fulfillment-Actualisation are presented in (c) and (d) (Hood, 2010, p. 104).

- c. “...he *seems* to be arguing that...”
- d. “Studies which *indicates* that...”

Although no extension was made in terms of realisations of Focus, Hood’s modification to Focus typology discussed in this section is a very important development of the Appraisal system as a whole and of the Graduation system particularly. The modification has outlined more delicate choices of Focus types which facilitate a more thorough analysis of this aspect of evaluative meaning. The extended network of Focus types will be adopted in the coding scheme of the present study as shown in Figure 2-16.

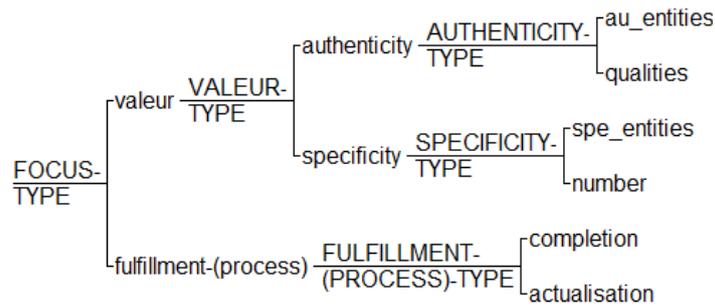


Figure 2-16: The adapted network of Focus types

2.4.2.2.3. Summary of the adapted Graduation system

Taking into account the extension and modification of the Graduation system in English, the adapted Graduation system to be used in the coding scheme for the English data will include changes in relation to types and realisations of Force and types of Focus as presented in Figure 2-17. The changes are (1) the extension of: (a) Intensification types-Intensification of Proposal, (b) Quantification type-Quantification of Frequency; (2) the modification of Quantification types to substitute Number and Mass/Presence by Amount; (3) the major modification and extension of Focus types.

A Graduation system for the analysis of Vietnamese data will be proposed after the review of potential resources for realising Graduation in Vietnamese in section 2.6.2.

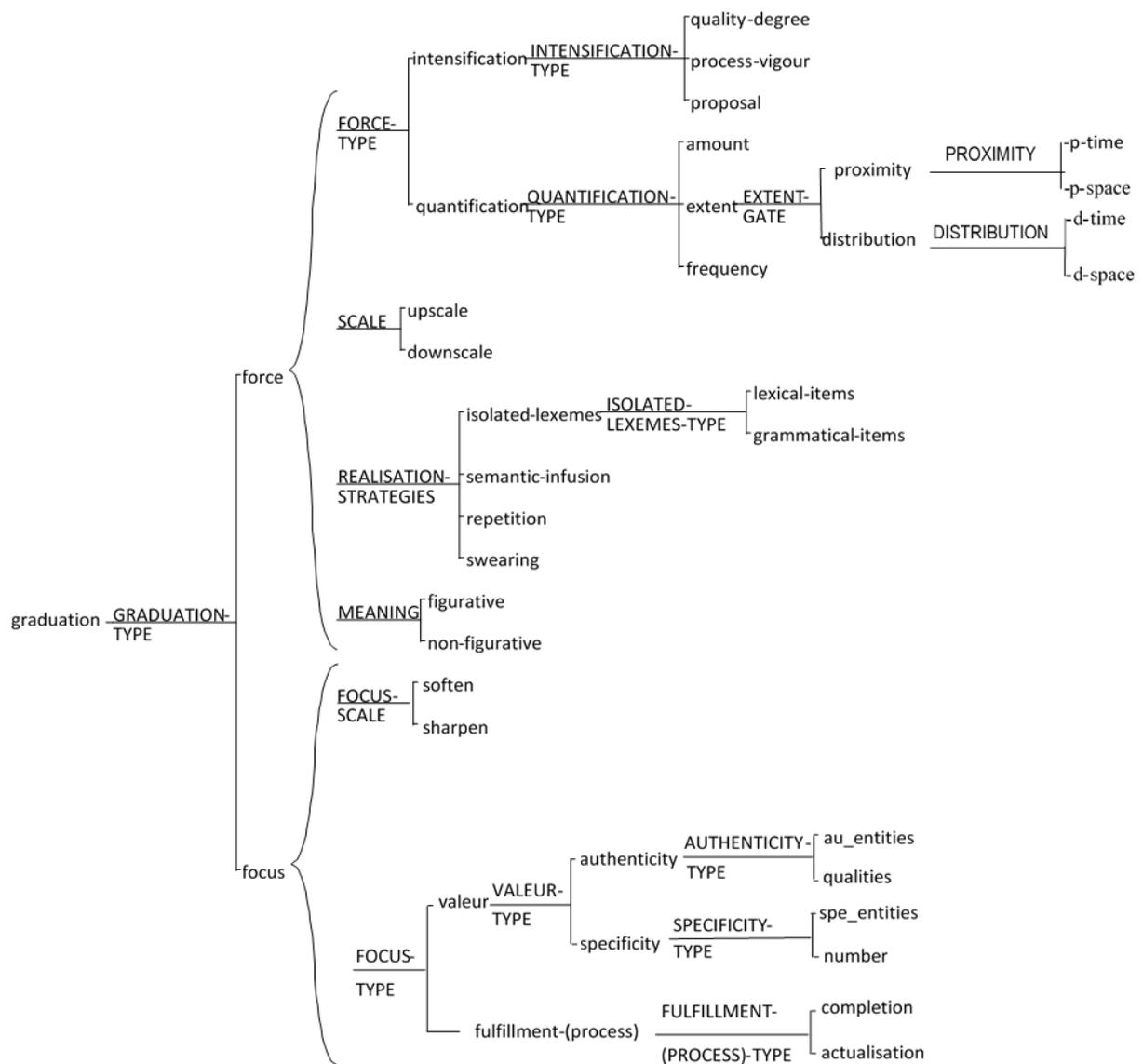


Figure 2-17: The adapted Graduation system for the English data

2.4.2.3. Non-verbal realisations of Appraisal

In addition to verbal realisations of Appraisal as outlined in Martin and White (2005), there can be other resources for realisations of evaluative meaning such as paralinguistic resources (including intonation and body language), laughter, and multimodal resources (including (moving) images and music). There have been only a few studies about the evaluative meaning conveyed by body language and laughter. Two such studies include Hood and Forey (2005) which examined the evaluative function of gestures in conference presentations; and Knight (2011) which investigated the interpersonal roles of laughter. Intonation and

multimodal resources of Appraisal have received more attention from SFL scholars, which is reflected in the work by Halliday and Greaves (2008) for intonation, and a series of publications by Economou (2006, 2009, 2012) and Unsworth (2013) for the evaluative function of multimodal resources.

As the current study examines the deployment of Appraisal in spoken discourse, the study of evaluative functions and meanings of non-verbal features such as body language, laughter and intonation could be a valuable complement to the evaluative meaning conveyed in verbal language. However, it would be beyond the scope of this study to explore this aspect of evaluative resources.

2.5. Initiatives in systemic functional linguistic description of Vietnamese

Vietnamese grammar has been described from a systemic functional linguistic perspective to varying degrees by a number of authors in English and Vietnamese but more comprehensively in Vietnamese (Cao, 1991; Diep, 2004; Hoang, 1997; Nguyễn, 1998; Thai, 1998, 2004).

One of the pioneering research studies on Vietnamese grammar published in English in recent years is that of Thai Minh Duc (Thai, 2004). In his work, Thai explained Vietnamese grammar in the lexico-grammar stratum at clause rank with a focus on describing the systems of Theme, Mood and Transitivity in Vietnamese. Thai's significant contribution to the understanding of Vietnamese grammar from the SFL perspective was his description of the distinctive features of Mood and Transitivity systems in Vietnamese and the indication of the similarities in the Theme system between English and Vietnamese. The structure of a clause as exchange in English is made up of two fundamental elements: Mood and Residue (Eggs, 2004; Halliday & Matthiessen, 2004). Thai (2004) described the exchange structure in Vietnamese as consisting of what he termed "Negotiation elements" and "Remainder", in which Negotiation elements are the ones which carry "the burden of the clause in interaction" or to "move the argument forward" and Remainder is the rest of the clause (p.411). The Negotiation elements consist of the Predicator and the Negotiator, in which the Predicator expresses processes. The Negotiators in Vietnamese are realised by what Thai termed "interpersonal particles" including Polar interrogative particles (to be used in Yes/No

questions), Elemental interrogative items (which are equivalent to the WH question words in English), and Imperative particles. Compare the structure of a clause as a Polar Interrogative having the same meaning in English and Vietnamese as proposed by Thai (2004) in (a) and (b).

a. Structure of a Polar Interrogative in English

| | | | |
|--------|---------|------------|------------|
| Do | You | love | me? |
| Finite | Subject | Predicator | Complement |
| MOOD | | RESIDUE | |

b. Structure of a Polar Interrogative in Vietnamese (Thai, 2004, p. 415)

| | | | | |
|----------------------|------------|------------|-----|------------|
| Em | co | yeu | anh | khong? |
| You | co | love | I | khong? |
| | Negotiator | Predicator | | Negotiator |
| Negotiatory-elements | | | | |

Thai's proposal of the adapted Mood structure for Vietnamese is very important as it provides a better way to examine, understand, describe and translate clauses as exchanges in Vietnamese.

In examining the Transitivity system in Vietnamese, Thai outlined some common types of processes including Material, Verbal, Relational, and Existential. Furthermore, he developed a more delicate network of Relational Processes to include Existential and Expanding processes (p. 427). Thai's view, which shares common ground with systemic functional linguists working with the English language, was that processes are central to transitivity and that a clause is built around a verb. This view was well supported in most cases in Vietnamese grammar and by the prototypical examples presented in Thai (2004). However, whether there must be a process present in a clause in the Vietnamese language or not needs further discussion, although such as discussion is beyond the scope of this study.

Nevertheless, it is worth raising the issue here as it is related to the analyses of Vietnamese data reported in Chapter 5.

The issue stems from the fact that it is very challenging in the grammar of Vietnamese to distinguish whether a word referring to a psychological phenomenon is a verb or an adjective. Diep (2004, p. 80) wrote:

“One difficult area of Vietnamese grammar is to distinguish between adjectives and verbs when they refer to psychological phenomena, such as “buồn” (sad). From the semantic and usage perspectives, words belonging to this class have the manner of verbs functioning as predicators when they are related to entities that are human or similar to human. In other cases, they have the manner of adjectives.”

(“Một lĩnh vực khó phân biệt tính từ với động từ trong tiếng Việt là các từ liên quan đến hiện tượng tâm lý, như “buồn” chẳng hạn. Xét về mặt nghĩa và mặt sử dụng, những từ thuộc lớp này có tư cách là động từ ở chức năng vị tố khi chúng liên quan đến thực thể là người hoặc giống như người, trong những trường hợp dùng khác, chúng có tư cách tính từ.”)

Diep (2004) gave these examples to distinguish between adjectives and verbs (p. 80).

(c). Sao hôm nay bạn Giáp **buồn** thế? (Động từ)

*(Why today you Giap **sad** +Interrogative particle?) (Verb)*

*(Why are you so **sad** today Giap?)*

(d). Đừng **buồn** nữa! (Động từ)

*(Don't + **sad** more!) (Verb)*

*(Don't be **sad** anymore!)*

(e). Người **buồn** cảnh có **vui** đâu bao giờ. (Động từ: buồn; Tính từ: vui)

*(Human **sad** scenery+ negative particle+ **happy** + negative particle + ever (Verb: buồn. Adjective: vui)*

*(When a **person** is **sad**, the scenery would never ever be **happy**.)*

As explained by Diep (2004), “buồn” (sad) in clause (c) and (d) is a verb, which functions as a predicator. When mapping the meaning of “buồn” as a verb into the Transitivity system, “buồn” realises a Mental process. In sentence (e), “buồn” is also a verb realising a mental process as its participant is “human”. In the same clause, however, “vui” (happy) albeit

having the same grammatical realisations, is considered an adjective only because it refers to a non-human entity which is “the scenery”. As an adjective, “vui” would have the potential to function as an attribute at clause rank when it is not part of a noun group. Suppose Diep’s argument is accepted, the transitivity of the two clauses in sentence (e) would be presented as follow:

- Clause e.1. (Semantic translation: *(When) a person is sad...*)

| | | |
|----------------------------|--------|-----------------------|
| | Người | buồn |
| <i>Literal translation</i> | Human | sad |
| <i>Transitivity</i> | Senser | Mental process |

- Clause e.2. (Semantic translation: *the scenery would never ever be happy.*)

| | | | | | |
|----------------------------|---------|-------------------|------------------|-------------------|--------------|
| | cảnh | có | vui | đâu | bao giờ. |
| <i>Literal translation</i> | scenery | negative particle | happy | negative particle | ever |
| <i>Transitivity</i> | Carrier | | Attribute | | Circumstance |

The transitivity of clause (e.1.) looks familiar in the SFL theory while the transitivity of clause (e.2) does not because there is no Process present where “be” would be expected in a similar English expression. In the Vietnamese language, an Attributive Relational process which is realised by “là” or “thì” (*be*) is always ellipsed when the Attribute is realised by a adjectival group and the Carrier is a conscious participant which is not realised by a demonstrative. The following example cited in Thai (2004, p. 423) illustrates this point.

Sematic translation: *He is very wise.*

| | | |
|---------|--|-------------------|
| Ông ta | | (rất) thông thái. |
| He | | (very) wise. |
| Carrier | | Process/Attribute |

Going back to Diep (2004)'s distinction of the adjectival and verbal forms of words referring to psychological phenomena (e.g. “*buồn*” (sad), “*vui*” (happy), “*phấn khởi*” (cheerful), “*ốm*” (sick), “*đau*” (painful)) relying on whether the words refer to a human or human-like entities or non-human entities is not convincing. The researcher believes that words of this kind describe the characteristic of an individual, so they would seem to function as adjectives rather than verbs. Furthermore, words like “*buồn*” (sad) semantically do not belong to any subtype of a Mental process (which are: cognition, desideration, emotion and perception), not even to the closest one, Emotion. Verbs that usually realise an Emotional Mental process would include “*hate*”, “*like*”, “*detest*”, “*love*”, “*miss*”, “*feel*”, etc...”, whereas “*buồn*” (sad), “*vui*” (happy), “*phấn khởi*” (cheerful), “*ốm*” (sick), “*đau*” (painful) are more like attributes of the relational process “*feel*”. Therefore, they cannot be a verb and realise a mental process.

In similar situations when the researcher has to deal with ellipsed process clauses or words that have a psychological phenomenon as referent, they will be treated as adjectives rather than verbs according to the discussion above.

In short, Thai's description of the Mood and Transitivity system in Vietnamese is particularly relevant to the current study. Not only does it present an insight into Vietnamese grammar from the SFL perspective but it also provides the meta-language to describe distinctive features of Vietnamese grammar to some extent, which will be needed for the description of Appraisal resources in the Vietnamese language in chapter 5 of the thesis.

At clause rank, Thai's categorizing of the interpersonal particles is helpful to the researcher in that it provides a taxonomy of the interpersonal elements, among which some have very subtle evaluative meaning, such as the Polar interrogative particle “*à*”. The categorizing of interpersonal particles also assists the researcher in better translating these elements into English to assist readers of the thesis who are not familiar with the Vietnamese language.

However, in order to describe realisations of Appraisal resources in Vietnamese in this thesis, a more detailed and consistent description of Vietnamese grammar from the SFL perspective at word rank is also very important. One reason for this is that the meta-language used at the

word rank in systemic functional linguistic descriptions of English is not sufficient to explain the subtle distinctive features of Vietnamese grammar. In Thai (2004, p. 411), some interpersonal resources were described but the account was not exhaustive. For example, “interpersonal particle” was used as a superordinate terms for particles having interpersonal meaning potential. However, this term is too ambitious because while the connotation is broad, the particles included (such as polar interrogative particles, elemental interrogative particles, imperative particles) describe resources for exchanging information only but do not take attitude into account. Attitudinal elements of the grammar of interpersonal meaning outside of Mood, Residue and Mood tag, need to be described and labeled. Although Vietnamese grammar shares some elements of this kind with English such as Vocatives and Expletives (Martin, Matthiessen, & Painter, 2010, pp.66-67), there are other interpersonal attitudinal elements that are distinctive to Vietnamese. One of these elements is “*ạ*” in example (d) below.

(d): Thu (to her supervisor): “Thưa thầy, em có thể hỏi thầy một câu, được không *ạ*?”

(Can I ask you a question?)

| | | | | |
|----------------------|-----------|---------------------|------------|------------|
| Thưa thầy, | em có thể | hỏi thầy một câu, | được không | <i>ạ</i> ? |
| Your master teacher, | I may | ask you a question, | may I not | <i>ạ</i> ? |
| Vocative | Mood | Residue | Mood tag | ??? |

“*ạ*” is an interpersonal element normally added at the end of an utterance (regardless of Mood) to show respect to the interactant who is normally of a higher status and power than the speaker. In this case, Thu is using “*ạ*” to speak to her supervisor and she is supposed to use this element for all utterances when communicating with her supervisor in Vietnamese. Without this element, Thu would imply a negative attitude towards her supervisor and she would be judged as having negative Propriety.

In addition to interpersonal attitudinal elements, there are also experiential elements having attitudinal potential that are not found in English. Two of these elements are constituents numbered (1) and (2) of a nominal group as illustrated in Table 2-5.

Table 2-5: The structure of a nominal group in Vietnamese

| | | | | | | | | | | |
|--------------------|--------------------|-------------------------|---------|---------|------|------------|---|--|------------------------------|---------------------------|
| NG | Tất cả | những | Cái (1) | Con (2) | Mèo | Đen (3) | xinh đẹp | dễ thương | ấy | của Bi |
| Translation | All | plural particle | ? | ? | Cat | black | pretty | lovely | those | of Bi |
| Function | Numerative | Numerative | Deictic | Deictic | HEAD | Classifier | Epithet Qualifier (Quality) | Epithet Qualifier (Attitude) | Deictic Demonstrative | Deictic Possessive |
| Form | Numeral (total) | Numeral (indefinite) | ? | ? | noun | Adjective | Adjective | Adjective | Determiner | Pronoun |

The nominal group as illustrated in Table 2-5 is the most extended one possible in Vietnamese in which “*cái*” (1) and “*con*” (2) function as deictics. “*Cái*” and “*con*” belong to the same word class and have the same function of referring to general categories of objects or concepts, but not always (Diep, 2004, p. 487). For example, “*cái*” can be applied to categorise, for example, “*bút*” (pen), “*túi*” (bag) and “*đèn*” (lamp), as in “*cái bút*” (cái pen), “*cái túi*” (cái bag), “*cái đèn*” (cái lamp). “*Con*” can be applied to categorise, for example, “*dao*” (knife), “*mèo*” (cat), “*ma*” (ghost), and “*sông*” (river) as in “*con dao*” (*con* knife), “*con mèo*” (*con* cat), “*con ma*” (*con* ghost) and “*con sông*” (*con* river). While “*cái*” and “*con*” each categorise very extensive numbers of nouns, it does not seem possible to establish criteria for defining the particular nouns that can be categorised by each of them. However, there are cases when “*cái*” and “*con*” cannot be applied. “*Cái*” cannot be applied for some of the nouns that “*con*” categorises. For example, in Vietnamese, we cannot say “*cái mèo*” (“*cái*” cat) or “*cái ma*” (“*cái*” ghost), but we can still say “*cái dao*” (“*cái*” knife), “*cái sông*” (“*cái*” river) although this usage is not common. “*Con*” cannot be applied for almost all the nouns “*cái*” categorises. For example, in Vietnamese we cannot say “*con bút*” (“*con*” pen), “*con túi*” (“*con*” bag) or “*con đèn*” (“*con*” lamp).

“*Cái*” is different from “*con*” in that only “*cái*” can categorise all the other categorizing words while “*con*” does not. In cases where “*cái*” is followed by another categorizing word, there is often an implication of negative attitude of deprecation, criticism or scorning, especially when persons are referred to (Diep, 2004; Thompson, 1965, p.192). For example, if we say “*cô giáo này*” (this female teacher), the attitude of the speaker is neutral. However, if we use “*cái*” to categorise “*cô giáo này*” (this female teacher), the attitude of the speaker towards “the teacher” is obviously negative, but the type of attitude it evokes needs to be determined with more contextual information.

“*Con*” also has attitudinal meaning potential. When “*con*” is applied to categorise a noun group referring to a female human entity, the attitude is generally negative as illustrated in sentence (e):

(e) *Con giáo viên đó không xứng đáng đứng trên bục giảng.*

(Con + that (female) teacher does not deserve to stand on lecture stage.)

(Con+ that teacher does not deserve to stand on the lecture stage.)

In sentence (e), “*con*” categorises the noun “*giáo viên*” (teacher). In this case, the attitude of the speaker is obviously negative towards the “teacher”. However, the type of attitude it evokes can only be determined with more co-textual and contextual information.

In short, the three elements presented above are among many other subtle elements in the Vietnamese language that do not have an equivalent in English and have not been described and labelled in English from the SFL perspective. (There are other words of this class in Vietnamese but the current study will not address them as their attitudinal meaning potential is not obvious in the data available in the current study). For “*cái*” (1) and “*con*” (2), studies of Vietnamese grammar from a traditional perspective published in English such as that of Thompson (1965) labelled them as General Classifier (p.192). However, in this study, if this traditional grammar term is used, it will be confused with the SFL Classifier as in (3).

With the inadequacy in the English description of Vietnamese grammar from a functional perspective in the existing literature, the current study will either create a new term according to the function of the grammatical item or use the traditional grammar terms that do not have the English functional equivalents, adding the function of the words in the context of this study. For example, “*cái*” and “*con*” will be termed “Categoriser” and “*ă*” will be termed “Final polite particle” in this study. Other similar cases of resources of Vietnamese Appraisal to be presented in the following section will be dealt with in the same manner.

Another reason for the need for a consistent description of Vietnamese word classes is that there have also been disagreements on the labeling of some word classes in the Vietnamese language. For example, on one hand, in many studies on the Vietnamese lexicon such as (Nguyen, Nguyen, Romary, & Vu, 2004), the Vietnamese language was described as having adverbs as a resource for describing “a verb, an adjective or another adverb” (p.5). It was not clear from the article, however, which theoretical perspective this study came from but it is very likely that it was from a traditional grammar perspective. On the other hand, Nguyễn Tài Cẩn (1998) taking the functional grammar approach, demonstrated that the resource for describing the manner of an action is adjectives and adjectival groups rather than an adverb or adverbial phrases (p.277). For example, in the verbal group “*chạy nhanh*” (*chạy*: run, *nhanh*: quick – run quickly), “*nhanh*” was labeled an adjective rather than an adverb. Although this claim does not sound familiar to English grammarians and Nguyễn (1998) did

not explain this, it seems to me that the rationale for Nguyễn's claim is due to the fact that Vietnamese words do not change the form when having different functions or tenses. "Nhanh" is a word to describe a characteristic of speed, therefore, it remains an adjective in Vietnamese whether it qualifies a process or whether it qualifies a thing from the perspective of Nguyễn (1998). The current study will adopt the view of Nguyễn (1998).

2.6. An outline of potential distinctive evaluative language resources in the Vietnamese language

The Appraisal framework of English can be applied to analyze Appraisal resources in the Vietnamese language. This is evident from the studies by Van Tran and Elizabeth Thomson (2008), Tran (2011) and Vo (2011) where the Appraisal framework of English was applied to analyze both Vietnamese spoken and written discourses. In other words, the Vietnamese language shares the Appraisal resources in English as outlined by Martin and White (2005). However, it also has distinctive evaluative elements which do not have equivalents in English as briefly discussed in the previous section and which have not been identified in any studies on Vietnamese Appraisal to date. These elements include the Person Reference system, Modal particles, Final Polite particles (already discussed) and Categorisers (already discussed) as resources for expressing Attitude, and reduplicatives and compound words as resources for expressing Graduation. The review of distinctive Attitude and Graduation resources in the Vietnamese language will be considered for modification of the coding scheme of Appraisal particularly for the Vietnamese data in the current study if necessary.

2.6.1. Resources for expressing Attitude

2.6.1.1. The person reference system

Vietnamese has a very complicated system of person reference. It comprises three grammatical subclasses which are (1) common nouns (kinship and "status" terms), (2) people's names, and (3) personal pronouns. Common nouns and people's names actually appear more frequently than personal pronouns in Vietnamese speech. They are used not only for self-reference but also to address the second and third party. The choice of a person referring term implies how the addressor positions him/herself towards the addressee and the

referent, how s/he shows deference or no deference to the second and the third party. In this section, the sub-system of common nouns (kinship and status terms) will be discussed in detail to explain how it can be an appraisal resource in the Vietnamese language. For the other sub-systems of people's names and personal pronouns, please refer to Ngo & Unsworth (2011) which is included in Appendix 1 for detailed explanations.

Within the Vietnamese system of reference, *common nouns referring to kinship or status terms* take the largest proportion. The use of kinship or status terms to refer to addressor, addressee or a third party is a practice reflecting the custom that in Vietnamese culture people are supposed to behave according to their roles in the family and in the society. The Vietnamese kinship system reflects the lineal organisation in the Vietnamese family. Within the nuclear family, the kinship system includes father, mother, child or children, brothers and sisters; thus this is reflected in the kinship terms. For example, a father normally uses "father" for self reference and addresses his child or children as "child" or "children" regardless of the child or children's gender. However, when he talks to his wife, he uses the term "anh" (senior brother) to address himself and "em" (junior sister) for his wife because in a Vietnamese family, the husband's role is like a senior brother to his wife. This addressing convention stems from the principle of Confucianism, which has a dominant influence in the tradition of the Vietnamese people (Ngo & Unsworth, 2011).

Kinship terms used among blood-related people do not indicate a significant attitude. However, an attitude will be implied when blood related people do not use kinship terms to address one another or use inappropriate kinship terms (Ngo & Unsworth, 2011, p. 174). This is illustrated in the extract below.

“Thầy tôi đã lạnh lùng đứng dậy, đi vào nhà trong mặc bà tôi ngồi kể lể. Tôi nhìn nét mặt thầy tôi, thấy sao mà dữ, mà sợ. Chờ thầy tôi khuất hẳn, tôi vội trèo lên giường bà tôi, lay vai bà tôi, rơm rớm nước mắt nói:

- Bà! Bà đừng khóc nữa. Cậu bán nhà này của bà đi rồi làm nhà khác mà.

Một giọng méu máo đáp:

- Có làm thêm mấy cái bàn đèn nữa đây! Bỏ mẹ mày giết tao... Hồng ơi!..

Tôi càng lay mạnh vai bà tôi:

- Cậu con không làm được thì lớn lên con đi học con làm cho bà. Bà nín đi.”³

(My father coldly stood up, went into the other room, leaving my grandmother sitting there moaning. I could see the fierce scary look on my father's face. Waiting for my father to be completely out of sight, I hastily climbed up to grandmother's bed, shook her shoulder and spoke to her with tears in my eyes:

- *Grandma! Grandma not weep more. Dad sell house this of grandmother go already will make house another. (Grandmother, please stop weeping. My Dad has sold this house of yours but he's going to make you another.)*

A wobbly voice replied:

- *Have make additional some drug table. Father mother “mày” (you) killed “tao” (me)...Hong + reciprocal particle! (He will only make more drug tables. Your father has killed me, Hong!)*

I shook Grandma's shoulder even more strongly:

- *Father child cannot make it be grow up child go learn child do for grandma. Grandma stop weeping + Imperative particle. (If my father doesn't do it, when I grow up and go to school, I will do it for you. Please stop weeping.)*

The exchange above is between Hong, the grand-son and his grandmother when she was in despair, becoming aware that her son (Hong's father) has sold her house for drugs. In the previous parts of the story, the grandmother consistently addressed herself as “bà” (grandma) when talking to Hong, an appropriate kinship term to use when talking to her grandchild. However, in this situation, she has changed the kinship term “bà” (grandma) to an abrupt first person personal pronoun “tao” and is addressing her beloved grandchild as “mày” (an abrupt second personal pronoun). The use of this pair of personal pronouns “mày”/ “tao” instead of the conventional kinship term “bà”(grandmother)/ “cháu” (grandchild) denies the blood relationship between the grandmother and the child and is showing negative Affection of the grandmother towards the grandchild (or more precisely, towards her son indirectly).

Kinship terms are not only used among family members and relatives but can also be applied with people with non-genetic relationships according to the age and gender of the interactants. For instance, a clerk can address his/her colleague as “senior aunt” if the

³ Source: Nguyen Hong (1941). *Nhung ngay tho au*. Hanoi: Van hoc publishing house.

colleague is a woman older than her mother. However, if this rule is broken, attitudinal meaning will be flagged as illustrated in the example below (Ngo & Unsworth, 2011, p. 175):

“Hắn uống được có vừa ba hôm, hôm thứ tư thì hắn tròn mắt lên, bảo con mẹ hàng rượu rằng:

- Hôm nay ông không có tiền; nhà mày bán chịu cho ông một chai. Tối ông mang tiền đến trả”⁴

(He drank for only three days, on the fourth day he raised his eyes round and told the alcohol selling woman:

- *Today “ông” (grandfather) no have money. House “mày” (you) sell no money for “ông” (grandfather) one bottle. Evening “ông” (grandfather) bring money return.*

(Today, I don't have money. Sell me on credit one bottle (of alcohol). This evening, I will bring the money to pay you.)

The extract above is a conversation between a destroyed man who became a heavy drinker and a woman who sold alcohol. The man drank to forget about the miserable life he was suffering and to have the strength to kill people for his living. As his life had already been destroyed, he could not care less about his manner towards other people. He was disgusted with life as a whole. Forty years old is not usually the age of a grandfather. However, he used the kinship term “ông” (grandfather) arrogantly to refer to himself when talking to the woman alcohol seller. By doing so, he positioned himself as high as her grandfather, which is much more superior to her, implying an evaluation of himself as having great authority over her.

In summary, in Vietnamese, kinship terms are used for person reference just as the first, second and third person pronouns in English. However, the choice of kinship terms conveys attitudes (Affect and Judgement) of the speaker/writer in certain contexts.

2.6.1.2. Modal Particles

Particles are function words that do not belong to any of the inflected grammatical categories such as nouns, verbs, pronouns, articles. They are mostly used to help to encode meanings such as negation and mood or they can act as fillers or discourse markers such as *well, ah,*

⁴ Source: Nam Cao.(1941). *Chi Pheo*. (1st Edition). Hanoi: New Life Publsiher.

anyway. Vietnamese language has a system of particles which can be classified differently from the perspectives of traditional grammar and functional grammar. From a functional grammar view, particles in Vietnamese can be divided into two categories: Experiential particles and Interpersonal particles (Diep, 2004). Experiential particles encode meanings of polarity, time and tenses, ability, homogeneity and degree of intensification (Diep, 2004, p. 541-544). Some of these experiential particles have evaluative meanings which fit in the Graduation category of the Appraisal framework which are the equivalents of the grammatical isolated lexemes in English such as “*rất*” (very) and “*khá*” (quite, rather). Apart from the Final Polite Particle, which is not part of the Mood structure, other interpersonal particles, more specifically Modal particles outside of Mood structure, such as “*được*”, “*phải*”, “*mất*” also convey significant evaluative meanings (Diep, 2004, p.54, p.241, p.251).

Particles “*được*”, “*mất*”, “*phải*” have the potential to express a number of evaluative meanings such as the meaning of Affect (Dis/Inclination), (Self) Judgement (Normality and Capacity) and Appreciation (Quality).

“*Được*” and “*mất*” create an opposing pair of particles following main verbs to express that the results/ achievements attained are desired (“*được*”) or not desired (“*mất*”) from the view of the speaker as in (4).

- (4) a. *Ước gì anh lấy được nàng.* (Wish I could marry + *được*+ her.)
 b. *Anh làm rơi chiếc nhẫn mất rồi.* (I dropped the ring + *mất* + already.)

In the two examples above, from the view of the speaker, “marry her” accompanied by particle “*được*” is a desirable result and “drop the ring” accompanied by particle “*mất*” is an undesirable result. When mapping these two particles into the Appraisal framework, they have the potential to inscribe the meaning of Affect-Inclination (“*được*”) and Affect-Disinclination (“*mất*”). If the two particles “*được*” and “*mất*” are omitted from the statements, the meanings of “*desirable*” and “*not desirable*” will not be present.

“*Được*” and “*phải*” create an opposing pair of particles following main verbs to imply the results/achievement is the (self) judgement of good luck (“*được*”) or bad luck (“*phải*”) (Diep, 2004, p. 546) as in (5).

(5). a. Nó bắt **được** một đề thi rất dễ. (He got + được + a very easy exam question.)

b. Nó bắt **phải** đề thi một đề thi khó đối với nó. (He got + phải+ a difficult exam question)

In the statements above, the speaker expresses a positive judgement of Normality (lucky) towards the person who “got a very easy exam question” by using particle “*được*” after the main verb “*bắt*” (got), and negative judgement of Normality (unlucky) for the one who “got a difficult exam question” by using particle “*phải*”. Other instantiations of this language deployment are presented in Table 2-6 below:

Table 2-6: “*Được*” and “*phải*” flagging Normality (Adapted from Diep 2004, p.546)

| Được (+ve Jud: Normality-Lucky) | Phải (-ve Jud: Normality-Unlucky) |
|---|--|
| -Mua được món hàng tốt. (Buy + được + a good product) | -Mua phải món hàng giả. (Buy + phải +a fake product) |
| -Gặp được người bạn tốt. (Meet + được + a good friend) | -Gặp phải người bạn không tốt. (Meet + phải +a not good friend) |
| -Chọn được trường chất lượng cao. (Select+ được + a high quality school) | -Chọn phải trường chất lượng kém. (Select + phải +a low quality school) |

Within the Mood structure, “*Được*” can also be used as a modulation of Ability (Diep, 2004, p. 496). This modal verb has the potential to inscribe Judgement of Capacity, as in (6) below:

(6) a. Nó nói **được** hai thứ tiếng. (He can speak two languages.)

(He speaks + **được**+ two languages.)

b. Nó không giải **được** bài toán này. (He can’t solve this mathematic problem.)

(He does not solve + **được**+ this mathematic problem.)

The attitudinal particle and modulation “*được*” needs to be distinguished with adjective “*được*” describing quality with lower degree compared to “good” but still belonging to the positive attitude. With this semantic dimension, “*được*” has the potential to inscribe downscaled positive Appreciation of Quality as in the instances below.

(7) a. *Xe này chạy được đấy.* (This car runs ok.)

b. *Bài viết này rất được.* (This piece of writing is very ok.)

The examples in (7) illustrate the meaning potential “được” can inscribe as an adjective: a positive Appreciation of the Quality of the car (a), and a positive Appreciation of the Quality of the “piece of writing”.

2.6.1.3. Summary of distinctive Vietnamese resources for realising Attitude

In summary, in the Vietnamese language, there are distinctive resources for inscribing and flagging attitudes which are not found in English. Resources for inscribing Attitude includes particles “*được*”, “*bị*” and “*phải*”. Resources for invoking, more specifically flagging Attitude include the person reference system, interpersonal particles, particularly Final Polite particle, “*ạ*”, , and Categorizers “*cái*” and “*con*”. Although these resources are distinctive to the Vietnamese language, they do not necessitate an extension of the Attitude system in terms of types of Attitude. Therefore, for Attitude, the same coding scheme can be used for both the English and Vietnamese data.

2.6.2. Resources for expressing Graduation:

It is very commonly thought that Vietnamese is a monosyllabic language. Such an assumption may be due the fact that in the modern Vietnamese writing convention, graphologically, each constituent is equivalent to one syllable and separated from each other by the spacing. The clause “*Ngữ pháp tiếng Việt là một lĩnh vực rất phức tạp*” as presented in Table 2-7 illustrates this point.

Table 2-7: Graphology in modern Vietnamese convention.

| | | | | | | | | | | | |
|----------------|--|------|------------|------|----|-----|----------|-----|------|-------------|------|
| | Ngữ | pháp | tiếng | Việt | là | một | lĩnh | vực | rất | phức | tạp. |
| | (Vietnamese grammar is a very complicated area.) | | | | | | | | | | |
| Words | Ngữ pháp | | tiếng Việt | | là | một | lĩnh vực | | rất | phức tạp | |
| Meaning | Grammar | | Vietnamese | | is | one | area | | very | complicated | |

In fact, in Vietnamese, there are both single syllable and multi-syllable words. In table 2-7, the single syllable words are “là” (be), “một” (one) and “rất” (very). The multi-syllable words are “ngữ pháp” (grammar), “tiếng Việt” (Vietnamese), “lĩnh vực” (area), and “phức tạp” (complicated). The multi-syllable words can be categorised into two groups namely Compounds and Reduplicatives. Compounds refer to the type of multi-syllable words in which the constituents are not partially or completely phonetically duplicated. Instead the constituents are more often semantically related. On the other hand, the constituents in a Reduplicative are phonetically related.

2.6.2.1. Compounds

A compound is a complex type of word. It has been defined and classified in various ways (Hành, Năng, & Khang, 2008; Nguyễn, 1998; Thompson, 1965). Semantically, it can be classified into four types, which are: (1) Iterative Compound, (2) Repetitive Compounds, (3) Singulative Compounds and (4) Semantic Transfer Compounds (từ ghép chuyển nghĩa) (Diep, 2004, p. 571). Among these four types of Compounds, the potential of expressing Graduation of the Iterative Compound and Repetitive Compounds is most obvious.

In an **Iterative Compound**, each constituent has its own meaning and the meanings combine to create a synthesised meaning of the whole word. Some examples of this type of word include: “học tập” (study practice), “tốt đẹp” (good beautiful), “mong chờ” (expect wait) (Diep, 2004, p. 571). Mapping Iterative Compound into the resources for Graduation as described by Martin and White (2005), “học tập” (study practice) and “mong chờ” (expect

wait) would intensify Force-Process, and “tốt đẹp” (good beautiful) would intensify Force-Quality.

In a **Repetitive Compound**, the constituents are synonyms or have very close meanings. The meanings are also combined together to create a synthesised meaning of the whole word. Some examples of a Repetitive Compound include: “vui mừng” (joyful cheerful), mong muốn (desire want), đợi chờ (wait wait). The intensification potential of this kind of word is obvious. “Vui mừng” (joyful cheerful) would intensify Force-Quality), “Mong muốn” (desire want) and “đợi chờ” (wait wait) would intensify Force-Process.

2.6.2.2. Reduplicatives

Reduplicatives are multi-syllabic words in which the syllables have phonological relations with each other. In a reduplicative, there is often a root element and derivative element(s). A reduplicative is formed in two cases: (1) when the derivative element(s) is/are the repetition of the whole syllable of the root element (full reduplicatives), (2) and when the derivative element(s) is/are the repetition of part of the root element (partial reduplicatives) (Hành et al., 2008). Examples of full or partial reduplicatives are presented in Table 2-8. More information about the formation, classification and meanings of reduplicatives in Vietnamese can be found in Appendix 2.

Table 2-8: Examples of full and partial reduplicatives

| Types of reduplicatives | Examples | Root element | Meaning of Root | Meaning of reduplicatives |
|-------------------------|--------------------------|--------------|-----------------|---------------------------|
| Full reduplicatives | xương xương | xương | bony | a little bony |
| | ngày ngày | ngày | day | everyday repeatedly |
| | tối tối | tối | dark/evening | nearly dark/darkish |
| Partial reduplicatives | gọn gàng | gọn | neat | very neat and tidy |
| | <u>l</u> ưa <u>th</u> ưa | thưa | thin, sparse | few/little and sparse |

Reduplicatives have the potential to be realisations of Focus and Force.

- **Realising FOCUS:**

As mentioned above, Focus is the sharpening or softening of the prototypicality of entities (Valeur) or processes (Fulfillment). Reduplicatives in Vietnamese tend to soften the prototypicality rather than sharpen it. An example of a reduplicative as a realisation of Focus is presented in (a).

(a) *Đọc xong rồi cũng **hiểu hiểu**.*

(After reading, (I) **understand understand** it (kind of understand it).

The reduplicative in (a) is “*hiểu hiểu*” (meaning “kind of understand”). The root word is “*hiểu*” (meaning “understand”) is repeated to form a full reduplicative, which softens the actualisation of the process “*hiểu*” (“understand”).

- **Realising FORCE:**

Reduplicatives in Vietnamese can be resources for realising Force. Reduplicatives can be considered a type of semantic infusion as the intensified meaning of the root element of a reduplicative is encoded in the word itself. Reduplicatives in Vietnamese can be either up-scale or down-scale Force resources. The potential of reduplicatives functioning as realisations of Force is illustrated in (b) and (c).

(a) *Mình nói thế thầy cứ **gật gật** mãi.*

(When I said that, the lecturer just **kept nodding** his head.)

(b) *Mình cũng chỉ có một vấn đề **nhỏ nhỏ** thôi.*

(I only have a **not too small** problem.)

In (a), “*gật gật*” (keep nodding the head), a partial reduplicative, is an Intensification resource up-scaling the meaning of Process “*gật*” (nod) encoded in the root element, “*gật*”. In (b), “*nhỏ nhỏ*” (not too small), a full reduplicative, is a Quantification resource downscaling the meaning of Amount “*nhỏ*” encoded in the root element, “*nhỏ*” (small).

In summary, both compounds and reduplicatives in Vietnamese are particularly evaluative in that they can be resources to upscale or downscale Intensification and Quantification and soften Focus.

2.6.2.3. Summary of distinctive Vietnamese resources for realising Graduation

In summary, in the Vietnamese language, there are distinctive resources for realising both Force and Focus which are Reduplicatives and Compound words. The graduation meaning conveyed these resources is in the same way as with the Semantic Infusion realisation strategy outlined in Martin and White (2005) although it is only applied for Force, not for Focus. In the current study, it is necessary to include this realisation strategy for Focus in the coding for the Vietnamese data. For practical purposes, the same coding scheme for Graduation will be used for both the English and Vietnamese data. When analysing the English data, instances of Semantic Infusion for Focus will be coded as zero. The coding scheme of Graduation to be used for both the Vietnamese and English data is presented in Figure 2-18.

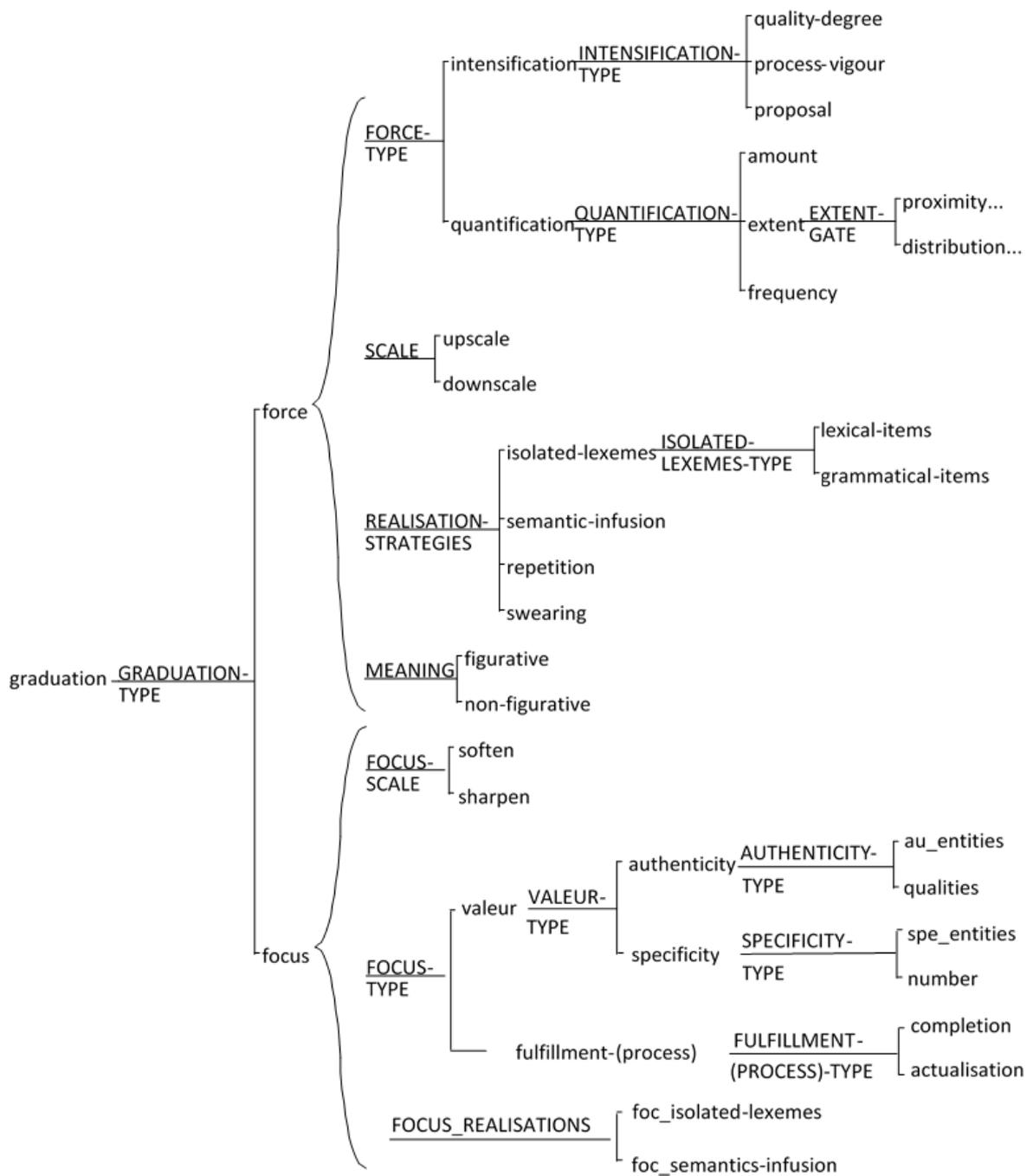


Figure 2-18: The adapted Graduation system as a coding scheme for Vietnamese and English data

2.6.3. Summary of distinctive Attitude and Graduation resources in the Vietnamese language

In summary, the Vietnamese language has Attitude and Graduation resources equivalent to those outlined in Martin and White (2005). Additionally, it also has distinctive features to express Attitude (such as the person reference system, particles and categorisers) and Graduation (such as Compounds and Reduplicatives). The coding scheme for Attitude for the English language as outlined in Figure 2-12 can be applied for analysis of the Vietnamese data. The adapted coding scheme of Graduation for the Vietnamese language can be applied for analysis of the English data. However, it is necessary to notice that there will be no instance of Semantic Infusion as a realisation of Focus in English.

2.7. Review of the application of Appraisal

The Appraisal framework has been applied to explore the evaluative aspect of language in a wide range of contexts including educational (Hood, 2010; Macken-Horarik, 2003; Macken-Horarik et al., 2011), professional (Lipovsky, 2008, 2013) and political (Miller, 2007). It has been used to analyze different types of genres including narratives (Macken-Horarik, 2003; Page, 2003; Painter, 2003), history textbooks (Coffin, 2003, 2006), academic writing including persuasive, academic reports, research articles (Derewianka, 2007; Hao & Humphrey, 2012; Hood, 2004, 2006, 2010), news media (Thompson & White, 2008; White, 1998). In addition to the application of the Appraisal framework in dealing with texts of written mode, it has also been applied to analyze texts of spoken mode (Adendorff & Klerk, 2005; Becker, 2009; Caldwell, 2009; Eggins, 2000; Eggins & Slade, 1997; Hood & Forey, 2008) and multimodal mode (Economou, 2006, 2009, 2012; Swain, 2012; Unsworth, 2013). In addition to analyzing English texts by native speakers of English, the Appraisal framework has also been applied to analyse Appraisal in English by non-native speakers of English (Adendorff & Klerk, 2005; Lee, 2006; Xinghua & Thompson, 2009). The Appraisal framework has also been applied extensively to deal with evaluative language in languages other than English such as Austrian (Kaltenbacher, 2006), Chinese (Kong, 2006; McDonald, 2008), French (Caffarel & Rechniewski, 2008), Italian (Pounds, 2010), Swedish (Folkeryd, 2006), Spanish (Oteíza & Pinto, 2008), Japanese (Sano, 2011; Thomson, 2008), Thai (Knox

& Patpong, 2008) and Vietnamese (Tran, 2011; Tran & Thomson, 2008; Vo, 2011). As the current study examines Appraisal in spoken discourse in English by non-native speakers of English and in Vietnamese, only relevant studies will be reviewed in the following sections.

2.7.1. Appraisal in languages other than English

As mentioned above, there have been quite a large number of studies applying the Appraisal framework originally designed for the English language in analyzing evaluative resources in languages other than English. The major entries of the framework can capture most features of Appraisal in other languages, especially European languages. Adjustments or extensions of the framework were implemented only for the more delicate sub-categories. For example, for the Swedish language, Folkeryd (2006) maintained the major entries of the framework and extended on the sub-systems of Affect, Judgement and Appreciation as in Figure 2-19, Figure 2-20 and Figure 2-21.

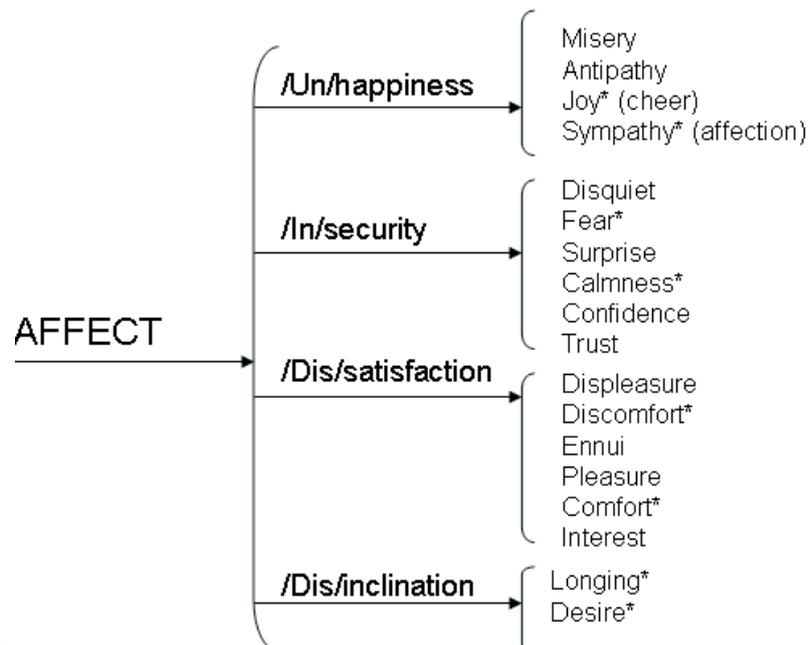


Figure 2-19: Amendments to Affect (Folkeryd, 2006, p. 69)

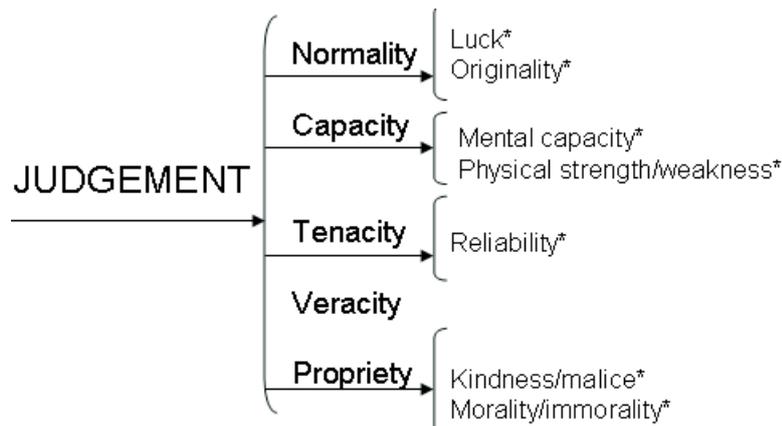


Figure 2-20: Amendments to Judgement (Folkeryd, 2006, p. 74)

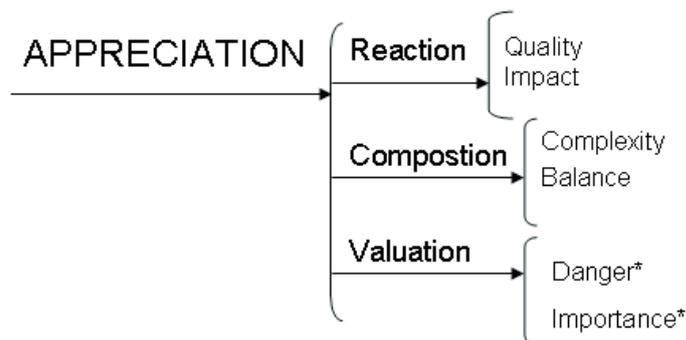


Figure 2-21: Amendments to Appreciation (Folkeryd, 2006, p. 78)

The Martin and White (2005) Appraisal system, however, does not seem to work as well for the Japanese language. Motoki Sano (2011) indicated that the Appraisal framework of English does not capture the commonality in meaning across its sub-systems. For example, the meaning of rareness can be expressed in both Judgement-Normality and Valuation-Significance but the current Appraisal framework does not facilitate such commonality. Moreover, in Japanese, due to the ideogram nature of the language, many compound words are constituted by two different types of meaning of its constituents, such as “勇猛 (brave and strong)”, in which one constituent “brave” inscribes Tenacity and “strong” inscribes Capacity. For such cases, there would be a need for double coding. To tackle the two problems above, Sano (2011) proposed a re-structured framework of Attitude to be adapted for creating an Appraisal dictionary in the Japanese language with completely different framework entries from the English Appraisal framework, only retaining the polarity options as in Figure 2-22.

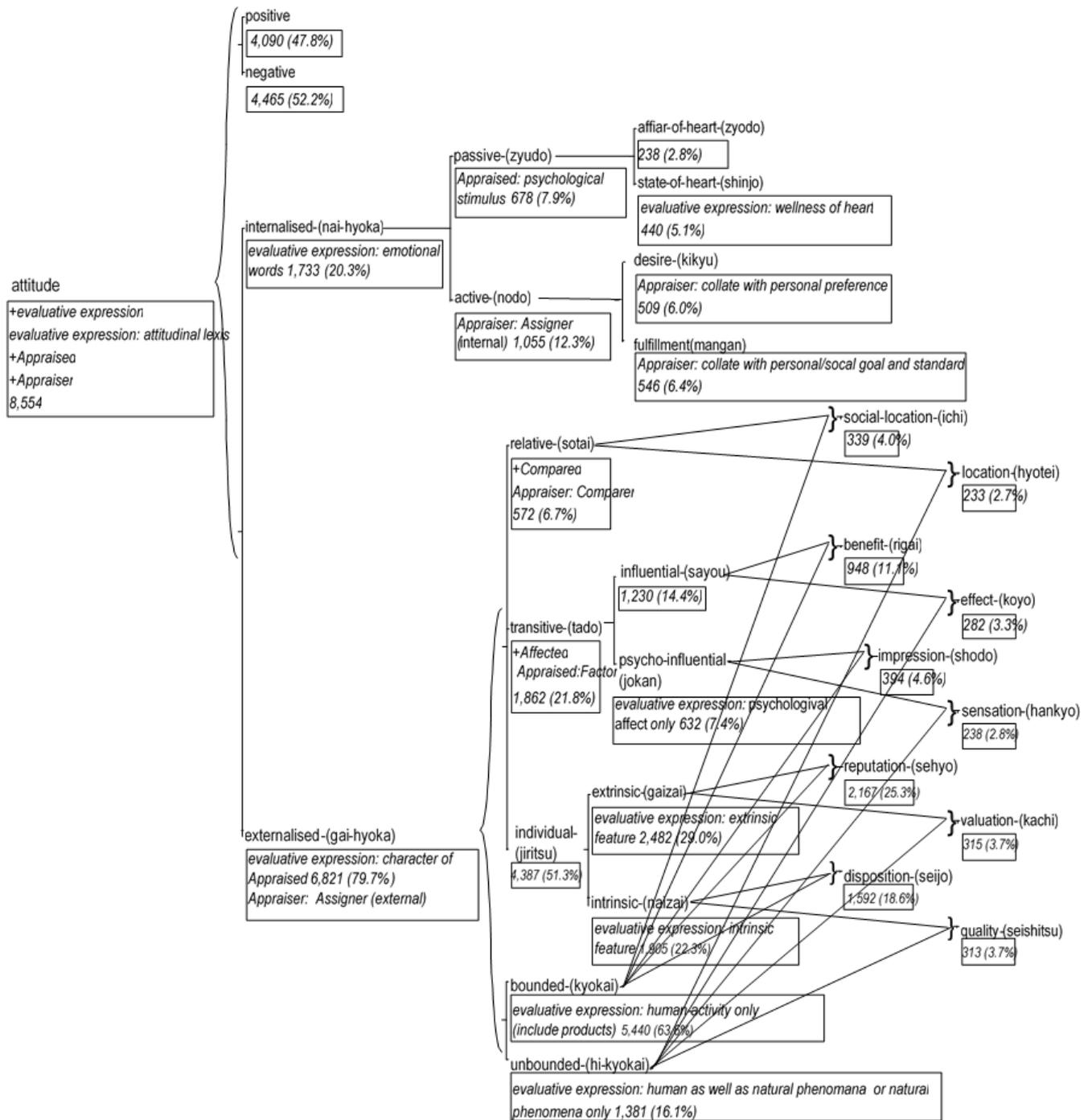


Figure 2-22: A restructured framework of the Appraisal system for Japanese language (Sano, 2011)

The effort to extend or re-design the Appraisal framework to accommodate for the analysis of languages other than English is very valuable. However, what the current study is interested in is whether there are Appraisal resources distinctive to other languages. To date, only Sano

(2011) seems to have provided an answer, which is the compound words in Japanese. Other studies of Appraisal in languages other than English have not explored this area.

2.7.2. The review of Appraisal in the Vietnamese language

Studies of Appraisal in the Vietnamese language have been few. Recently, to the researcher's knowledge, there have been only two bodies of research applying the Appraisal framework (Tran, 2011; Tran & Thomson, 2008; Vo, 2011).

The book chapter Van Tran co-authored with Elizabeth Thomson (Tran & Thomson, 2008) was actually a pilot study of her thesis published in 2011, which aimed to determine whether the Appraisal framework of English could be applied to analyze the language of evaluation in the Vietnamese language. The results of the investigation were positive in that the Appraisal framework (particularly the system of Attitude and Engagement) was shown to be applicable in analyzing the journalistic voice in a hard news article about the Abu Ghraib prisoner scandal, published in an official Vietnamese newspaper (The People's Daily). From her preliminary analysis, Tran found that the reporter used a number of compelling voices to support his opinion that US was committing war crimes in Iraq. The reporter's authorial voice was expressed explicitly with negative appreciation, judgment and Affect towards the US government. According to Tran, the way the evaluative language was used in this article by the reporter is contrary to the conventional reporter's voice in English outlined by Martin and White (2005) which claimed that evaluative key of the journalistic voice, especially for hard news reporters, is characterised by the "no or extremely low probability of unmediated inscribed judgement, no authorial voicing of Affect and low probability unmediated inscribed appreciation and observed Affect" (p.178). However, the reporter who wrote the article in Vietnamese in Tran's analysis overwhelmingly used authorial inscribed Affect, judgment, and appreciation over the whole article.

The analysis of the language of appraisal in Vietnamese written text by Tran and Thomson (2008) is an exploratory study with a focus on how a Vietnamese journalist uses the language resources in Vietnamese to evaluate US government in the event of the Iraqi war. The analysis was done with one article only, so it cannot generate the features of Vietnamese language of evaluation in written text. The limited scope of this study leaves a gap in the

literature for a systemic functional linguistic study of Vietnamese with respect to interpersonal meaning in general, and more specifically the language of appraisal and that of graduation in particular.

Tran's thesis (Tran, 2011) used the Appraisal framework to explore social attitudes towards the quality issues of postgraduate education in Vietnam. The data were collected from oral interviews. With the use of the English Appraisal framework, the study found a set of alarming quality issues relating to higher education in Vietnam. The issues were reflected in the indirect negative evaluations by the least powerful stakeholders- the students, and the direct negative evaluations by the most powerful stakeholders-the managers. Tran's study was a demonstration of the successful application of the English Appraisal framework to the analyses of the Vietnamese language. However, this study only employed the general categories of the Appraisal framework (e.g. Affect, Judgement and Appreciation), but did not use the most delicate sub-categories of each of these categories (e.g. Affect-Un/Happiness-Misery/Cheer). Possibly, for the purpose of Tran's study, it was not necessary to employ the Appraisal framework to its most delicate options. However, this leaves a gap for further research in the application of the detailed Appraisal framework in the analysis of Appraisal in Vietnamese. Furthermore, although the focus of Tran's thesis was to explore how meaning of Appraisal was conveyed in the Vietnamese language, it did not indicate any potential distinctive features of Appraisal in Vietnamese given the fact that English and Vietnamese are two very different language systems.

Vo (2011) used the Appraisal framework to explore journalistic voices in Vietnamese and English business news reports. In terms of the authorial Appraisal values, there was no deployment of Affect and Judgement, but instances of inscribed authorial Appreciation were found. In terms of the observed Appraisal values, some instances of observed Affect were found though their frequency was much lower than in the English news reports. From the Graduation perspective, there were very few instances of Focus found in the Vietnamese news reports. The main graduation resource deployed was significantly Intensification, in which Isolating is the main realisation strategy deployed in the Vietnamese articles. Vo's study of the deployment of Appraisal resources in the Vietnamese business news stories was constrained to examining of the frequency of Appraisal instances only. The

depth of the realisations of Appraisal in the Vietnamese language was not the focus of this study.

In short, from the three studies applying the English Appraisal framework in the analysis of evaluation in Vietnamese in both written and spoken discourse as reviewed above, it can be concluded that the Appraisal framework of English is applicable to the analysis of the Vietnamese language in spoken and written forms. However, these studies did not explore very delicately the distinctive resources of Appraisal in Vietnamese or their grammatical realisations in Vietnamese. The issues will be taken up in the present study.

2.8. Conclusion

The ability to express an evaluative stance in a variety of contexts is very important for any language learners, particularly for Vietnamese students who are enrolled in graduate studies in Australia. Among many linguistic and educational areas of study dealing with the evaluative function of language, the Appraisal system within SFL theory is most suitable for the examination of Vietnamese graduate students' deployment of Appraisal in English and Vietnamese oral discussions as it provides a framework to study closely about the deployment of Appraisal resources in the two languages. Although the Appraisal framework as proposed by Martin and White (2005) still needs refinement and adaptation to be able to apply it to data analysis of the current study, its theorisation offers a valuable contribution to the analysis of the deployment of Appraisal in the Vietnamese language and to the recognition of potential distinctive features of Appraisal resources in Vietnamese.

In the following chapter, the research design and methodology will be proposed. The coding schemes for Attitude and Graduation will be re-presented and details about how each research question can be addressed will be focus of chapter 3.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

Introduction

In the previous chapter, the rationale for the choice of the adapted Appraisal framework as the theoretical framework of the study was explained with a review of its application in language studies in different contexts. This chapter indicates the research design and describes the methodology for this study. The research design, presented in section 3.1, explains the choice for the current study of Systemic Functional Linguistics (SFL) from among five recognised approaches to the analysis of semi-casual oral discussion. The methodology section, which will be presented in section 3.2, provides a description of the data and research participants and details about the research procedures and data analysis. Before details of the research design and methodology are discussed, it is useful to re-present the research questions here, which were introduced in chapter 1.

The overarching research question is:

How can a comparative account of Attitude and Graduation in English and Vietnamese discussions among Vietnamese graduate students advance linguistic theorizing of the resources of evaluation?

To answer this overarching question the following sub-questions need to be addressed:

1. How do Vietnamese graduate students deploy the Attitude and Graduation resources of English in discussions of everyday issues, their postgraduate course experience and their views of the international standing of their profession in Vietnam?
2. How do Vietnamese graduate students deploy Attitude and Graduation resources of Vietnamese in discussions of the same topics?
3. What are the differences in the deployment of Attitude and Graduation resources in Vietnamese and in English discussions used by Vietnamese graduate students?

4. To what extent does the theorizing of Attitude and Graduation resources in English have application to the understanding of Attitude and Graduation resources in Vietnamese?

3.1. Research design

The current study takes the SFL approach, as designated in Figure 3.1, to analyse the semi-casual oral discussion data of the study. As described in chapter 1, as the aim of the study is to explore the use of the participants' evaluative language in semi-casual oral discussions, the design of the study has much in common with the Casual Conversation Analysis paradigm since the data share some common features with casual conversations. However, the aim of this research makes it unnecessary to apply the whole paradigm of casual conversation analysis, which covers analyses of the generic and discourse structure, semantic and grammatical patterns of casual conversations. The focus of the study is only on the semantic patterns of evaluative discourse.

To analyse casual conversations, a number of approaches have been outlined by Eggins and Slade (1997, p.24) in Figure 3-1.

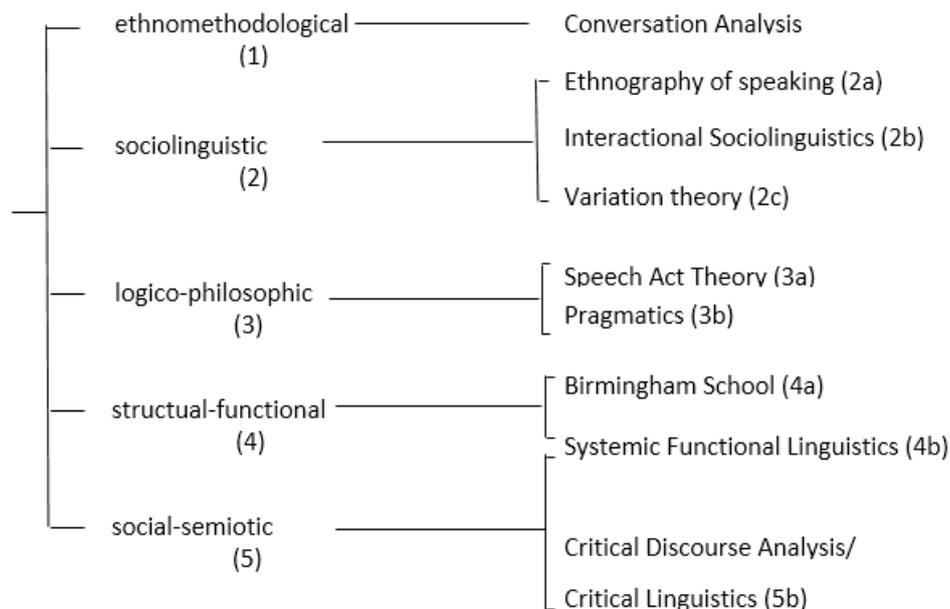


Figure 3-1: Relevant approaches to analysing casual conversation (Eggins & Slade 1997, p.24)

Among the five relevant approaches to analysing casual conversations, the Systemic Functional Linguistics (SFL) approach is most relevant to the aim of the study. The selection of this approach is mainly due to the fact that it “offers an integrated, comprehensive and systematic model of language which enables conversational patterns to be described and quantified at different levels and in different degrees of detail” as noted in Eggins and Slade (1997, p. 47). In the current study, the SFL approach enables a comprehensive understanding of the semantic patterns of evaluative language deployed by the participants in relation to the lexico-grammar and discourse semantic strata of the language.

3.2. Research methodology

3.2.1. The pilot study

Prior to the actual data collection in the main study, a pilot study was conducted for preliminary exploration of Vietnamese students’ repertoires of appraisal resources in English and Vietnamese spoken discourse. There were also some issues that needed to be clarified before the actual data collection. The first issue is that the researcher did not have experience with research of this kind, thus, a pilot study was important to give the researcher an estimation of the amount of data that could be processed within the time frame of the study. Secondly, the pilot study was necessary for the researcher to explore the approaches to participant recruitment, data collection and data analysis processes so that any practical or methodological problems in the main study could be anticipated and managed.

The pilot study was conducted with four Vietnamese graduate students in Sydney who were asked to participate in a discussion in English and another in Vietnamese about the same topics. The detailed process, findings and theoretical implications of the pilot study can be found in Appendix 3. The important achievements of the pilot study were its methodological implications which involved six issues: (1) data collection venue, (2) data collection time, (3) manner of the discussion participation, (4) the discussion topics, (5) data coding, and (6) the scope and focus of the study. Each of these issues is discussed in detail in Appendix 3, however, the methodological implications can be outlined briefly as follows. First, the venue for the data collection needs to be in a noise proof room. Second, the Vietnamese and English discussions should not be conducted on the same day to avoid tiresomeness and boredom the

participants may feel when discussing the same topics. Third, it is necessary for the researcher to manage participation of the research participants in the discussion in the way that the topics nominated for discussion remain in focus and over-lappings of the participants' speech can be minimised. Fourth, the topics for discussion need to allow the participants to draw on choices of a range of resources for appraisal. Fifth, there should be a systematic identification of the units of analysis for Inscribed/ Invoked Attitude and Graduation. Moreover, the computational software such as the UAM Corpus Tool (O'Donnell, 2008) should be employed to replace the manual color coding for the later stage of quantifying of Appraisal instances and displaying of Appraisal patterns. Finally, the pilot study also has a very important implication in the strategic decision of the scope and focus of the study. Even though in spoken discourse, humour, and other para-linguistic features such as intonation and body language contribute an important part to the expression of Attitude, they can only be acknowledged in this study because of the amount of work required for analysis of these features, which is not manageable within the time frame of this research.

3.2.2. Description of the participants and data collection

3.2.2.1. *The participants*

Sixteen participants (eight males, eight females) were recruited for data collection. The participants were Vietnamese students enrolled in graduate studies in Sydney at the time of data collection. Their majors of study were various ranging from music study, computer science, business studies, finance to journalism. The recruitment of participants was based on these conditions (1) their IELTS score ranged from 6.5 to 8.0, which represents the diversity in levels of language proficiency of Vietnamese postgraduate students in Australia; (2) they had lived in Australia for the same amount of time (so that the language influence of living amongst native-speakers would be more likely to be similar); (3) half of them are male and half are female (to enable consideration of the influence of gender on the choice of language resources); and (4) they all came from the Northern part of Vietnam and have Northern Vietnamese dialect. As the researcher is unfamiliar with the subtlety of the evaluative meaning embedded in local expressions in the Southern dialect, the scope of this study is within Attitude and Graduation expressions of northern Vietnamese dialect only.

Of all the participants recruited, most had lived in Australia from twelve to sixteen months, with four exceptions in which two had just arrived in Australia one month before the data collection and two had done a degree in Australia prior to their current enrollment. All participants had similar education backgrounds in Vietnam and had not lived in any other English speaking countries prior to Australia. The IELTS scores of the participants ranged from 6.5 to 7.5, with one exception where one participant had an IELTS score of 8.0 and two participants did not have an English Proficiency test score as they were exempted due to their previous study in Australia.

3.2.2.2. The data collection

3.2.2.2.1. Grouping of participants for data collection

For data collection, participants were rotated through eight groups: four groups having Vietnamese conversations and four groups having English conversations. Each group consisted of four participants with an equal number of male and female students. Each participant appeared in two conversations (one in Vietnamese and one in English). The rotation of the group members was done in a manner designed to reduce the possibility that the participant would meet the other member of their first conversation group again in the second conversation. This is to address issue of maintaining similar social distance among the participants. It was anticipated that after the first conversations, the participants who had not known each other before may develop a relationship which would affect the nature of their social distance in a subsequent conversation, and as a consequence may affect the language used. The grouping of participants is illustrated Figure 3-2.

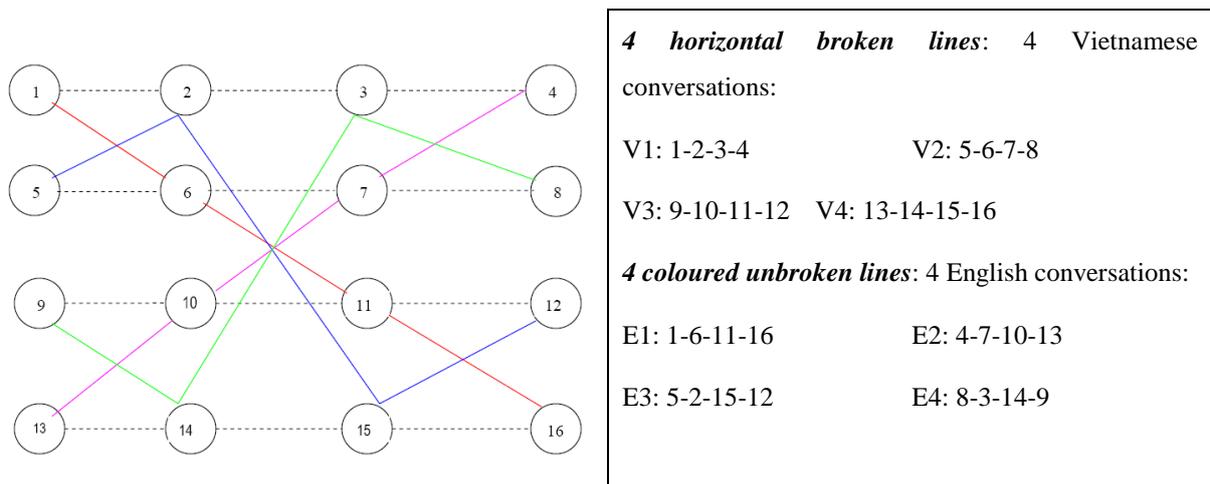


Figure 3-2: Grouping of participants

For instance, Van, as participant number 1, had a Vietnamese conversation with three other participants: Huong (2), Lam (3) and 4 (Hieu). Van did not meet these three participants again in his English conversation, where his group included: Van himself (1) and three others: Trang (6), Lien (11) and Trong (16).

In fact, in the actual data collection, only four participants had to meet again because they were not available at the time assigned. One participant could not make it to the data collection of the second conversation, thus, in one group, there were three participants instead of four.

3.2.2.2.2. The discussion prompts

Four different topics were used to elicit expressions of Appraisal in the participants to allow for the influence of different topics on the production of different types of language resources. The conversation started with more personal topics to warm up and then moved towards more academic topics. The topics were (1) “On/off campus accommodation”, (2) University assessment, (3) Enrolment procedures, and (4) Professional contribution. These topics were meant to elicit both personal experience (accommodation), academic experience (university assessment and enrollment procedure) and professional experience (professional contribution).

Prompt questions were used to initiate the conversations on these topics, which can be seen in Appendix 4. Examples of some prompt questions are shown in Table 3-1.

Table 3-1: Example of the prompt questions

Topic 1: On/off campus accommodation

- Where do you live? How long have you been living there? Did you live anywhere else before? If yes, why did you move?
- Are you staying with Vietnamese students or other international students or local students or home-stay?
- If you could have a choice, which kind of accommodation would you prefer? Why?
- If you could have a choice, who would you prefer to stay with during your time in Australia? Why?
- What do you like your room/flatmate(s) to be? How is/are your room/flat mate(s)?
- Have you ever had any problem with your room/flatmate (s)? What is/are the problem(s)?
- What do you think would be best as a solution to the problem you are having/you had with your roommate or flat mate now?

The prompts for the four topics were translated from English to Vietnamese to be used in the Vietnamese conversations. During the conversations, probe questions were also used together with prompt questions to encourage the participants to further elaborate on their ideas.

3.2.2.2.3. Data collection process

The data collection was carried out in a noise proof room in the library of the University of Technology Sydney (UTS) over three days with a one hour time slot for each group. For the comfort of the participants, Vietnamese conversations were conducted first, with the researcher initiating the conversations with the prompts presented above. In the subsequent English conversations a non-native speaker of English, who was not a speaker of Vietnamese, was present in the conversation to create an authentic language context. With the presence of a person who did not speak Vietnamese, it was more natural for the Vietnamese participants to communicate in English, otherwise, it would be awkward for them to speak to each other

in a language other than Vietnamese. The researcher was still the one who initiated the conversations. The reason a non-native speaker of English, rather than a native speaker of English, was chosen to be present in the English conversations was to avoid the language power a native speaker of English may have over the participants. The length of the talks in English and Vietnamese conversations was the same (approximately one hour each). All the talks were video and audio recorded.

After the data collection, there were two sets of data: the audio and the video data. For the purpose of the research, the audio data was the main source. The video data set was the back-up in case there were some problems with the audio set. During the data collection, in some groups, one topic was pursued more than others but all four topics were covered by all the eight groups.

3.2.2.2.4. Data transcription

The audio data collected was transcribed manually for wordings using a conversation transcription convention adapted from Eggins and Slade (1997). As the scope of this research does not include intonation or phonetic features of the spoken language, or analysis of moves and acts in conversations, only the basic transcription convention was used. The adapted transcription convention is presented in Table 3-2.

Table 3-2: Transcription convention (adapted from Eggins and Slade, 1997, p.5)

| | |
|------------------------------------|--|
| Punctuation | <ul style="list-style-type: none"> - 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 quote or repeat 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 behaviors are given within square brackets: [humour] |
| False starts | False starts are shown with hyphen: - |
| Fillers | <p>Most common fillers are transcribed, such as :</p> <ul style="list-style-type: none"> - Umm: doubt - Ah: staller - Mmm, mhm: agreement - Eh: query - Oh: reaction - Ohh: suggesting shock, surprise, disappointment <p>(Fillers in Vietnamese conversations will be transcribed in Vietnamese)</p> |
| Hesitations | Hesitations are transcribed by three dots: ... |
| Overlapping | Over-lappings are transcribed by double equal signs: == |

In addition to transcribing oral language as presented in Table 3-2, another challenge during the data transcription process was the identification of the clause boundaries. The researcher based the decision of clause boundaries on the pauses (not hesitations) and intonation of the speakers. In other words, short pauses in combination with slight falling intonation signal complete clauses. Short pauses in combination with slight rising intonation signal an

unfinished sentence, which can be the end of a clause in a clause complex. Long pauses in combination with falling intonation signal the end of turns (Halliday & Greaves, 2008).

3.2.3. Data analysis

3.2.3.1. *The coding scheme*

In Chapter 2, the Appraisal framework, particularly the systems of Attitude and Graduation were reviewed and refined, enabling a proposal of a coding scheme for this study. Figure 3-3 presents the two main systems of the Appraisal framework that were applied in the data analysis in the current study. Figure 3-4 presents the coding scheme of Attitude and Figure 3-5 presents the coding scheme of Graduation. For the coding schemes with glossary, please refer to Appendix 5.



Figure 3-3: The main systems of the Appraisal framework

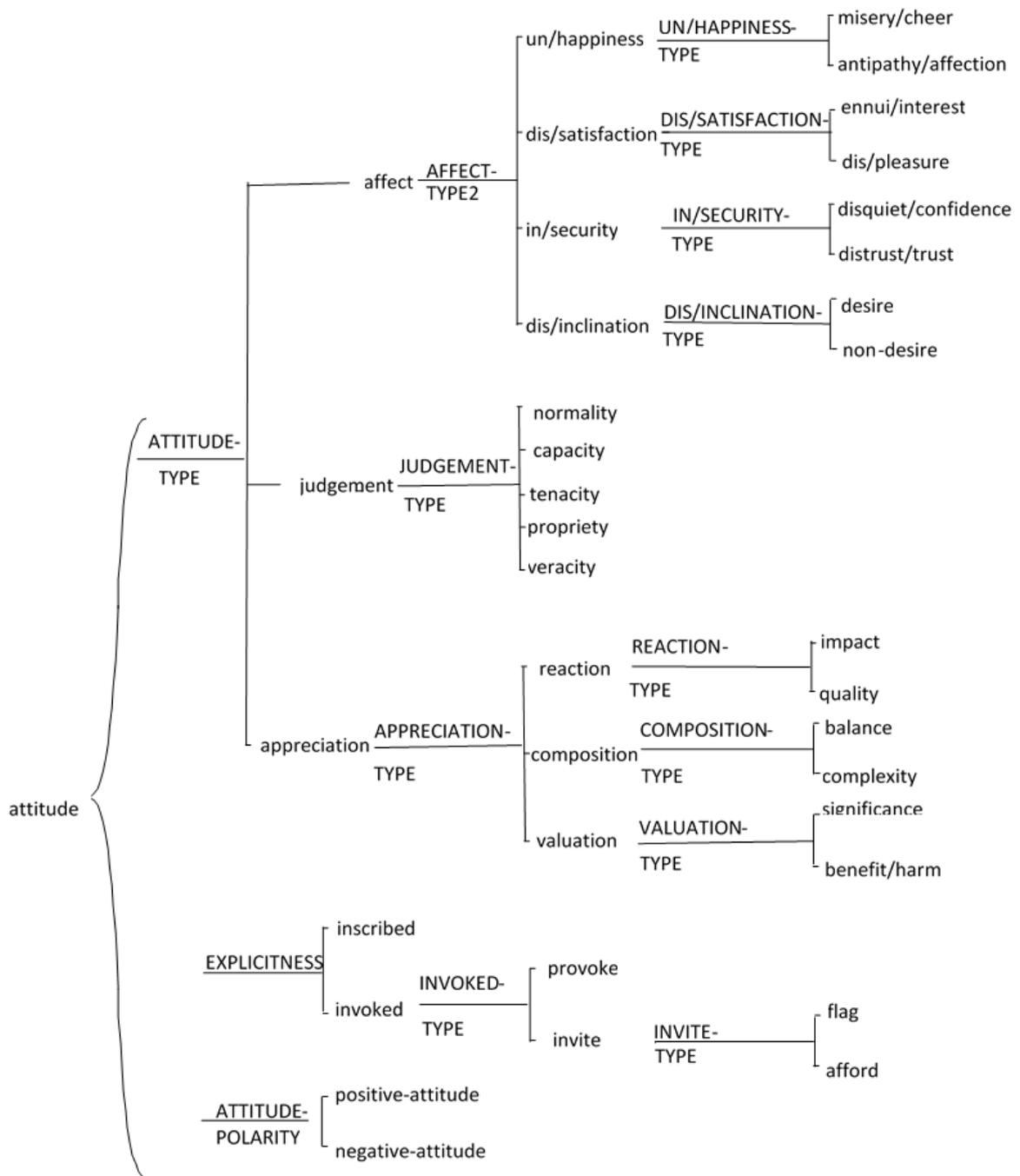


Figure 3-4: The coding scheme of Attitude

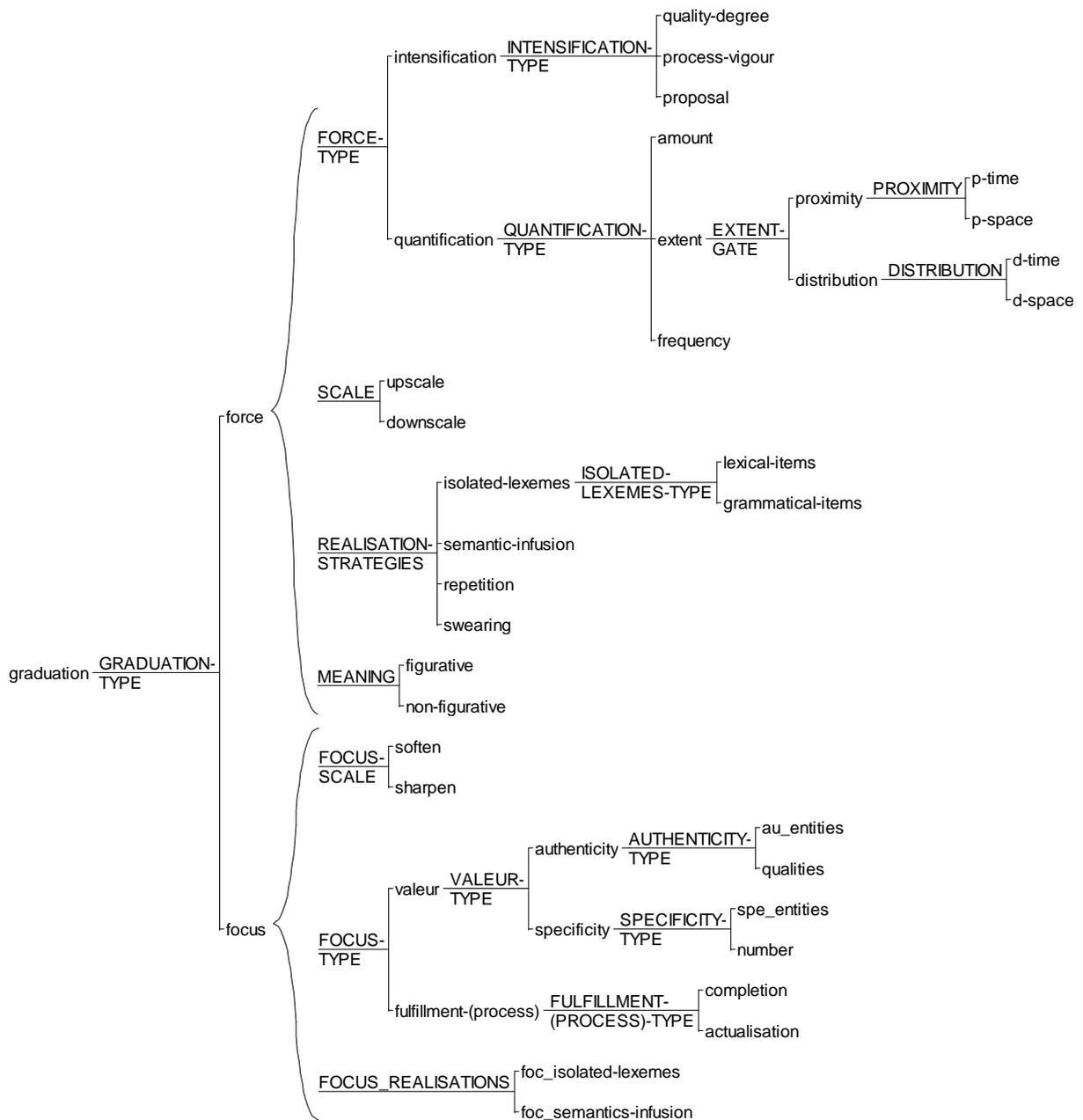


Figure 3-5: The coding scheme of Graduation

In the three figures above, the different notations were used with specific meanings. The ‘{’ symbols represent the “and” relationship of the entries and the square brackets represent the “or” relationship of the entries. For example, with the ‘{’ symbol, Force has the options of “Force types” and “scale” and “realisation strategies” and “meaning”. With the square brackets, “Force types” has the options of Intensification or Quantification.

3.2.3.2. Unit of analysis

As the data shared many common features with casual conversation, the semi-casual oral discussion data of the research are also characterised by topic shifts as with casual conversations (Eggins, 2000). As discussed in chapter 1, as people take part in casual conversation talk just for the sake of talking and do not aim to achieve any tasks or pragmatic purpose, there may be many different topics being discussed in a conversation. A topic shift in a conversation is normally achieved through a process called Stepwise Topic Transition (Scheloff and Sacks 1974 as cited in Eggins, 2000, p.146) to avoid the shift being discreet or abrupt. Two of the techniques in Stepwise Topic Transition relevant to this study are: (1) keeping the participant the same, but moving the topic to another aspect of that participant's behavior and (2) keeping the activity being discussed the same or similar, but changing the participants.

In the current study, both techniques were frequently used. The researcher as the initiator of the discussions often used the later technique to elicit information from different participants in the same major topic, and used the first technique to elicit information from each participant around the major topic.

For the current research, each main topic had several sub-topics. For example, the major topic "accommodation" has several sub-topics such as the place the participants were staying, the reasons they moved, their experience with their previous or present accommodation, their relationships with their flat-mates, and so on. The discussion of one sub-topic was considered a "topic shift". In each topic shift, there were four participants (excluding the researcher as the initiator) taking part in the discussion. Although there could be simultaneous responses at times, the participants took turns to be the dominant speaker one at a time. A change in the dominant speaker is termed a "participant shift". With four participants participating in one topic shift, there will be four participant shifts. A participant shift consisted of turns or exchanges. In this research, the data was segmented according to topics, then topic shifts as higher ranks and participant shifts and turns as lower ranks.

An example of this segmentation is presented in Table 3-3 and can also be found in Appendix 6. In Table 3-3, Thu was the initiator and Tuan was one of the four participants participating

in the discussion. The turns are indicated by the initiator (i.e. Thu) and participants' names (i.e. Tuan, Ha, Trang).

Table 3-3: Data segmentation according to participant shift and topic shift

| |
|--|
| <p>Topic 1: Accommodation</p> <p>-----Topic shift: Why did you moved-----</p> <p>Thu: Now I am going to ask you one by one but you are free to join in or ask any question if you like. First of all let's talk about your accommodation. Where are you living now in Australia?</p> <p>=====Participant shift: Tuan=====</p> <p>Tuan: I am living in Sydney.</p> <p>Thu: How long have you been in Australia for?</p> <p>Tuan: approximately 2 years.</p> <p>Thu: Ok. So you have only... only lived in Petersham for eight months.</p> <p>Tuan: Yes.</p> <p>Thu: Why did u move to Peterson, why didn't u stay in the first place?</p> <p>Tuan: mm...actually... I ... you know ... I have to look for somewhere may be suitable with my financial conditions. Actually, I had come here with my family and my wife and my son, so I had to pay...</p> <p>Tuan: Yes. [laugh] .And you know living cost in Petersham is so expensive, so I and my wife study here, we had to save money.</p> <p>Thu: uhm, uhm, that's a reason why you moved.</p> <p>Tuan: It is big reason.</p> <p>Thu: Yes. It's a big reason, isn't it. Yeah, I understand that.</p> <p>=====Participant shift: Trang=====</p> <p>Thu: Trang, please can u tell me where are you living now? and how long have you been in Australia. Did you live in any places before and why did you move?</p> <p>Trang: I'm currently living in Mu, which is in suburb of the University of New South Wales. Before that I lived one year in Ki and almost a year in Hus and I've just moved to Mu since February the fifteen.</p> |
|--|

The data segmentation facilitates the coding of Attitude. Direct or inscribed Attitude can be identified within turns. However, for indirect or invoked Attitude, particularly Afford which is normally realised by the choice of ideational meaning in co-texts, it is sometimes necessary to shunt back and forth within a participant shift. The segmentation of topics and topic shifts enables an examination of the patterning of evaluative language in relation to fields which Martin (2004) termed ‘couplings’ although not pursued in the current study. However, it is still essential to segment topics and topic shifts before participant shifts can be determined.

3.2.3.3. Inter-coder reliability

To increase the reliability, the codings of the analysed data were checked and discussed with the thesis supervisors who are able to speak at least one foreign language. The cross-codings of inscribed Attitude were less problematic than invoked Attitude because the more indirect the evaluation is, the more dependent the evaluative values are on reading position (Macken-Horarik & Isaac, in press). In regard to the coding of the Vietnamese data, English word-by-word and semantic translations of the Vietnamese data were provided to the thesis supervisors, whose foreign language speaking experience facilitated a better understanding of possible distinctive resources and grammatical features of languages other than English.

3.2.3.4. The data coding

Instances of Attitude and Graduation expressions were coded against the Attitude and Graduation coding schemes provided in section 3.2.3.1. The coding was facilitated by the computational linguistic corpus annotation software, the UAM Corpus Tool, established and developed by Michael O’Donnell (O’Donnell, 2008). Using the software for the annotation of Appraisal in the data demonstrated advantages over the manual data coding in a number of ways. Firstly, the tool enables easy adjustments of the coding schemes. In case of changes in the coding schemes, the software will automatically update the data coding to match with the new coding schemes. Secondly, it allows a systematic recording of comments to be made on problematic instances for later revision or cross-checking with another coder. Thirdly, it makes it possible to organise coded data systematically for qualitative and quantitative exploration to answer the research questions as discussed in the following section 3.2.3.5. For

a detailed description of the step-by-step instructions about how to use the UAM Corpus Tool for the purposes of this research, please refer to Appendix 7.

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

This study takes largely a qualitative approach, which is complemented by quantitative description. The qualitative analysis allows a deep understanding of the deployment of resources and strategies of Appraisal by the participants in English and Vietnamese discussions. It also enables an insight into the degree of complexity of the participants' Appraisal repertoires in English and Vietnamese. The quantitative description using the UAM Corpus Tool (O'Donnell, 2008) makes it possible to quantify tokens of Appraisal in each of the categories of the Appraisal framework as well as to examine the differences in the number of tokens of the various categories of appraisal expressed in Vietnamese and English conversations.

3.2.3.5.1. Research question 1

Research question 1 asks:

How do Vietnamese graduate students deploy the Attitude and Graduation resources of English in discussions of everyday issues, their postgraduate course experience and their views of the international standing of their profession in Vietnam?

This research question will be addressed in chapter 4. To answer this question, two aspects of the data were explored: (1) the proportions of the Attitude and Graduation instances and (2) the range of realisations of Attitude and Graduation instance. All subtypes of Attitude and Graduation will be reported as proportions of the combined total number of instances of Attitude and Graduation. However, only certain subtypes of inscribed Attitude and Graduation will be selected to illustrate the range of realisations of Attitude and Graduation due to the very large amount of data. Results of the analysis of the range of realisations of all the other subtypes will be presented in Appendix 8. The subtypes of inscribed Attitude to be selected for illustration of the range of realisations are those that have the highest proportions in their immediate superordinate systems because with the highest proportions of instances deployed, the inscribed Attitude types will be more likely to have the largest range of

realisations, thus, having the most plentiful resources to be illustrated. For example, to illustrate the range of realisations of Affect, the Affect subtype that has the highest proportion among all the Affect subtypes will be selected. Since the principal goal of this thesis is to compare the deployment of Attitude and Graduation in English and in Vietnamese, in addition to the selected Attitude subtype as discussed above, an Attitude subtype corresponding to the one having the highest proportion in the Vietnamese data will also be selected for later comparison. In the case that the Attitude subtypes that have the highest proportions in the two sets of data are the same, no extra subtypes will be selected. Invoked Attitude will be aggregated according to the invocation strategies and will be reported accordingly. The principle for selecting Graduation subtypes for illustration of the range of realisation will be the same as for inscribed Attitude.

As the study aims to examine the deployment of Appraisal in English by this cohort of Vietnamese students in Australia, both the proportions and realisations of Appraisal instances were analyzed from the aggregated data. The study of individual repertoires is beyond the scope of this study.

a. The proportions of the Attitude and Graduation instances

The proportions of the Attitude and Graduation instances will be calculated using ‘global counting’ as defined in the UAM Corpus Tool. A global counting of a feature is calculated by dividing the number of instances of that feature by the total number of Appraisal instances in the whole corpus. For example, the global counting of Misery/Cheer will be calculated by dividing the number of Misery/Cheer instances by the total number of Appraisal instances, which is $15:1930 = 0.008$, in which 15 is the number of Misery/Cheer instances in the whole English corpus and 1930 is the total number of Appraisal instances in the whole corpus. The proportions of Attitude will be reported in three aspects as indicated in the coding scheme: (1) Attitude types, (2) Explicitness, and (3) Polarity. The proportions of Graduation will be reported differently for Force and Focus. The proportions of Force instances will be reported in four aspects as indicated in the coding scheme: (1) Force types, (2) Scale, (3) Realisation strategies, and (4) Meaning. The proportions of Focus instances will be reported in three aspects: (1) Focus types, (2) Scale, and (3) Realisation strategies.

b. The range of realisations of Attitude and Graduation in the English discussions

The realisations of Attitude and Graduation in the English discussions were investigated in the different aspects.

Realisations of **Attitude** were explored in terms of Explicitness (whether the realisations were inscribed or invoked) and Polarity (whether the realisations were positive or negative). If the realisations were inscribed, the following dimensions were further explored: (1) lexical instantiations, (2) the core/non-coreness and high/low frequency of the lexical instantiations, (3) grammatical realisations (in terms of function and form), and (4) standard or non-standard expressions of English.

The lexical instantiations of inscribed Attitude were normally found at word or group rank. They will be reported in relations to their frequency of occurrence in the whole corpus. The coreness/non-coreness of the lexical instantiations was decided according to Ronald Carter's definition and tests of the 'core-ness' of vocabulary (Carter, 2012) as discussed in section 2.4.2.1.2 in Chapter 2. The high/low frequency expressions can be based on the New General Service List developed by Browne, Culligan and Phillips (2013) as discussed in section 2.4.2.1.2 in Chapter 2. The identification of core/non-core and high/low frequency words provides a clearer picture of the diversity and complexity in the participants' lexical resources. These two criteria complement each other in reflecting the nature of the richness of the Appraisal expressions, providing a more elaborated account than the core-ness alone as presented in Martin & White (2005). For example, "horrible" (as in "It's a horrible job") (as an inscribed expression of Impact) is a non-core word, but a high frequency word. If only the "coreness" of the expression is considered, the complexity and diversity in expressions of Appraisal cannot be fully accounted for.

The grammatical realisations of the Attitude instances were analysed according to the basic transitivity system at the lexico-grammar level outlined in Halliday & Matthiessen (2004). Two conventions will be used to describe the grammatical realisations of the instances which are the functional labels and the form labels. The functions of the instances will be described in two layers. The general layers will report whether the function is Participant, Process or Circumstance. The specific layers will report the specific types of Participants, Processes and

Circumstances. The forms of the realisations will be indicated to supplement the functional description of the realisations in illustrating the variation in grammatical realisations of the instances. Moreover, the description of the forms of the realisation will facilitate a quick location of the Appraisal items within their units of analysis where the functional description is too cumbersome.

The categorisation of standard or non-standard English expressions of the realisations of Attitude depends on whether the expression can be found in the British National Corpus (<http://www.natcorp.ox.ac.uk>) as well as on the judgement of the coders. Because the criteria of standard/non-standard English expressions are one of the tools to understand the use of Appraisal in English as a foreign or second language of the Vietnamese students, they are only necessary for English language data. The Vietnamese data does not need to be examined in the same way because all the participants were native speakers of Vietnamese. Therefore, this criterion was not built in the same coding schemes which were used for both the English and Vietnamese data.

In case the realisations of Attitude were invoked, further investigation about the invocation strategies (i.e. Provoke, Flag and Invite) was implemented.

Realisations of **Graduation** were examined according to all the dimensions presented in the coding scheme presented in Figure 3-5.

3.2.3.5.2. Research question 2

Research question 2 asks:

How do Vietnamese graduate students deploy Attitude and Graduation resources of Vietnamese in discussions of everyday issues, their postgraduate course experience and their views of the international standing of their profession in Vietnam?

This research question will be addressed in chapter 5. The approach to answering this research question was very similar to that of research question 1. The investigation of this research question concerning the Vietnamese language also investigated the aggregated language data in two aspects: (1) the proportions of the Attitude and Graduation instances and

(2) the realisations of Attitude and Graduation instances. The proportions were calculated in exactly the same way as for the English data. However, the investigation of the realisations of Attitude and Graduation instances was slightly different from that of research question 1 in that for inscribed Attitude, the standard or non-standard expressions of Vietnamese were not examined because Vietnamese was the first language of all of the participants, and, the focus of the study was not on the standard/non-standard expressions of native speakers of the language. Furthermore, the aspect of high/low frequency of the lexical instantiations of the Vietnamese Appraisal items will not be pursued as an equivalent established basis for judging low/high frequency words as in English has not been found for Vietnamese. The principle for the selection of inscribed Attitude subtypes and Graduation subtypes for illustration of the range of realisations will be the same as for the English data.

3.2.3.5.3. Research question 3

Research question 3 asks:

What are the differences in the deployment by Vietnamese graduate students of Attitude and Graduation resources in Vietnamese and in English discussions?

This question will be addressed in chapter 6. The answer to this question will be based on the contrast of the English and Vietnamese language data from the same perspectives investigated in chapter 4 and 5, which are the differences in terms of (1) the proportions or extent of Attitude and Graduation instances and (2) the range of realisations of Attitude and Graduation instances.

a. Differences in the Proportions of Attitude and Graduation instances

It was not practically feasible to pursue a statistical comparison between the proportions of Attitude and Graduation instances in the English and Vietnamese discussions because such a comparison relies on establishing the total word counts for the discussions in English and Vietnamese to be used as the denominators for total number of Appraisal instances in the two corpora as presented in the formula below.

$$\frac{X.E}{N.E} \quad \text{and} \quad \frac{X.V}{N.V}$$

X.E: Number of Appraisal instances in the English data

N.E: Total number of words in the English transcripts

However, in the present study, the total number of words in the Vietnamese transcripts could not be computationally calculated due to the incomparability of word counts in English and Vietnamese. In English, the total number of words can be easily recognised by the computer by the spacing between words. However, in Vietnamese a word, particularly a compound word and reduplicative, may have more than one component separated by spacing (e.g. “chăm chi” is one word, having two components), but the computer erroneously regards this as two words. Therefore, it was not feasible for this study to pursue a statistical comparison in the way mentioned above.

Nevertheless, as the two sets of data were both collected over the same time period of one hour, it was possible to compare the total number of instances of Appraisal deployed in the English and Vietnamese discussions. Furthermore, it was also possible to compare the proportions of each feature of Appraisal deployed in the two corpora on the basis of global counting.

The comparison of the proportions of Appraisal instances deployed in the two corpora facilitates an understanding of the possible differences in the types of Appraisal that the participants were more likely to deploy in the corpora, and thus enables an insight into the Appraisal resources for which the participants may have richer repertoires. Results of the comparison will also be used in the sections reporting the differences in realisations of Attitude and Graduation as basis for selecting examples to illustrate the differences in the realisations of Attitude and Graduation in the two corpora.

The comparison is illustrated in Figure 3-6, in which the greatest difference in the proportions of Attitude types in English and Vietnamese discussions was in Appreciation where the proportion in English was higher than in Vietnamese.

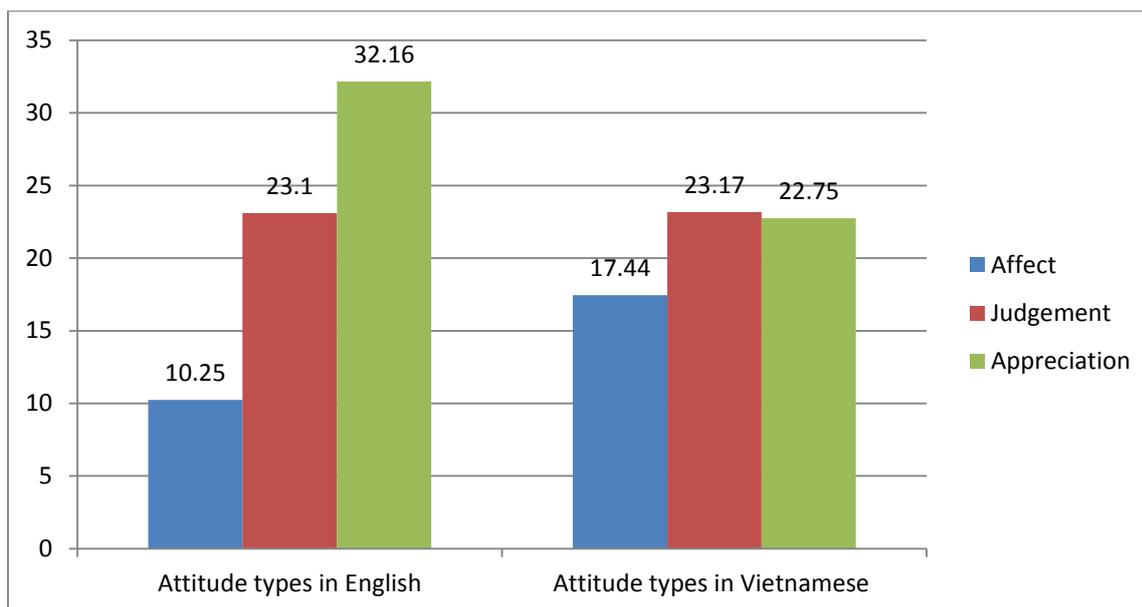


Figure 3-6: The comparison of the proportions of Attitude types in English and Vietnamese discussions

b. Differences in the range of realisations of Attitude and Graduation instances

The differences in the range of realisations of Attitude and Graduation will be examined in five dimensions, which are (1) the variation in lexical instantiations, (2) the number of instances of non-core and low frequency expressions, (3) the grammatical realisations in terms of functions and forms, (4) the non-standard/standard English expressions in the English data, and (5) the distinctive Attitude and Graduation resources and grammatical realisations of Vietnamese in the Vietnamese data. The differences in the realisations will be illustrated by examples taken from the deployment of the Attitude and Graduation subtypes, the proportions of which were highest in each system in the English and Vietnamese discussions.

3.2.3.5.4. Research question 4

Research question 4 asks:

To what extent does the theorizing of Attitude and Graduation resources in English have application to the understanding of Attitude and Graduation resources in Vietnamese?

This question is not addressed directly in the reporting of results but is addressed in chapter eight by drawing on the results reported in chapters four, five, six and seven.

Conclusion

In applying the SFL approach to examine the deployment of Attitude and Graduation by Vietnamese graduate students in Australia in semi-casual oral English and Vietnamese discussions of everyday issues, their postgraduate course experience and their views of the international standing of their profession in Vietnam, the adapted Appraisal framework will be employed as a coding scheme. The deployment of Attitude and Graduation in English and Vietnamese will be analysed and compared in two dimensions: (1) the proportions of Attitude and Graduation instances deployed in the two corpora and (2) the realisations of Attitude and Graduation instances. The proportions of Attitude and Graduation will be calculated using the combination of local and global counting as defined in the UAM Corpus Tool procedures and noted herein. Three aspects of the realisation of inscribed Attitude will be investigated: (1) lexical instantiations, (2) core/non-coreness and high/low frequency of the lexical instantiations, (3) the grammatical realisations described in terms of both function and form. Invoked Attitude will be investigated in terms of realisation strategies (i.e. Provoke, Flag and Afford). Realisations of Graduation will be examined in three dimensions: (1) scale, (2) realisation strategies, and (3) figurativeness. For the English language data, non-standard English expressions of Attitude and Graduation will be reported. For the Vietnamese language data, distinctive resources and grammatical realisations of Attitude and Graduation in the Vietnamese language will also be recorded. The analysis of these dimensions of the English language data and the Vietnamese data will be reported respectively in Chapter 4 and 5. The comparison of the two corpora will be reported in chapter 6. Chapter 4 will begin with the report on the proportions of Attitude and Graduation before proceeding to the report on their realisations.

CHAPTER 4: THE DEPLOYMENT OF ATTITUDE AND GRADUATION RESOURCES IN THE ENGLISH DISCUSSIONS

Introduction

This chapter primarily presents and explains the results of the analysis of Attitude and Graduation resources in the English discussions by Vietnamese graduate students in terms of (1) proportions of Attitude and Graduation instances and (2) the range of realisations of Attitude and Graduation from the aggregated data. This chapter will address the first research question:

How do Vietnamese graduate students deploy the Attitude and Graduation resources of English in discussions of everyday issues, their postgraduate course experience and their views of the international standing of their profession in Vietnam?

Overall, the chapter will demonstrate from the results of the analysis that the deployment of Attitude and Graduation by Vietnamese graduate students in oral discussions in English was often ineffective due to either or both of the following factors: (1) the participants' limited range of lexical and grammatical realisations of Attitude and Graduation resources, (2) the participants' unfamiliarity with or unsuccessful performance of standard English expressions of Attitude and Graduation resources they selected. The findings from the analysis will also provide an evidential basis for further refinement of the Martin and White (2005) Attitude and Graduation system in the Appraisal framework.

This chapter will begin with a report in section 4.1 of the total number of Appraisal instances together with the proportions of Attitude and Graduation instances deployed in the English discussions. The chapter will then present in section 4.2 the proportions of Attitude types and subtypes followed by the illustration of the range of realisations of inscribed Attitude by selected Attitude subtypes and the range of realisation of invoked Attitude by the invocation strategies of the aggregated Attitude types with initial indication of the participants' non-standard English expressions. The range of realisations of inscribed Attitude will be reported

in relation to: (1) the lexical instantiations, (2) the core/non-coreness and high/low frequency of the lexical instantiations, and (3) the grammatical realisations (in terms of function and form). In section 4.3, the chapter will present the proportions and realisations of Graduation. The proportions of Graduation instances will be reported in terms of (1) Graduation types, (2) Graduation scales, (3) Figurative/non-figurative meaning of Graduation and (4) Realisation strategies of Graduation. Selected Graduation subtypes will be used to illustrate the realisation of Graduation in terms of Graduation scales, figurative/non-figurative meaning and realisation strategies in the same way as selected Attitude subtypes are used to illustrate the range of realisations of Attitude. An initial indication of the participants' issues with the standard expressions of Graduation in English will also be provided.

4.1. The proportions of Attitude and Graduation instances in the English discussions

Overall, the aggregated English data revealed that in approximately four hours of discussions in English, 1931 instances of the combination of Attitude and Graduation expressions were produced, in which the proportion of Attitude instances almost doubled that of Graduation instances as presented in Figure 4-1, in which the proportion of Attitude is coloured blue and Graduation coloured red.

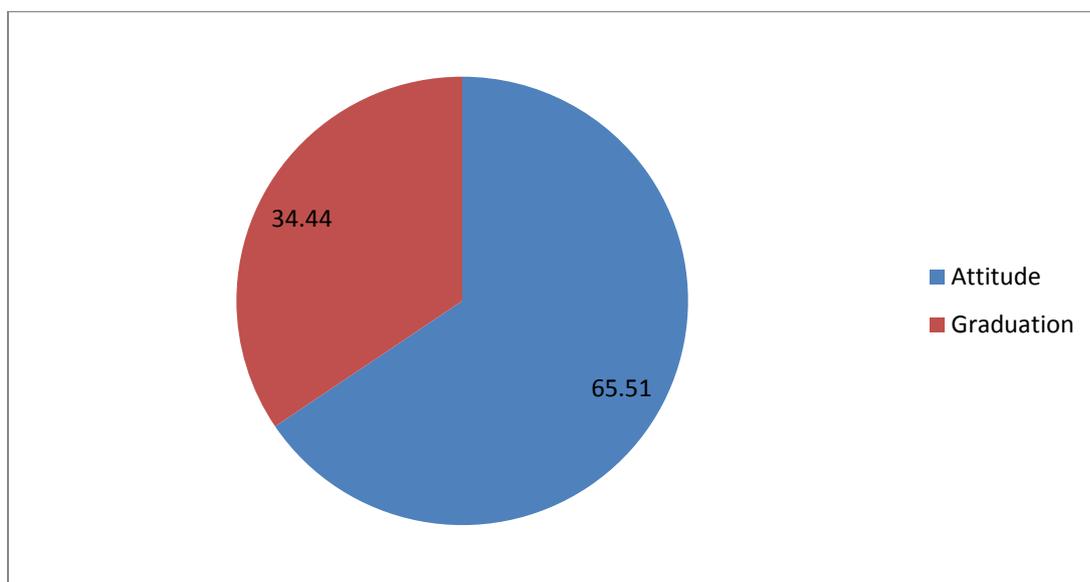


Figure 4-1: The proportions of Attitude and Graduation instances in the English discussions

In the following sections, the global counting of the proportions of different aspects of Attitude (including Attitude types, Explicitness and Polarity) and Graduation (including Graduation types, Graduation scales and realisation strategies) will be reported. A global counting of an Appraisal feature is calculated by dividing the number of instances of that feature by the total number of Appraisal instances occurred in the whole corpus. (For more details about global counting, please refer to section 3.2.3.5.1 in chapter 3).

4.2. The deployment of Attitude in the English discussions

The deployment of Attitude in the English discussions was examined from two perspectives: (1) the proportions of Attitude instances and (2) the realisations of Attitude. The section will start with a report of the overall proportions of Attitude instances in terms of main Attitude types, Attitude Polarity and Attitude Explicitness in section 4.2.1 before reporting in details the proportions of more delicate Attitude types and their range of realisations in section 4.2.2.

4.2.1. The proportions of Attitude instances in the English discussions

Attitude instances were investigated in three aspects as indicated in the coding scheme: (1) Attitude types, (2) Explicitness, and (3) Polarity, which will respectively be reported in sections 4.2.1.1., 4.2.1.2 and 4.2.1.3.

4.2.1.1. The proportions of main Attitude types in the English discussions

Among three main types of Attitude (Affect, Judgement and Appreciation), Appreciation occupied the largest proportion in the English corpus as presented in Figure 4-2 in which the vertical axis represents the percentages and the horizontal axis represents the three Attitude types in different colours.

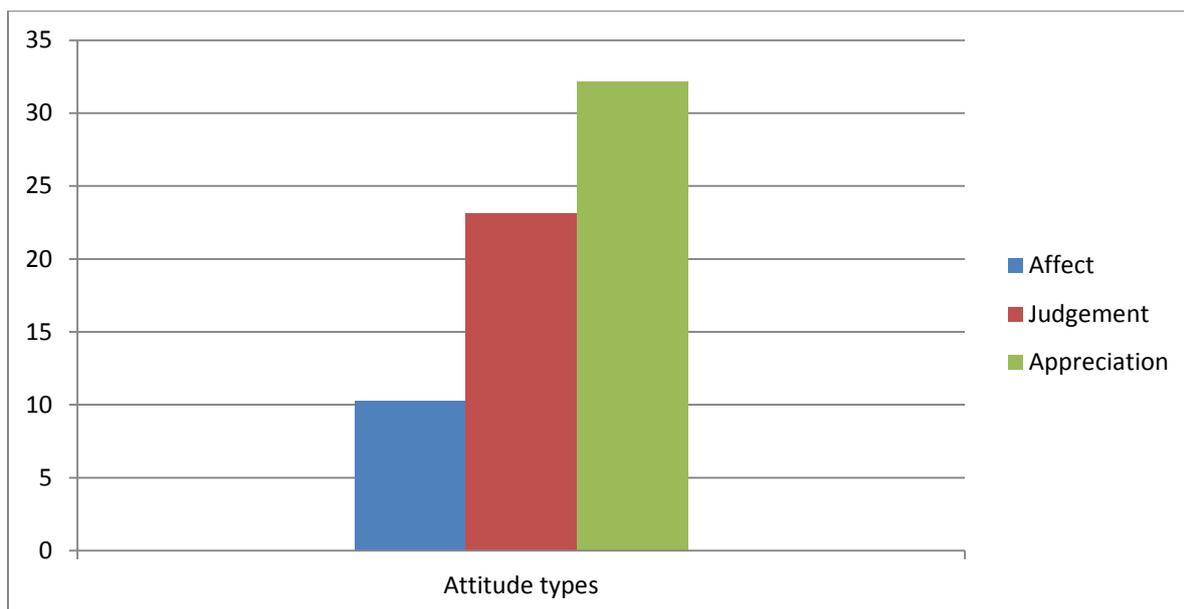


Figure 4-2: The proportions of the three types of Attitude in the English discussions

Both inscribed and invoked instances of the three types of Attitude (Affect, Judgement and Appreciation) were found spreading across all topics from the beginning to the end of the English discussions. Although, the distribution of Attitude types varies slightly from discussion to discussion, overall, it has the similar pattern as exemplified in Figure 4-3, in which the occurrence of Affect is presented in the “heat waves” in red, Judgement in green, and Appreciation in blue. A snapshot of the lexical instantiations of these three Attitude types in context is provided under the “heat waves” in corresponding colours. In this snapshot, the participants were discussing their experience with accommodation in Sydney.

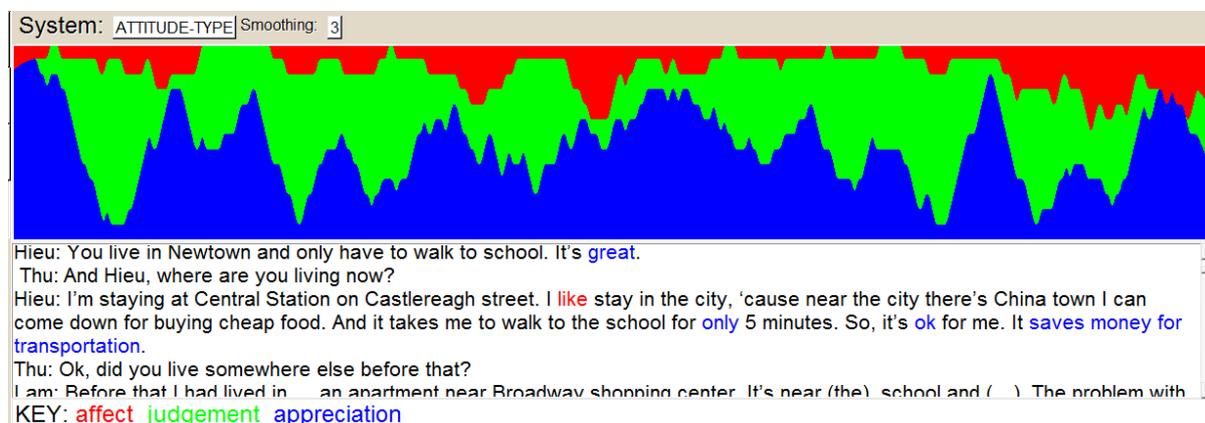


Figure 4-3: The distribution of Attitude types in the English discussions

4.2.1.2. The proportions of Explicitness of Attitude in the English discussions

Another dimension that Attitude instances were analysed against was Explicitness which refers to the inscription or invocation realisation strategies of Attitude. In the coding scheme, there were three invocation strategies, which are (1) Provoke, (2) Flag and (3) Afford. A global counting of the proportions of the Explicitness of Attitude revealed that inscription was the dominant realisation strategy. Among the invocation strategies of Attitude, Flag was most frequently used while Provoked was the least popular. The proportions of the Explicitness of Attitude are illustrated in Figure 4-4, in which the vertical axis represents the percentages and the horizontal axis represents types of realisation strategies. The proportion of inscribed Attitude is coloured blue and the proportions of invoked attitude are coloured red.

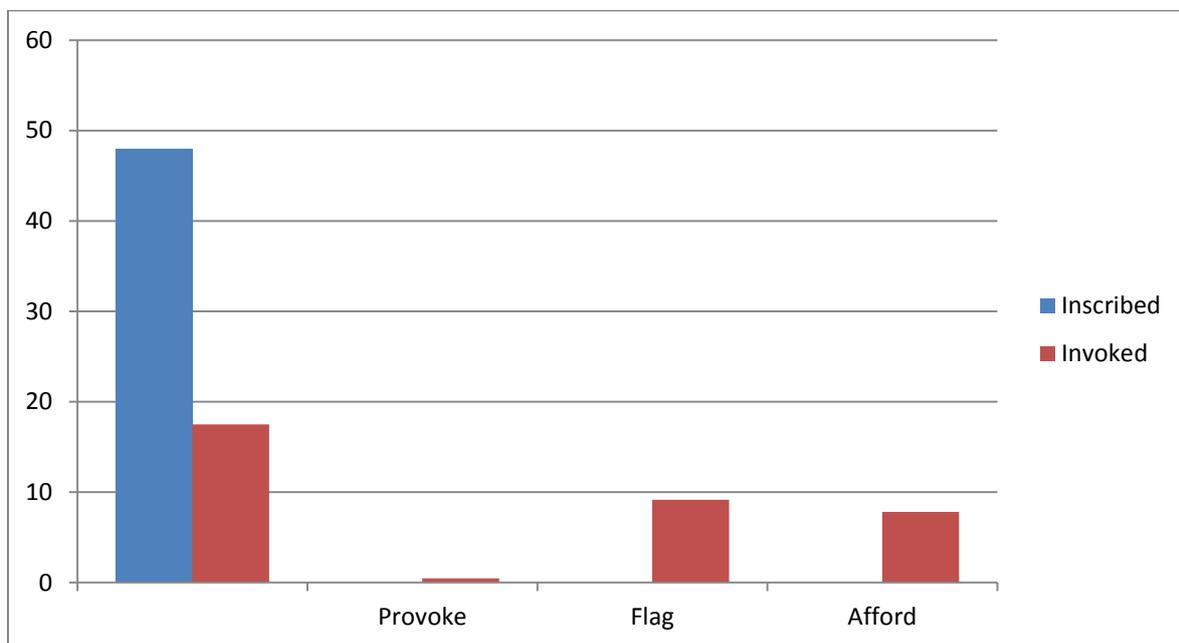


Figure 4-4: The proportions of inscription and invocation realisation strategies of Attitude in the English discussions

At this point, no possible interpretation of the result of the analysis of Explicitness of Attitude could be made. This information needs to be combined with the results of the analysis of the range of realisations of Attitude for any possible discussion.

Instances of inscribed and invoked Attitude were found spreading across all topics from the beginning to the end of the English discussions. Although, the distribution of the invocation strategies varies slightly from discussion to discussion, overall, it has the similar pattern as exemplified in Figure 4-5, in which the occurrence of inscribed Attitude is presented in the “heat waves” in red, and invoked Attitude in green. A snapshot of the lexical instantiations of the two realisation strategies of Attitude in context is provided under the “heat waves” in corresponding colours. In this snapshot, the participants were discussing the prompt question “What do you expect from your lecturers?” in the latter part of the discussion.

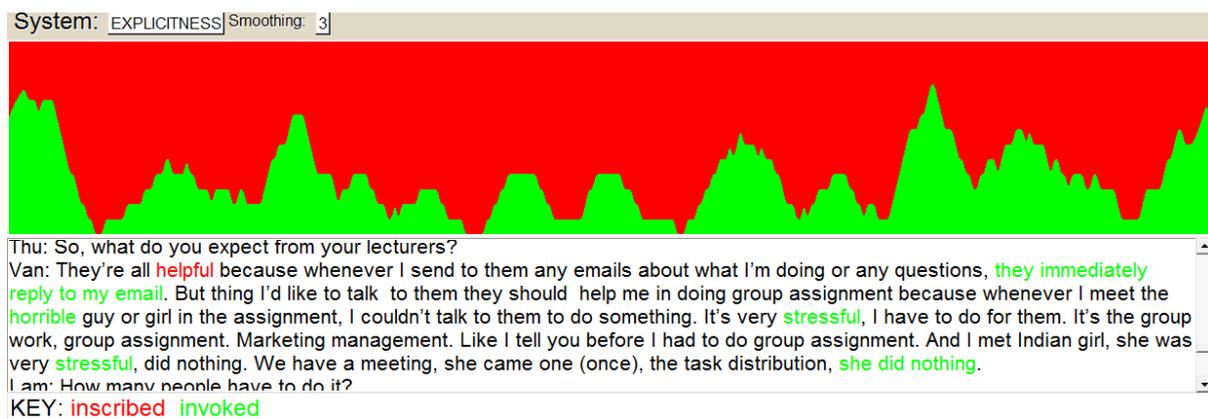


Figure 4-5: The distribution of inscribed and invoked Attitude in the English discussions

4.2.1.3. The proportions of Polarity of Attitude in the English discussions

The last dimension that Attitude instances were analysed against is Polarity of Attitude, which refers to positive or negative expressions of Attitude. It was revealed that positive instances occupy a larger proportion of Attitude instances as shown in Figure 4-6, in which positive instances are coloured blue and negative instances are coloured red.

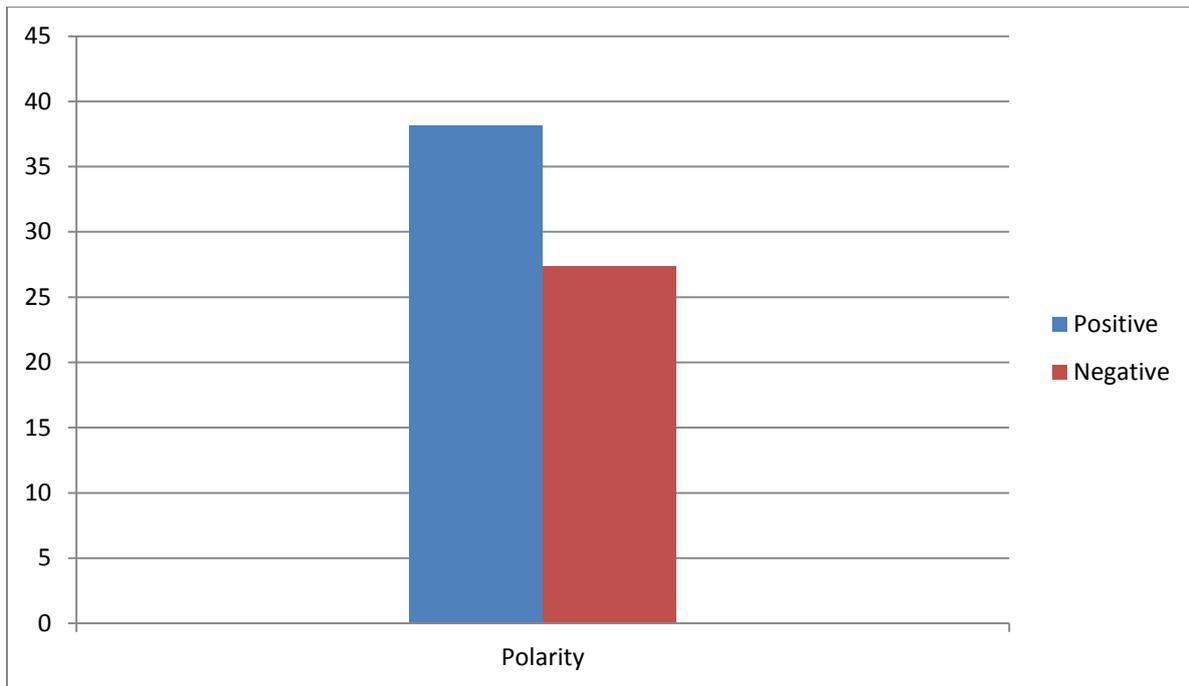


Figure 4-6: The proportions of positive and negative instances of Attitude in the English discussions

Instances of positive and negative Attitude also spread throughout the discussions as exemplified in Figure 4-7, in which the distribution of negative instances are represented in green and positive instances in red. In certain topics, there were more or less positive or negative instances. In this snapshot, for instance, when the participants were discussing accommodation, more instances of negative Attitude were employed.

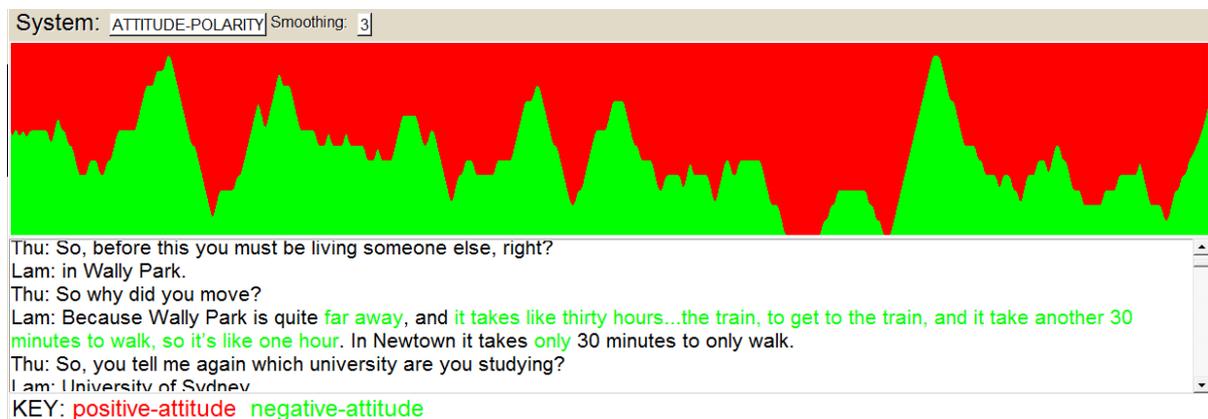


Figure 4-7: The distribution of positive and negative Attitude instances in the English discussions

4.2.2. The deployment of Attitude in the English discussions

The deployment of Attitude in the English discussions will firstly be reported in terms of the proportions of each Attitude type (Affect, Judgement and Appreciation) with illustrations of the distribution of Affect, Judgement and Appreciation types in the discussions followed by the realisations of inscribed and invoked Attitude.

Realisations of **inscribed** Attitude instances will be reported in terms of (1) the lexical instantiations, (2) the core/non-coreness and high/low frequency of the lexical instantiations, (3) the grammatical realisations in terms of function and form, and (4) the initial indication of the non-standard English expressions of Attitude instances.

The **lexical instantiations** will be reported in relation to the frequency of their occurrence in the whole corpus. In tables where lexical instantiations are reported, **non-core** realisations will be highlighted in bold and underlined, while **core** words will be in normal font.

The **grammatical realisations** of the instances will be described using two conventions: (1) the general and specific functional labels and the form labels as discussed in section 3.2.3.5.1. in chapter 3. The inclusion of the description of forms in addition to functions for the English data serves two purposes: (1) to examine the variation in realisations of functions, and (2) to facilitate a quick location of the Appraisal items within the units of analysis containing the Appraisal items where a functional description is too cumbersome.

The **non-standard** English expressions will be marked with an asterisk (*). Only an initial indication of the non-standard expressions will be provided in this chapter. Detailed discussions of the non-standard expressions will be pursued in chapter 7.

Realisations of invoked Attitude will be reported according to the invocation strategies of the aggregated Attitude types (i.e. Provoke, Flag, Afford).

4.2.2.1. The deployment of Affect in the English discussions

4.2.2.1.1. The proportions of Affect types

There are four Affect types in the Appraisal coding scheme, which are: (1) Un/Happiness, (2) Dis/Satisfaction, (3) In/Security and (4) Dis/Inclination, among which, Dis/Inclination was most frequently deployed while Un/Happiness was least frequently deployed. Among the Affect subtypes, the participants most frequently deployed Desire - a subtype of Dis/Inclination and least frequently expressed Distrust/Trust- a subtype of In/Security. The proportions of the four Affect types and subtypes is illustrated in Figure 4-8, in which the vertical axes in these figures represent the percentages and the horizontal axes represent the different Affect types and subtypes in different colours. Desire will be selected among all the Affect subtypes for illustration of the range of realisations of Affect.

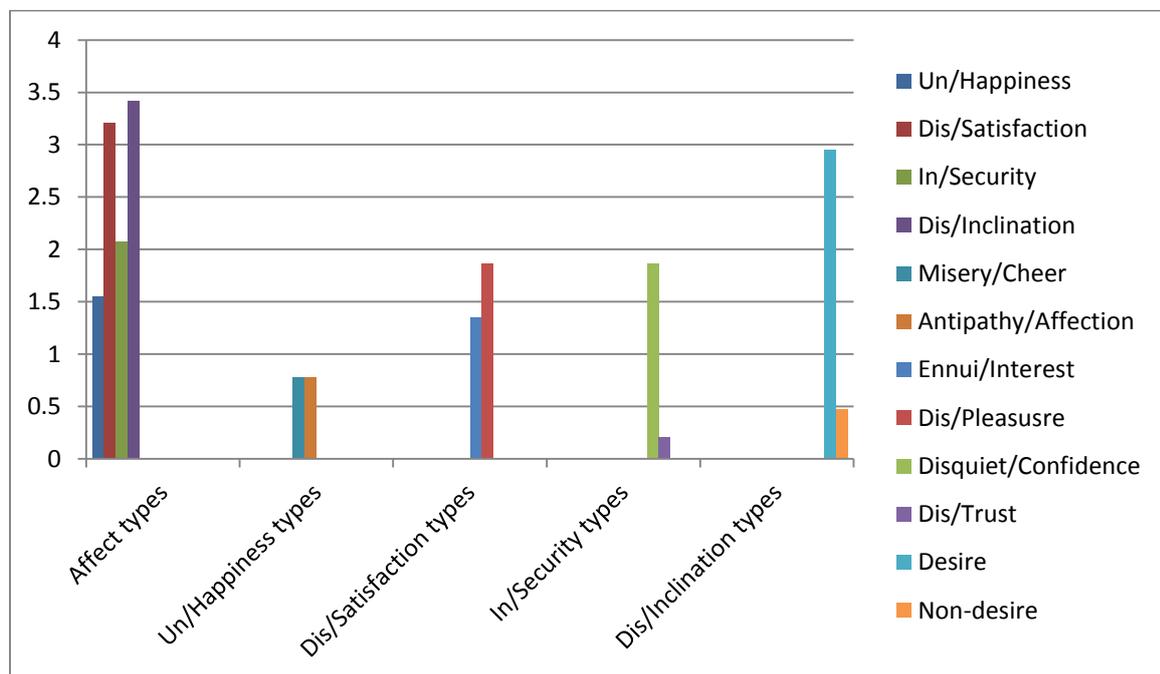


Figure 4-8: The proportions of Affect types and subtypes in the English discussions

4.2.2.1.2. The distribution of Affect types in the English discussions

The four Affect types (Un/Happiness, Dis/Satisfaction, In/Security and Dis/Inclination) were also found spread throughout the discussions. The distribution of Affect types varies slightly

from discussion to discussion in the English corpus, but overall it has the similar pattern as illustrated in Figure 4-9. There were certain topics in which one Affect type occurred more or less often. For example, Dis/Inclination represented in the yellow “heat waves” occurred most often in the discussion of the participants’ professional standing in Vietnam, which is allocated towards the end of the discussion on the right hand side. In this snapshot, the participants were discussing this topic. Lexical instantiations of Dis/Inclination are in yellow.

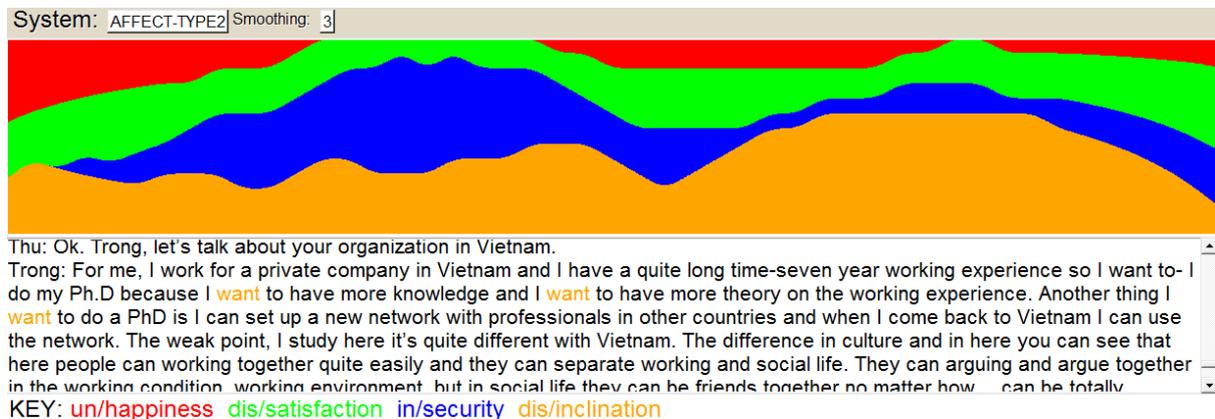


Figure 4-9: The distribution of Affect types in the English discussions

4.2.2.1.3. The realisations of inscribed Affect

The realisations of inscribed Affect will be illustrated by the realisations of Desire as mentioned above. In addition, as indicated in chapter 3, a corresponding Affect type to the most frequently deployed in the Vietnamese data will also be used for the illustration, which is Displeasure. Realisations of other Affect types can be found in Appendix 8.

a. Realisations of Desire in the English discussions

- **Lexical instantiations of Desire**

Inscribed Desire had 16 different lexical instantiations among 55 instances, in which “want” was used most extensively as shown in Table 4-1.

Table 4-1: Lexical instantiations of inscribed Desire in the English discussions

| | |
|------------------|----|
| want | 24 |
| hope | 8 |
| need | 3 |
| wants | 3 |
| would like | 3 |
| expect | 2 |
| expectation | 2 |
| didn't feel miss | 2 |

| | |
|-------------------------|---|
| open to answer | 1 |
| expects | 1 |
| curious | 1 |
| <u>ambitious</u> | 1 |
| need to understand | 1 |
| curiosity | 1 |
| <u>desire</u> | 1 |
| look forward to | 1 |

Out of 16 different lexical instantiations, only two are non-core words, which are “ambitious” and “desire”. All of the lexical instantiations of inscribed Desire are high-frequency expressions, except for “ambitious”.

- **Grammatical realisations of Desire**

The grammatical realisations of inscribed Desire are exemplified in Table 4-2.

Table 4-2: Grammatical realisations of inscribed Desire in the English discussions

| Grammatical Realisations | | Forms | Instances | Realisations of inscribed Desire in context |
|--------------------------|-----------------------|------------|--------------------------|--|
| Functions | | | | |
| Gen | Spec | | | |
| Pro | Mental | V | want | They really want to communicate. |
| Par | Goal | N | hope | I really put high hope on this subject*. |
| Pro | Mental | V | need | We need real case study, real lessons, from real business. |
| Par | Goal | N | expectation | I put too much expectation on the course. |
| Modulation | Inclination | Modal V | would like | I would like to study more. |
| Par | Attrib | VG | open to answer* | When I went out to interview people here, everyone open to answer your questions. |
| Par | Attrib/ Possessive | Adj* | <u>ambitious*</u> | So when I came here, I just have my own desire, my own ambitious , my own knowledge from my self-study. |
| Par | Attrib/ Possessive | N | curiosity | Some kind of- some students say you really have a curiosity* . |
| Par | Attrib/ Possessive | VG | look forward to | They have [[something to... to look forward to]] and they need to understand the fact and everything and they expect a lot from the course like practical but for me everything is not,== can't be perfect |

Inscribed Desire was realised mostly as Participant (Attributes), then Participant (Goal), Mental Process and Modulation (“would like”). The realisations were noun groups, adjectives and verb groups including a modal verb.

- **Non-standard English expressions of Desire**

Among the realisations of inscribed Desire, there were four instances of non-standard or ineffective expressions in English either due to the lack of a relational process, inappropriate word forms, inappropriate choice of deictic or unfamiliar English expression respectively as in (a), (b), (c) and (d).

(a) *When I went out to interview people here, everyone **open to answer** your questions.*

(b) *So when I came here, I just have my own desire, my own **ambitious**, my own knowledge from my self-study.*

(c) *Some kind of- some students say you really have **a curiosity***.*

(d) *I really put high **hope** on this subject*.*

b. Realisations of Dis/Pleasure in the English discussions

b.1. Realisations of Pleasure in the English discussions

- **Lexical instantiations of Pleasure**

Inscribed Pleasure had 5 different lexical instantiations among 9 instances, in which “satisfied” was used most frequently (3 times) as shown in Table 4-3.

Table 4-3: Lexical instantiations of Pleasure in the English discussions

| | |
|-------------------------------|---|
| satisfied | 3 |
| impressed | 2 |
| prefer | 2 |
| don't have any much complaint | 1 |
| like | 1 |

All of the lexical instantiations of Pleasure in the English discussions were core and high frequency expressions.

- **Grammatical realisations of Pleasure**

The grammatical realisations of Pleasure are exemplified in Table 4-4. Non-standard realisations are marked with an asterisk (*).

Table 4-4: Grammatical realisations of inscribed Pleasure in the English discussions

| Grammatical Realisations | | Forms | Instances | Realisations of inscribed Pleasure in context |
|-------------------------------------|---------------------|----------------------------|--------------------------------|--|
| Function | | | | |
| Gen | Spec | | | |
| Par | Attrib | Adj | satisfied | I was very satisfied with this room. |
| Par | Attrib | Adj | impressed | I'm really impressed by her work. |
| Pro | Mental | V | prefer | I prefer to live with international students. |
| Pro | Mental | V | like | I like assignments. It's suitable for my experience. |
| -ve Mood + Pro + Par | Relat Attrib | Auxi V + V + N | don't have any -much complaint | I don't have any - much complaint about that because that teacher, I think, he's a good guy, he explain very clearly and he's quite...very...patient. |

The meaning of Pleasure was realised as both Participants (Attributes) and Mental Processes as well as the combination of negation in the Mood and a noun representing negative Dis/Pleasure ("complaint"). In terms of forms, Pleasure was expressed as adjectives and verbs, as well as the combination of an auxiliary verb, a verb and a noun.

There was no instance of non-standard English expression in this category of meaning.

b.2. Realisations of Displeasure in the English discussions

- **Lexical instantiations of Displeasure**

Inscribed Displeasure had 7 different lexical instantiations among 14 instances, in which “hate” and “disappointed” were used most frequently as shown in Table 4-5.

Table 4-5: Lexical instantiations of inscribed Displeasure in the English discussions

| | |
|--------------------------|---|
| hate | 4 |
| disappointed | 4 |
| don't like | 2 |
| didn't like | 1 |
| doesn't like | 1 |
| do not enjoy | 1 |
| <u>aggressive</u> | 1 |

Although inscribed Displeasure had 7 different lexical instantiations, 3 out of 7 are the negation of the positive lexical realisation of Pleasure (i.e. “like”). Among the lexical instantiations of Displeasure in the English discussions, only one was a non-core word (i.e. “aggressive”). All the expressions of inscribed Displeasure are high frequency expressions.

- **Grammatical realisations of Displeasure**

Grammatical realisations of Displeasure are exemplified in Table 4-6. Non-standard realisations are marked with an asterisk (*).

Table 4-6: Grammatical realisations of inscribed Displeasure in the English discussions

| Grammatical Realisations | | Forms | Instances | Realisations of Displeasure in context |
|--------------------------|--------|---------|--------------------|---|
| Functions | | | | |
| Gen | Spec | | | |
| Par | Attrib | Adj | disappointed | <p>I feel I'm very disappointed with this course.</p> <p>...the course that I'm following is not so helpful, because I put too much expectation on the course before I came, before I come to Sydney. And the after just only 3 weeks I recognised that it's not a good choice for me.... And I find disappointed for the course that I'm following.</p> |
| Pro | Mental | V | hate | <p>I hate exam....I hate writing essays in three hours. I think it's just hard. And the mark is (quite) low, so I hate it.</p> |
| Par | Attrib | Adj | <u>aggressive*</u> | <p>I can't suffer any problems, maybe I really aggressive, I think so.</p> |
| -ve Mood + | Mental | -ve Aux | doesn't like | <p>But if the management doesn't like aggressive decisions towards profit at the end of the year like everyone is, I have to ...[laugh]. Because when you look at the other (...) "Wow that guy has so much profit" and because we got kind of chats. I have many friends from other companies, so we kind of know their salaries or bonus. So many times, "why you get much higher than mine?" [laugh].</p> |
| Pro | | V | | |
| -ve Mood + | Mental | -ve Aux | didn't like | <p>There was one question I didn't like because the question was...-one questions covers the whole chapter and I have to write a summary for the whole chapter.</p> |
| Pro | | V | | |

In term of function, Displeasure was realised mainly as Mental Processes, then as Participants (Attributes). In terms of forms, the feeling was expressed mainly via the combination of negative Auxiliary and verbs, verbs and adjectives.

- **Non-standard English expressions of Displeasure**

Non-standard expressions of Displeasure due to the lack of a relational process were found in this Affect subtype, as in (a):

(a) *I can't suffer any problems, maybe I really **aggressive**, I think so.*

In (a), “aggressive” was interpreted to be used as an attribute. However, the clause lacks a Relational process in order for “aggressive” to be easily recognised as an attribute.

4.2.2.2. The deployment of Judgement in the English discussions

4.2.2.2.1. The proportions of Judgement types in the English discussions

There are five Judgement types in the Appraisal coding scheme, which are: (1) Normality, (2) Capacity, (3) Tenacity, (4) Propriety and (5) Veracity. The global counting of the proportions of these five Judgement types revealed that Capacity was dominantly deployed and Veracity was least expressed by the participants as shown in Figure 4-10, in which the vertical axes in these figures represent the percentages and the horizontal axes represent the different Judgement types. The figure also shows large differences among the proportions of Judgement subtypes.

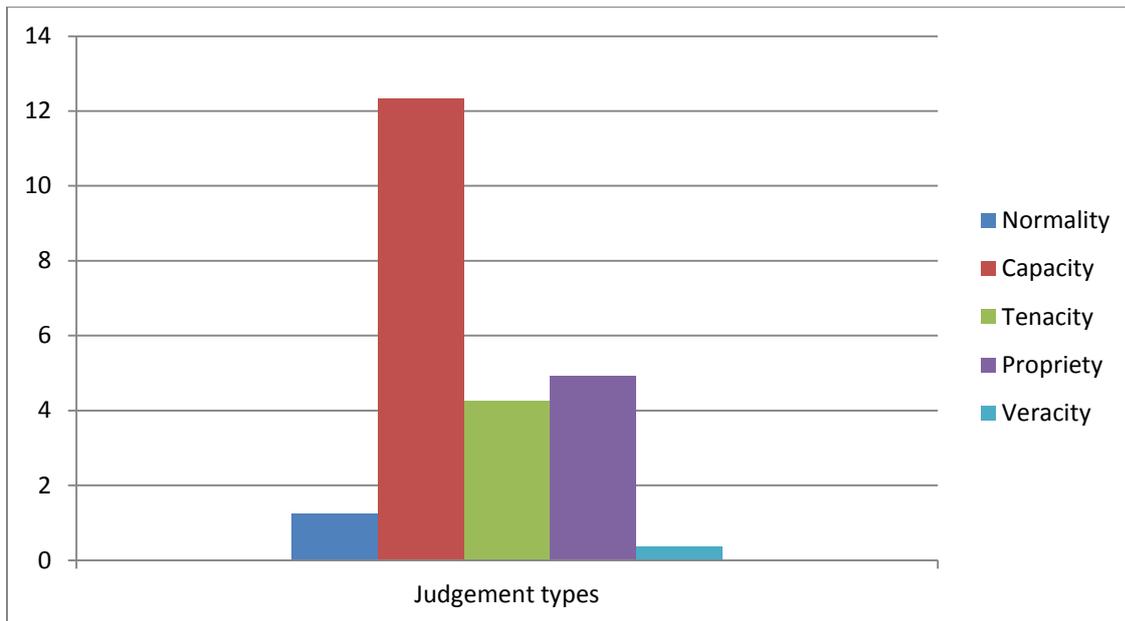


Figure 4-10: The proportions of Judgement types in the English discussions

4.2.2.2.2. The distribution of Judgement types in the English discussions

The five Judgement types were also found spreading throughout the discussions. The distribution of Judgement types varies slightly from discussion to discussion in the English corpus, but overall it has the similar pattern as illustrated in Figure 4-11. There were certain topics in which one Judgement type occurred more or less often. For example, Capacity represented in the green “heat waves” occurred most often in the discussion of the participants’ professional standing in Vietnam, which is allocated towards the end of the discussion on the right hand side. In this snapshot, the participants were discussing this topic. Lexical instantiations of Capacity are in the corresponding green colour.

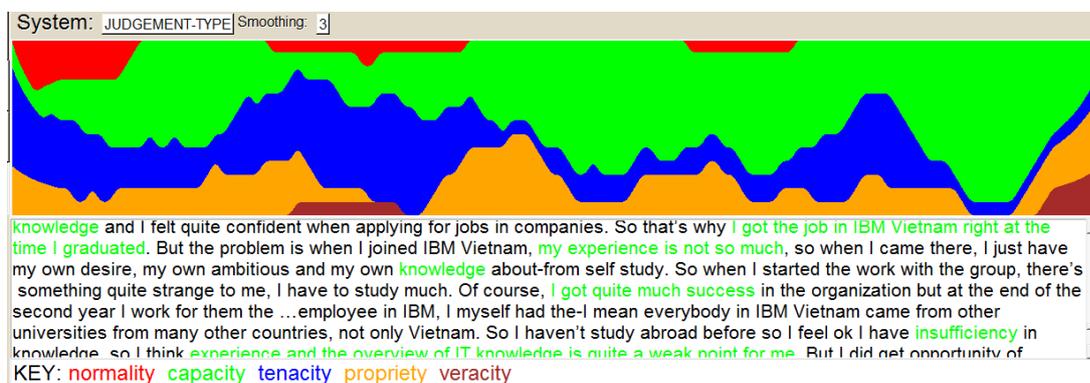


Figure 4-11: The distribution of Judgement types in the English discussions

4.2.2.2.3. The realisations of inscribed Judgement in the English discussions

As Capacity is the Judgement subtype having the highest proportion in both the Vietnamese and English data, only this subtype is selected to illustrate the realisations of Judgement in this section. The realisations of Capacity in the English discussions provide an evidential basis for an extension of more delicate subtypes of Capacity. Apart from Capacity, the results of the data analysis also suggest a possible extension of Normality, which will be discussed in detail in chapter 7. Realisations of other Judgement types can be found in Appendix 8.

There were 148 instances of inscribed Capacity found in the English discussions, in which 88 instances were positive Capacity and 60 instances were negative Capacity.

a. Realisations of inscribed positive Capacity in the English discussions

- **Lexical instantiations of inscribed positive Capacity**

Inscribed positive Capacity had 33 different lexical instantiations among 88 instances, in which “can” preceding a verb was used most frequently as shown in Table 4-7.

Table 4-7: Lexical instantiations of Positive Capacity in the English discussions

| | |
|---------------------|----|
| can+V | 22 |
| good | 17 |
| professional | 5 |
| well | 4 |
| better | 3 |
| talented | 2 |
| interesting | 2 |
| have experience | 5 |
| could +V | 2 |
| fluently | 2 |
| improve | 2 |

| | |
|-----------------|---|
| understanding | 1 |
| suitable | 1 |
| skillful | 1 |
| ok | 1 |
| experienced | 1 |
| expert | 1 |
| successful | 1 |
| humour | 1 |
| practical | 1 |
| creative | 1 |
| understands | 1 |

| | |
|--------------------|---|
| critically | 1 |
| wonderful | 1 |
| intelligent | 1 |
| strong | 1 |
| excellent | 1 |
| open-minded | 1 |
| concentrated | 1 |
| smart | 1 |
| ability | 1 |
| knowledge | 1 |
| socially | 1 |

Among 33 different lexical instantiations, 10 were non-core words. All of these realisations are high frequency words.

- **Grammatical realisations of inscribed positive Capacity**

As can be seen from the table above, a large proportion of Positive Capacity instances in the English data were realised by Modulation of Readiness, expressing Ability in the form of “can” and “could” (24 instances) and one instance of lexicalised modulation “ability” (Iedema et al., 1994, in Martin and White, 2005, p.54). In addition, a large number of instances of inscribed positive Capacity was realised by the core meaning adjective “good” (16 instances) and adverb “well” (4 instances). Positive Capacity instances realised by Modulation of Readiness and “good” and “well” are exemplified in Table 4-8. Non-standard or ineffective expressions are marked with an asterisk (*).

Table 4-8: Inscribed positive Capacity realised by Modulation of Readiness and “good” and “well” in the English discussions

| Grammatical realisations | | | Instances | Realisations of inscribed positive Capacity in context |
|--------------------------|---------|------------|-----------|--|
| Functions | | Forms | | |
| Gen | Spec | | | |
| Modulation | Ability | Auxi V | can | <p>*And she’s can but I can’t play as example or model.”</p> <p>He have to write article in the real life so that he can experience some difficulties, he can experience how to write and then he can teach me how to write.</p> <p>*Here people can working together quite easily.</p> |
| Modulation | Ability | Auxi V | could | ... so you can- you could do it better. |
| Modulation | Ability | N | ability | I don’t think that it’s- you have to have the ability for something like that to play music. |
| Par | Attrib | Adj | good | <p>They must be very good at IT.</p> <p>*Now I’d say my flat-mates should be good English.</p> <p>*They are good English, very better than me.</p> |
| Par | Attrib | NG/ Adj | | <p>She is very good researcher in the field.</p> <p>*He’s a good guy, he explain very clearly, and he is very patient.</p> |
| Cir | Manner | Adv | well | I did it quite well . |

- **Non-standard or ineffective English expressions of Capacity**

Among the instances of modulation “can” realising Capacity, two instances were not standard expressions in English as in (a) and (b).

*(a) And **she’s can** but I can’t play as example or model.*

*(b) Here people **can** working together quite easily.*

The core and high frequency word “good” realising positive Capacity was mostly used in correct grammatical structure over the whole corpus, except for the two instances (c) and (d) due to the missing of preposition “at” after the attributive adjective “good”.

*(c) Now I’d say my flat-mates should be **good** English.*

*(d) They are **good** English, very better than me.*

The use of “good” as an epithet of head noun “guy” to realise positive Capacity as in instance (e) is not effective:

*(e) He’s a **good** guy, he explain very clearly, and he is very patient.*

It was easily interpreted from (e) that “good” expressed the Judgement of Propriety rather than Capacity. The meaning of Judgement of Capacity was only clear with the support of the surrounding co-text, “he explain very clearly”.

Other grammatical realisations of inscribed positive Capacity are exemplified in Table 4-9. Non-standard or ineffective expressions are marked with an asterisk (*).

Table 4-9: Other realisations of inscribed positive Capacity in the English discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed positive Capacity in context |
|--------------------------|--------|-------|---------------------------------------|---|
| Functions | | | | |
| Gen | Spec | | | |
| Par | Attrib | Adj | interesting | They help me to choose the subject, the, the right subject, the suitable subject for me and also interesting teacher, lecturer for me. |
| | | | wonderful | I think I got a wonderful lecturer this semester. |
| Par | Attrib | Adj | intelligent open-minded humour* | I like this teacher because he's very intelligent, open-minded and he's humour* . |
| | | | socially | (A good flat-mate) can be socially* , easy to be with and shouldn't be drinking too much. |
| | | | expert | My lecture they are very expert* . They're all professor and they talk about something that not in the lecture. |
| | | | skillful professional | I know she's skillful , yeah, very professional . |
| Pro | Relat | VG | have experience | I have previous experience . |
| Pro | Mater | V | improve | I just want to improve my English right now because I don't have much time to live here |

As can be seen from the table above, inscribed positive Capacity was realised mainly as Participant (Attributes) but also as Relational and Material Processes. The realisations were mainly via individual adjectives but also the whole verbal groups and nominal groups.

Many of the expressions of positive Capacity are ineffective or non-standard in terms of word choice and grammatical structure. Instance (f) is an example of ineffective word choice.

(f) *They help me to choose the subject, the, the right subject, the suitable subject for me and also **interesting** teacher, lecturer for me.*

The inscribed meaning realised by epithet “interesting” was not clearly Judgement of Capacity. It needed to be based on the preceded co-text (“right subject, suitable subject”) to be interpreted as Judgement of Capacity.

Some of the instances were non-standard expressions in English due to the inappropriate use of word form as in (g), (h), and (i).

(g) *I like this teacher because he’s very intelligent, open-minded and he’s **humour****

(h) *My lecture they are very **expert***. They’re all professor and they talk about something that not in the lecture.*

(i) *(A good flat-mate) “can be **socially***, easy to be with and shouldn’t be drinking too much.*

In short, the majority of the lexical instantiations of inscribed positive Capacity were non-core expressions, all of which were high frequency words. The grammatical realisations of Positive inscribed Capacity was realised mainly as Modulation of Readiness (Ability), Participant (Attributes) but also as Circumstance of Manner, Relational and Material Processes, which were largely via auxiliary verbs and adjectives but also verbal groups or verbs. There were quite a few instances of non-standard expressions of English, most of which were associated with word forms.

b. Realisations of inscribed negative Capacity in the English discussions

- **Lexical instantiations of inscribed negative Capacity**

Negative Capacity has 23 different lexical instantiations among 60 instances in the English discussions, in which “cannot” or “can’t” was most frequently used as shown in Table 4-10.

Table 4-10: Lexical instantiations of inscribed negative Capacity in the English discussions

| | | | | | |
|----------------------|----|-------------------|---|-------------------|---|
| cannot/can't | 17 | not knowledgeable | 1 | ill | 1 |
| couldn't/could not | 7 | horrible | 1 | confused | 1 |
| not good | 6 | know nothing | 1 | have no idea | 1 |
| don't know | 4 | childish | 1 | misunderstand | 1 |
| don't understand | 4 | weakness | 1 | bad | 1 |
| don't have ability | 3 | fail | 1 | didn't understand | 1 |
| insufficiency | 2 | not sure | 1 | naive | 1 |
| weak | 2 | not ok | 1 | | |

Among 23 different lexical instantiations of inscribed negative Capacity, only 4 were non-core words. All of the realisations were high frequency words, except for “insufficiency”.

- **Grammatical realisations of inscribed negative Capacity**

Among 60 instances of negative inscribed Capacity, 24 instances were realised by negative Modulation of Readiness, expressing Ability in the form of “can't/cannot” and “couldn't/could not” and three instances of lexicalised modulation “ability” (Iedema et al., 1994, as cited in Martin and White, 2005, p.54). Some examples of modulation realising Capacity are presented in Table 4-11.

Non-standard or ineffective expressions are marked with an asterisk (*).

Table 4-11: Modulation realising inscribed negative Capacity in the English discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed negative Capacity in context |
|--|-----------------|-----------|--------------------------------------|---|
| Functions | | | | |
| Gen | Spec | | | |
| Negation + Modulation | Ability | -ve Aux V | cannot/ can't | If he's not a real journalist, he cannot teach us how to write an article. That's why they cannot help you to improve pronunciation |
| Negation + Modulation | Ability | -ve Aux V | could not/ couldn't | I could listen to them, the meaning of the people, but I couldn't catch the whole words. I couldn't say what I think to the lecture. |
| -ve Mood + Pro + Par | Relat Attrib | VG | don't have the ability | I used to go to the music class but I think I don't have the ability. |
| Mood Adjunct + -ve Mood + Pro + Par | Relat Attrib | VG | don't think I have the ability | I also don't think ⁵ [[I have the ability]]. |

Other grammatical realisations of inscribed negative Capacity are exemplified in Table 4-12.

⁵Grammatical metaphor: "I also **don't think I have the ability**" = Mood Adjunct (Probably) + **I don't have the ability.**"

Table 4-12: Other realisations of inscribed negative Capacity in the English discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed negative Capacity in context |
|----------------------------|----------------------------|-------------------------|------------------------------------|--|
| Functions | | | | |
| Gen | Spec | | | |
| Pro | Mental | V | misunderstand | it's not easy to communicate or to...sometime we misunderstand . |
| Pro | Material | V | fail | ...if student fail * too many in the exam then they will tell the younger student. |
| Pro | Relat | VG | have no idea | I have no idea about that course. |
| -ve Mood + Pro | -ve Auxil V + Mental | VG | don't understand don't know | We don't understand about the market deeply. I don't know how to write, how to attend exam. |
| Par | Attrib | NG/Adj | not good | I got not good lecturers. |
| Cir | Matter | Prep. Phrase/ Adj | bad | ...you talk about very bad teacher*. |
| Par | Phen | NG/N | weakness | The feedback from the teacher also good because I can know my weakness ,..." |
| Par | Attrib/ Possessive | N | insufficiency | I have insufficiency in knowledge. |
| Par | Attrib | Adj | weak naive childish | "...your ability is very very weak to give a new tool..." I think she's honest, naive , and very helpful, sometimes childish . |
| -ve Mood + Pro + Par | Relat Attrib | Adj | not good | He is not good in both English and teaching way. |

As can be seen from Table 4-12, in addition to the negation of Modulation, negative inscribed Capacity was also realised as Processes (Material and Mental), Participants (Attribute and Phenomenon), a Circumstance (Matter), the combination of negation in the Mood and Mental Process realised by a verb representing positive Capacity and the combination of negation in the Mood, a Relational Process and a Participant. The realisations of inscribed negative Capacity were mainly via verbal groups or the combination of auxiliary verbs and verbs but also via adjectives and nominal groups.

- **Non-standard English expressions of inscribed negative Capacity**

All the expressions of inscribed negative Capacity were standard English, except for “*The feedback from the teacher also good because I **can know** my weakness,...*”.

Overall, the realisations of Capacity are so diverse that the data is suggestive of a more delicate typology of the instances. In addition to the possible further extension of the category of Capacity within the system of Judgement, the same possibility was observed in Normality. This warrants a closer examination, which will be pursued in the discussion of the data in chapter 8.

4.2.2.3. The deployment of Appreciation in the English discussions

4.2.2.3.1. The proportions of Appreciation types in the English discussions

There are three Appreciation types in the Appraisal coding scheme, which are: (1) Reaction, (2) Composition, and (3) Valuation, among which Reaction was most frequently deployed; yet, its proportion is not much larger than Valuation. Among the Appreciation subtypes, Quality - a subtype of Reaction was most frequently deployed while Balance -a subtype of Composition was least frequently expressed. Figure 4-12 shows a very disproportional deployment of Appreciation types and sub-types in the English discussions.

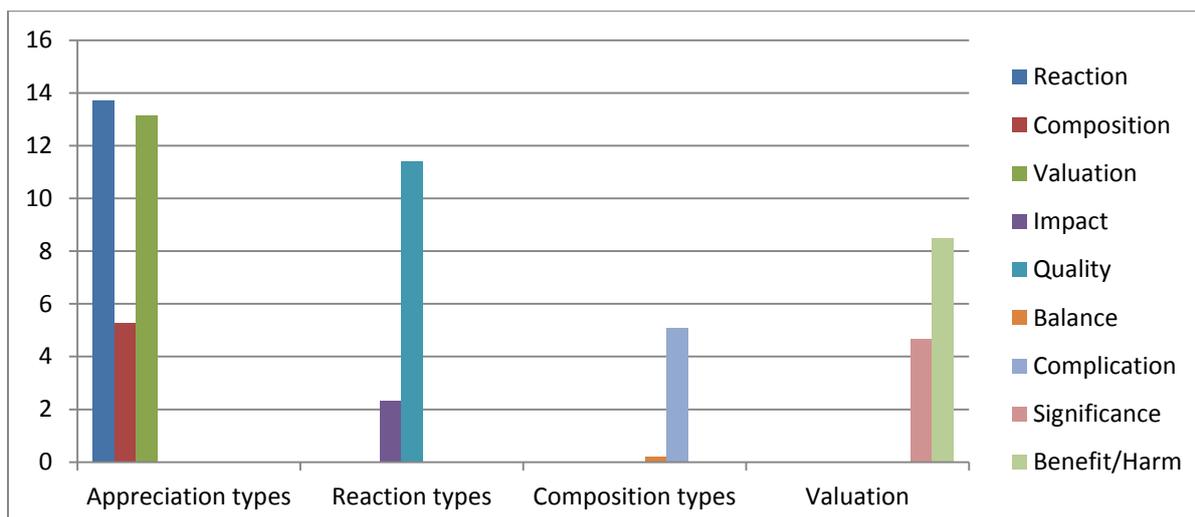


Figure 4-12: The proportions of Appreciation types and subtypes in the English discussions

4.2.2.3.2. The distribution of Appreciation types in the English discussions

The three Appreciation types (Reaction, Composition and Valuation) were found spread throughout the discussions. The distribution of Appreciation types varies slightly from discussion to discussion in the English corpus, but overall it has the similar pattern as illustrated in Figure 4-13. There were certain topics in which one Appreciation type occurred more or less often. For example, Reaction represented in the red “heat waves” occurred most often in the discussion of the performance of the lecturers at Australian universities. In this snapshot, the participants were discussing this topic. Lexical instantiations of Reaction are in the corresponding red colour.

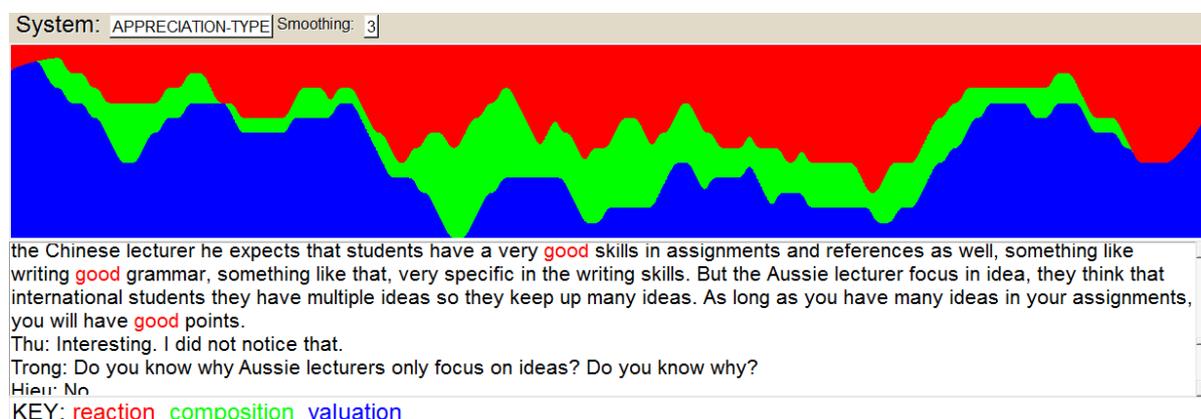


Figure 4-13: The distribution of Appreciation types in the English discussions

4.2.2.3.3. The realisations of inscribed Appreciation in the English discussions

As Quality is the Appreciation subtype having the highest proportion in both the Vietnamese and English data, only this subtype is selected to illustrate the realisations of Appreciation in this section. The realisations of Quality in the English discussions provide an evidential basis for an extension of more delicate subtypes of Quality as well as for the refinement of the theorisation of Reaction. Apart from Reaction, the results of the data analysis also suggest a possible refinement of the theorisation of Complexity, which will be discussed in detail in chapter 8. Realisations of other Appreciation types can be found in Appendix 8.

There were 205 instances of inscribed Quality in the English discussions, in which 159 instances were positive but only 44 instances were negative expressions.

a. Realisations of inscribed positive Quality in the English discussions

- **Lexical instantiations of inscribed positive Quality**

Inscribed positive Quality had 36 different lexical instantiations among 159 instances, in which “good” appeared most frequently as presented in Table 4-13.

Table 4-13: Lexical instantiations of inscribed positive Quality in the English discussions

| | |
|-------------|----|
| good | 65 |
| O.K | 12 |
| better | 7 |
| interesting | 7 |
| suitable | 6 |
| convenient | 6 |
| alright | 5 |
| not too bad | 5 |
| practical | 4 |
| relevant | 4 |
| strong | 4 |
| so-so | 3 |

| | |
|------------------------|---|
| clean | 2 |
| comfortable | 2 |
| beautiful | 2 |
| quiet | 2 |
| <u>perfect</u> | 2 |
| tidy | 1 |
| <u>best</u> | 1 |
| handsome | 1 |
| fine | 1 |
| young | 1 |
| successful | 1 |
| <u>high end</u> | 1 |

| | |
|-------------------------|---|
| clever | 1 |
| <u>fantastic</u> | 1 |
| general | 1 |
| right | 1 |
| <u>huge</u> | 1 |
| nice | 1 |
| <u>modern</u> | 1 |
| fashion | 1 |
| tidiness | 1 |
| new | 1 |
| <u>spacious</u> | 1 |
| <u>blooming</u> | 1 |

There were only 8 non-core expressions among 36 lexical instantiations of Quality. Three non-core expressions which are “high-end”, “blooming” and “spacious” are low frequency words. The rest of the realisations were high frequency expressions in English.

- **Grammatical realisations of inscribed positive Quality**

On examining the realisations of inscribed positive Quality from the data, it is noticeable that the realisations of this category of attitudinal meaning were so diverse that they can be classified into four sub-groups. One is concerned with the Aesthetics of the nature of an entity or phenomenon. The other three deal with the meanings of Effectiveness,

Appropriateness and Convenience. Table 4-14 to Table 4-17 display some examples of realisations of Quality in more delicate subtypes. Non-standard expressions are marked with an asterisk (*).

Table 4-14: Grammatical realisations of inscribed positive Quality-Aesthetics in the English discussions

| Grammatical realisations | | | Instances | Realisations of inscribed positive Quality-Aesthetics in Context |
|--------------------------|--------|--------------|-------------------------|---|
| Functions | | Forms | | |
| Gen | Spec | | | |
| Par | Attrib | NG/ Adj | good | We should remain the good relationship so that we can get the better offer next time. |
| Par | Attrib | Adj | | And sometime that I-I think that my article is good . |
| Par | Attrib | Adj | alright | Thu: What do you think of the marking criteria? Tuan: It was alright . |
| Par | Attrib | Adj | so so | Thu: How much will you score? Tuan: I think...it will be so-so . |
| Par | Attrib | Adj | fine okay | Thu: How do you think of your (music) performance today? Nhung: Going fine , I think. Yes, it will be ok . |
| Par | Attrib | Adj | interesting | He's always makes our studying more interesting . |
| Par | Attrib | Adj | quiet tidy | I mean if the house is tidy (...) in that house and a little bit quiet is more preferable, I think so. |
| Par | Attrib | NG/ / Adj | beautiful | Thu: Do you like Coogee Beach? Nhung: It's very beautiful scenery*. Yeah. |
| Par | Attrib | Adj | spacious comfortable | And the dining room is quite spacious so it's very comfortable to sit, sit around. |
| Par | Attrib | Adj | young handsome | Another thing is he is young, handsome and young . |
| Par | Attrib | Adj | new | After that I found a new place that is very new , near my university. |
| Par | Attrib | Adj | ok not too bad | It's (the exam) ok, not too bad . |

Table 4-15: Grammatical realisations of positive Quality-Appropriateness in the English discussions

| Grammatical realisations | | Forms | Instances | Realisations of positive Quality-Appropriateness in context |
|--------------------------|--------|------------|-----------|--|
| Functions | | | | |
| Gen | Spec | | | |
| Par | Attrib | Adj | suitable | I have to look for somewhere maybe * suitable with my financial conditions. |
| Par | Attrib | Adj | right | I really don't know what is wrong, what is right about the theory applied, and the teacher is very strict as well. |
| Par | Attrib | Adj | correct | And I found 60% of my guess was correct . |
| Par | Attrib | NG/ Adj | good | My lecturer gave very good examples- very relevant examples about the theory so we can understand it well, we can apply it on our project. |
| Par | Attrib | Adj | relevant | I think something relevant for me is financial report analysis, fixed income security. |
| (1)Par | Attrib | Adj | modern | All the equipment- they are pretty (1) modern and very (2) fashion* like- I mean they change all the time and they was really good. |
| (2) Par | Attrib | N* | fashion | |

Table 4-16: Grammatical realisations of positive Quality-Effectiveness in the English discussions

| Grammatical realisations | | Forms | Instances | Realisations of positive Quality-Effectiveness in context |
|--------------------------|--------|------------|--------------------------|--|
| Functions | | | | |
| Gen | Spec | | | |
| Par | Attrib | NG/ Adj | good best | They have good English skills. I chose UTS because the whole- in the whole Australia, UTS is considered as the best faculty in teaching journalism. |
| Par | Attrib | Adj | clever scientific | And another reason is because the outline of the subject is also very clever , also very scientific . |
| Par | Attrib | NG/ Adj | high end | It is really a high end university in South of Vietnam. |
| Par | Attrib | Adj | practical | And but actually some university they will be more practical because I think depends on...for example if you in a law, in a law course, may be more practical by seeing the law case or you may be, you may have to listen to the radio about the law case and you have to get evaluation and everything and it is I think more practical than economics. |
| Par | Attrib | NG/ Adj | general huge | He has *general and very huge* knowledge about IT. |
| Par | Attrib | Adj | successful | We have got good cooperation, so it's (the project) so successful . |

Table 4-17: Realisations of positive Quality-Convenience in the English discussions

| Grammatical realisations | | Instances | Realisations of positive Quality-Convenience Context |
|--------------------------|-----------|-----------|--|
| Functions | | | |
| Gen | Spec | | |
| Par | Attribute | Adj | <p>Convenient</p> <p>Because it's very near my university. It's very comfortable and convenient for me to commute.</p> <p>It's very convenient in the transport.</p> |

All instances of positive Quality were realised as Participants (Attributes) via Adjectives or Noun groups. Some expressions of this category of meaning were non-standard such as (a) and (b) due to either the lack of a deictic (as in (a)) or inappropriate word form (as in (b)) or inappropriate word choice as in (c) or inappropriate structure of a nominal group as in (d).

(a) *It's very ***beautiful** scenery.*

(b) *All the equipment- they are pretty **modern** and very **fashion*** like- I mean they change all the time and they was really good.*

(c) *I have to look for somewhere maybe ***suitable** with my financial conditions.*

(d) *He has ***general** and very **huge*** knowledge about IT.*

It is also noticeable that there were instances where the same realisation of positive Quality was used repetitively in a short turn, as in (e):

(e) *And but actually some university they will be more **practical** because I think depends on...for example if you in a law, in a law course, may be more **practical** by seeing the law case or you may be, you may have to listen to the radio about the law case and you have to get evaluation and everything and it is I think more **practical** than economics.*

b. Realisations of inscribed negative Quality in the English discussions

- **Lexical instantiations of inscribed negative Quality**

There were 25 different lexical instantiations of inscribed negative Quality among 44 instances, in which “not good” appeared most frequently as presented in Table 4-18.

Table 4-18: The lexical instantiations of inscribed negative Quality in the English discussions

| | | | | | |
|---------------|---|-----------------------|---|---------------------|---|
| not good | 7 | not too big | 1 | not very convenient | 1 |
| low | 5 | not sufficient | 1 | not exactly | 1 |
| bad | 4 | not very appropriate | 1 | not active | 1 |
| not relevant | 2 | messy | 1 | bad way | 1 |
| crowded | 2 | mistakes | 1 | stupid | 1 |
| not satisfied | 2 | the collapse | 1 | dirty | 1 |
| inconvenient | 2 | not developed | 1 | wrong | 1 |
| thin | 2 | lower | 1 | | |
| noisy | 2 | weakness | 1 | | |

Among the 25 different lexical instantiations of inscribed negative Quality, only 2 are non-core expressions, which are “not sufficient” and “the collapse”. All of the lexical instantiations were high frequency words, except for “not sufficient”.

- **Grammatical realisations of inscribed negative Quality**

The realisations of inscribed negative Quality can also be classified into four sub-groups of the negative: Aesthetics, Effectiveness, Appropriateness and Convenience, as with the positive realisations. Table 4-19 to Table 4-22 display examples of realisations of inscribed negative Quality in more delicate subtypes. Non-standard expressions are marked with an asterisk (*).

Table 4-19: Realisations of inscribed negative Quality-Aesthetics in the English discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed negative Quality-Aesthetics in context |
|----------------------------------|---------------------|-----------------|--------------------|--|
| Functions | | | | |
| Gen | Spec | | | |
| -ve Mood + Pro + Par | Relat Attrib | Adj | not good | Thu: How did u feel about the exam after you finished it? Tuan: Actually it was not always good . |
| Par | Attrib | Adj | low | Thu: Ok. What do you think about your score? Trang: It is quite low . It's damn quite low . |
| Par | Attrib | NG/ Adj | bad | That is very bad experience in Sydney. They try to speak English but in a bad way. |
| Par | Attrib | Adj | messy dirty | Sometimes it's (the house) very messy and dirty . |
| Par | Attrib | NG/ Adj | thin | For example when she has a chat with her family ...you know-when you live next door, and the door has two very thin windows and very thin door, it is easy to hear the voice. |
| -ve Mood + Pro + Par | Relat Attrib | Adj | not too big | ...because the house is also not too big so everybody if they skype or talk to their friends or family, I can hear almost everything. |
| Par | Attrib | Adj | noisy | I thought that Gala happen in July or June or August...But I...I...I did- couldn't have any chance to join about... Yeah- but I heard it so...interesting, so noisy* music pop. And luckily last year I joined a gala and also Vnite last year, not the year in 2008... |
| Par | Verbiage | "not"* + Adj | *not satisfied | But when I submit my assignment, the lecturer said that no, no, no, not satisfied* , not satisfied* , and I got C credit and sometime that P+ only. |

Table 4-20: Realisations of inscribed negative Quality-Appropriateness in the English discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed negative Quality-Appropriateness in context |
|-------------------------------|---------------------|------------|----------------------|---|
| Functions | | | | |
| Gen | Spec | | | |
| -ve Mood + Pro + Par | Relat Attrib | NG/ Adj | not a good choice | And the after just only 3 weeks I recognised that it's not a good choice for me and he also told me what is the real course that I need. |
| -ve Mood + Pro + Par | Relat Attrib | Adj | not relevant | (The courses I study) are not relevant at all (to my career). |
| -ve Mood + Pro + Par | Relat Attrib | Adj | not very appropriate | I think the problem is in Vietnam, the IT industry in Vietnam have a quite not very appropriate point of view in IT investment. |
| Par | Goal | N | mistakes | After reading his papers I found some mistakes . |
| -ve Mood + Pro + Par | Relat Attrib | Adv* | not exactly* | He just think about something and put a question very generally and it's not exactly* . |
| Par | Attrib | Adj | wrong | I really don't know what is wrong , what is right about the theory applied. |

Table 4-21: Realisations of inscribed negative Quality-Effectiveness in the English discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed negative Quality-Effectiveness in context |
|----------------------------------|---------------------|------------------------|-----------------------|---|
| Functions | | | | |
| Gen | Spec | | | |
| -ve Mood + Pro + Par | Relat Attrib | Adj | not good | Some lecturers only use text book. And I think that's not good . We need case study, real lesson from real business. |
| Par | Attrib | Adj | bad | My writing still was very bad . |
| Cir | Matter | Prep. phrase/ NG | the collapse | So and we still, we needs the crisis recently and almost of the economists in the world are talking about the collapse of all the economic model. |
| Par | Attrib ⁶ | “not” + Adj | not developed | We've still got step by step doing the very foundation things, basic things, not developed* yet. |
| Par | Existent | N | weakness | Well, I think in comparison with the banking system in Vietnam and the banking system in Australia, there are some or a heap of weakness . |
| -ve Mood + Pro + Par | Relat Attrib | Adj | not active | I think the banking area system in Vietnam is not – like- more active . It doesn't have more activity in comparison with the banking system in Australia. |
| Par | Attrib | NG/ Adj | stupid | I made appointment with him and asking such a stupid question. |
| -ve Mood + Pro + Par | Relat Attrib | NG | not a sufficient time | The meeting happened about ten minutes only [smile] so it is not a... sufficient time for you to access the supervisor. |

⁶ Ellipse of “which is”= which is not developed

Table 4-22: Realisations of inscribed negative Quality-Convenience in the English discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed negative Quality-Convenience in context |
|----------------------------------|---------------------|-------|---------------------|---|
| Functions | | | | |
| Gen | Spec | | | |
| Par | Attrib | Adj | inconvenient | It is very inconvenient . And she has a key. And when our friend come to this house, the landlord open the key for her room but she doesn't have her own her. |
| -ve Mood + Pro + Par | Relat Attrib | Adj | not very convenient | Actually, at the moment we don't want to move out, yeah, because my family –we don't want to share the room with other persons, yes, because it is not very convenient . |

Inscribed negative Quality was realised mainly as Participants (Attributes, Goal, Phenomenon, Verbiage, and Existent) and the combination of negation in the Mood, a Relational Process and a Participant (Attribute) realising a positive Quality (e.g. “not good”) but also as Circumstance (Matter). The realisations were mainly via adjectives, nouns or the whole noun groups and adverbs.

- **Non-standard English expressions of inscribed negative Quality**

There were many instances of non-standard or ineffective expressions, as in:

(a) *We've still got step by step doing the very foundation things, basic things, **not developed*** yet.*

(b) *I thought that Gala happen in July or June or August...But I...I...I did- couldn't have any chance to join about... Yeah- but I heard it so...interesting, so **noisy*** music pop. And luckily last year I joined a gala and also Vnite last year, not the year in 2008...*

(c) *He just think about something and put a question very generally and it's **not exactly***.*

(d) *But when I submit my assignment, the lecturer said that no, no, no, **not satisfied***, **not satisfied***, and I got C credit and sometime that P+ only.*

In short, inscribed Quality in the English language data was realised mainly as Participants (Attribute) via adjectives. All instances of positive and negative Quality could be re-categorised into four sub-types of meanings, which are Aesthetics, Appropriateness, Effectiveness and Convenience. The number of non-core expressions in the category was much smaller than core expressions, which are both mainly high frequency expressions. There were many instances of non-standard and ineffective expressions, as well as repetition of the same realisation of Quality in a short turn.

4.2.2.4. Realisations of invoked Attitude in the English discussions

As presented in Figure 4-4, instances of all the three types of invocation strategies (i.e. Provoke, Flag and Afford) were found in the English discussions although the deployment of Provoke was minimal compared with the other two strategies. Results of the analysis of resources for realising invoked Attitude in the English data contribute to the refinement of the theorisation of resources for invoking Attitude, particularly Provoke, which will be discussed in more detail in chapter 8. This section presents results of the analysis of the three types of invoked Attitude deployed in the English discussions from the aggregated Attitude types. Section 4.2.2.4.1 will demonstrate resources for Provoking Attitude. Section 4.2.2.4.2 will present resources for Flagging Attitude. Section 4.2.2.4.3 will report the logico-semantic relations between the Afforded Attitude and the inscribed Attitude in the surrounding contexts.

4.2.2.4.1. Realisations of Provoked Attitude in the English discussions

As proposed in Martin and White (2005), two resources of Provoke are similes and lexical metaphors (pp.64-65). These two resources belong to the same category of figurative language. In the English data, other resources of figurative language having the function of provoking Attitude were found, including swearing and idiomatic expressions. Realisations of Provoked Attitude in the English discussions are exemplified in Table 4-23. Provoked Attitude only occurred in certain subtypes of Attitude such as in Affect types of Un/Happiness, Dis/Inclination, Dis/Satisfaction, Judgement types of Propriety and Appreciation types of Reaction and Valuation but not all.

Table 4-23: Realisations of Provoked Attitude in the English discussions

| Realisations | Provoked Attitude | | Instances of Provoked Attitude |
|--|-------------------|----------------------------------|--|
| | Type | Subtype | |
| Figurative language/ Similes | -ve Appre | Reaction: Quality | I don't like exam because it's <i>like a gamble</i> . |
| | -ve Appre | Valuation: Harm | that we just have one bathroom and ...four people in our house ...so it's <i>like traffic jam</i> in the bathroom in the morning |
| Figurative language/ Lexical metaphor | -ve Jud | Propriety | That is a good school to provide you very basically. But if you, if you want to follow the high level and in the long term, it's hard to say because it depends on the children as well. If they love music, you know, don't need to <i>tie</i> it to the piano. He's a... <i>nightmare</i> . |
| | -ve Aff | Un/Happiness: Antipathy | We decide to move out, we <i>didn't get along</i> with that landlord. |
| Figurative language/ Idiomatic expression | +ve Aff | Dis/Inclination: Desire | Even if you go to another university, maybe you see <i>the grass in another side is greener</i> like that so if I did study in another university, maybe the same because some of my friends from UK also said the same thing. |
| Figurative language/ Swearing | -ve Aff | Dis/Satisfaction: Displeasure | Whenever he <i>gets pissed off</i> outside with one of his customer, he just go back home and try to make the other <i>get pissed off</i> as well. |

4.2.2.4.2. Realisations of Flagged Attitude in the English discussions

As described in Martin and White (2005, p.65), two resources for flagging Attitude are infused manner lexical items (or non-core vocabulary) and intensification of degree or process. In other words, these two resources are equivalent to the Intensification resources, of which the infused manner lexical items are the equivalent of the Semantic Infusion strategy

and the other can be the equivalent of the Isolated Lexemes or Repetition strategies of Intensification. Results from the analysis of the English language data revealed that in addition to the Semantic Infusion and Isolated Lexemes realisations of Intensification, realisations of Quantification and Modality can also flag Attitude as presented in Table 4-24.

Table 4-24: Realisations of Flagged Attitude in the English discussions

| Realisations | | Flagged Attitude | | Instances of Flagged Attitude |
|--------------|-------------------|------------------|--------------|--|
| Gen | Spec | Type | Subtype | |
| Inten | Semantic infusion | +ve Jud | Capacity | He's working aa IT architect for IBM so he has really <i>huge</i> knowledge about IT. |
| | Isolated lexeme | -ve Aff | Displeasure | He has <i>very strong words</i> about the lecturer. |
| Quanti | Isolated lexemes | +ve Jud | Tenacity | I forgot <i>everything</i> . |
| | Semantic Infusion | -ve Aff | Disquiet | You know, I dreamt about him twice, <i>always bad dream</i> . |
| | Repetition | +ve Jud | Tenacity | At that time he read a lot, a lot of books, magazines and articles |
| Modality | Obligation | +ve Appre | Significance | We need to understand about customer behaviour. If it's very big, of course I will have to take some kind of actions... |

It is noticeable that in flagging Appreciation of Significance, the participants extensively used modulation of obligation or necessity (“have to” and “need to”) to evoke the Significance of an activity as illustrated in the table above. However, not all instances of “have to” flagged Significance, as some instances merely expressed the meaning of obligation as in:

(a) *I'll **have to** finish everything on December this year.*

4.2.2.4.3. Realisations of Afforded Attitude in the English discussions

Resources for affording Attitude are the choice of ideational meaning itself. Martin and White (2005, p.62) stated that “the selection of ideational meanings is enough to invoke evaluation, even in the absence of attitudinal lexis that tells us directly how to feel”. The analysis of the English language data revealed a large amount of instances of Afforded Attitude. It was also noticeable that the Afforded Attitude in the English discussions sometimes construed expanding logico-semantic relations with the inscribed Attitude in the surrounding co-texts. In other words, Afforded attitude was used by the participants to elaborate, extend or enhance the inscribed meaning they expressed in the co-texts as shown in Table 4-25 in which the inscribed meaning is underlined and italicised and the afforded meaning is **bolded**.

Table 4-25: The expanding logico-semantic relations between Afforded Attitude and inscribed Attitude in the English discussions

| Logico-semantic relations | Instances of Afforded Attitude | Inscribed meanings | Afforded meanings |
|---------------------------|---|-----------------------|----------------------|
| Elaboration | She is a professional artist and she also has degree on English literature, she’s doing PhD in history ... she <i>knows everything</i> . I think she is very <i>talented</i> | +ve Jud: Capacity | +ve Jud: Capacity |
| Extension | <i>I’m very surprised to receive his present. Very <u>kind</u> man.</i> | +ve Jud: Propriety | +ve Aff: Cheer |
| Enhancement | That’s <i>problem</i> of structure of the house. So sometimes it is quite <i>inconvenient</i> . <i>So sometimes I feel quite-I cannot concentrate.</i> | -ve Appre: Quality | -ve Aff: Disquiet |

4.2.3. Summary of the deployment of Attitude in the English discussions

This section has highlighted the most remarkable features of the deployment of Attitude in the English discussions in terms of the proportions of Attitude instances and realisations of inscribed and invoked Attitude. In terms of the proportions of Attitude, Appreciation was most frequently deployed among the three Attitude types. The proportions of inscribed and positive Attitude instances were much higher than invoked and negative instances. In terms of the realisations of Attitude, the section has demonstrated a limited range of lexical instantiations with a very small number of non-core and low frequency expressions. In addition, the grammatical realisations in terms of function and form were not diverse with Participant (Attribute) and Modulation of Ability as the most frequently occurring functional realisations of Attitude with adjectives and auxiliary verbs as their corresponding forms. Furthermore, the deployment of inscribed Attitude was often not sophisticated due to the limited range of realisations with the dominant use of highly generalised words (such as “good”) for various evaluative purposes and core meaning words with a low degree of experiential precision or non-standard English expressions reflecting various grammatical problems. Nevertheless, the data analysis of the English language provided an evidential basis for the extension and re-theorisation of Attitude subtypes such as Normality, Capacity and Reaction, which will be discussed further in chapter 8. In regard to invoked Attitude, the analysis displayed instances of all the three invocation strategies deployed in the English discussions. Although, there were very few instances of Provoke Attitude, the data demonstrate additional resources for provoking Attitude (i.e. idiomatic expressions and swearing) that were not described in Martin and White (2005). Moreover, additional resources for flagging attitude were also found in the English language data (i.e. Quantification resources and Modality). Afforded Attitude in the English data was also found to have all the three types of expanding logico-semantic relations with the inscribed Attitude in the surrounding co-texts.

4.3. The deployment of Graduation in the English discussions

The deployment of Graduation resources in the English discussions was examined from two perspectives: (1) the proportions of Graduation types and (2) the range of realisations of

Graduation. This section will begin with a report of the proportions of the main Graduation types (i.e Force and Focus) then the proportions of Force and Focus instances in section 4.3.1. The Force and Focus subtypes that have the highest proportions will be used to illustrate the realisation of Force and Focus, which will be reported in section 4.3.2 for Force and 4.3.3 for Focus. Realisations of other Force and Focus subtypes can be found in Appendix 8.

4.3.1. The proportions of the Graduation instances in the English discussions

The Graduation system has two main types: Force and Focus. In regards to the proportions of Graduation types, Force was the dominant choice whereas Focus was a very small proportion compared to Force as shown in Figure 4-14.

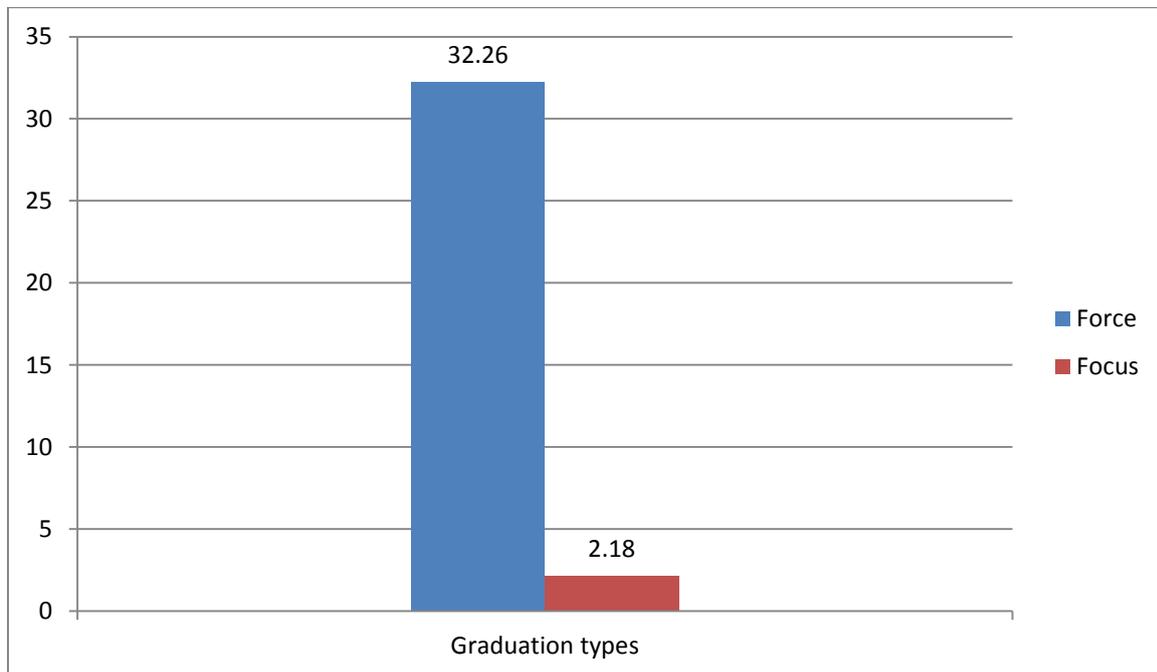


Figure 4-14: The proportions of Graduation types in the English discussions

4.3.2. The deployment of Force in the English discussions

The deployment of Force was examined from the perspectives of (1) the proportions of instances of Force in relation to four aspects as indicated in the coding scheme: (a) Force

types, (b) Scale, (c) Realisation strategies, and (d) Meaning, which will be reported in section 4.3.2.1 and (2) the realisations of Force which will be reported in section 4.3.2.2.

4.3.2.1. The proportions of Force instances in the English discussions

4.3.2.1.1. The proportions of Force types in the English discussions

There are two Force types in the Appraisal coding scheme, which are: (1) Intensification and (2) Quantification, each of which has three other subtypes. Intensification has three options of: (1) Process, (2) Quality and (3) Proposal. Quantification has three options of: (1) Amount, (2) Extent and (3) Frequency. It was revealed from the data analysis that Intensification (represented in the blue column in Figure 4-15) was much more frequently deployed than Quantification (represented in the red column). Among the three Intensification types, Intensification of Quality-degree (represented in green) was the dominant one, whereas Intensification of Proposal was almost not present in the English discussions with only one instance. Within Quantification, the proportion of Amount was the highest compared to Extent and Frequency, which were almost equal.

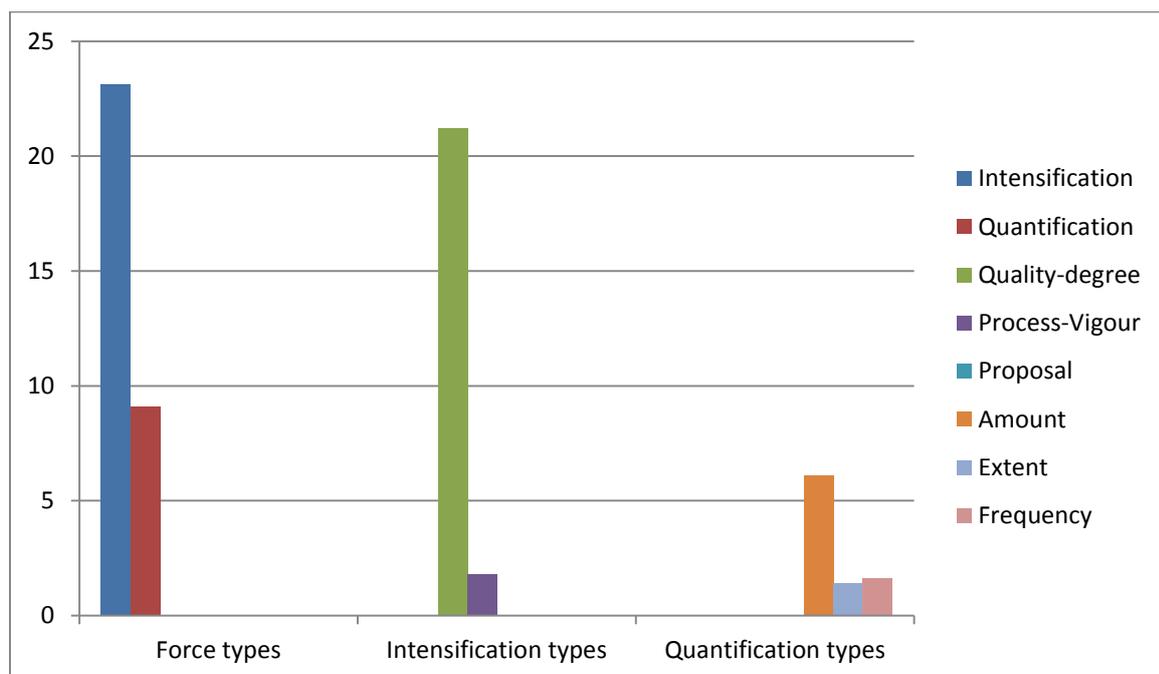


Figure 4-15: The proportions of Force types and subtypes in the English discussions

As Intensification of Quality-Degree and Quantification of Amount have the highest proportions among other subtypes in the same system, these two categories will be used to illustrate realisations of Intensification and Quantification in section 4.3.2.2.

4.3.2.1.2. The proportions of Force scales in the English discussions

Another dimension that Force instances were analysed against was Scale, which refers to the up-scale or down-scale instances of Force. It was revealed that the proportion of up-scale instances of Force is much larger than down-scale instances, which is shown in Figure 4-16.

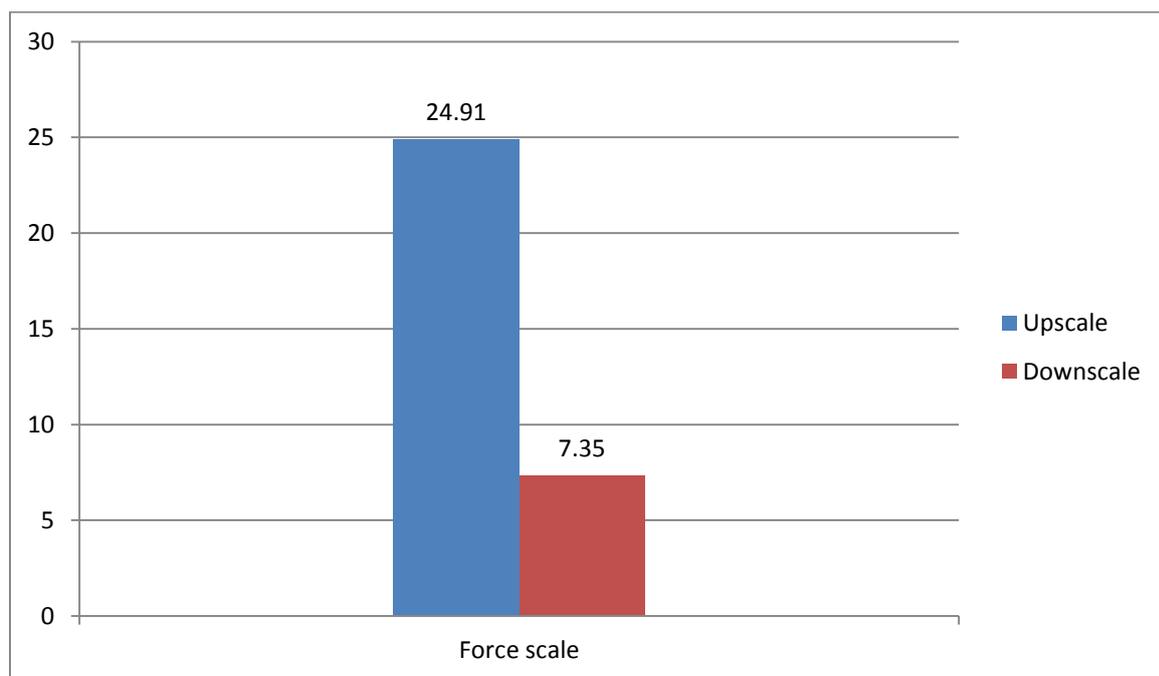


Figure 4-16: The proportions of upscale and downscale instances of Force in the English discussions

A preliminary interpretation of this result at this stage may be because the participants were not as familiar with expressions of down-scaling Attitude as with up-scaling Attitude but it could also be because of the influence of the ideational meaning and the tenor relations. As the participants appeared to have quite equal power and social status, the need to downgrade Attitude for hedging purposes would not be as much as when the participants have unequal power and social status. However, the examination of the influence of field and tenor on the choice of language is beyond the scope of this study.

4.3.2.1.3. The proportions of the realisation strategies of Force in the English discussions

The third aspect that Force instances were analysed against was realisation strategies. In the coding scheme, there were four realisation strategies of Force, which are (1) Isolated lexemes, (2) Semantic Infusion, (3) Repetition and (4) Swearing. Among the realisation strategies of Force, only Isolated lexemes has two further options, which are “Lexical items” and “Grammatical items”. It was revealed from the data analysis that Isolated lexeme was the dominant realisation strategy of Force in the Vietnamese discussion while Repetition and Swearing took very small proportions. Within Isolated lexemes, the proportion of Grammatical items was much higher than that of Lexical items. The proportions of the realisation strategies of Force are illustrated in Figure 4-17.

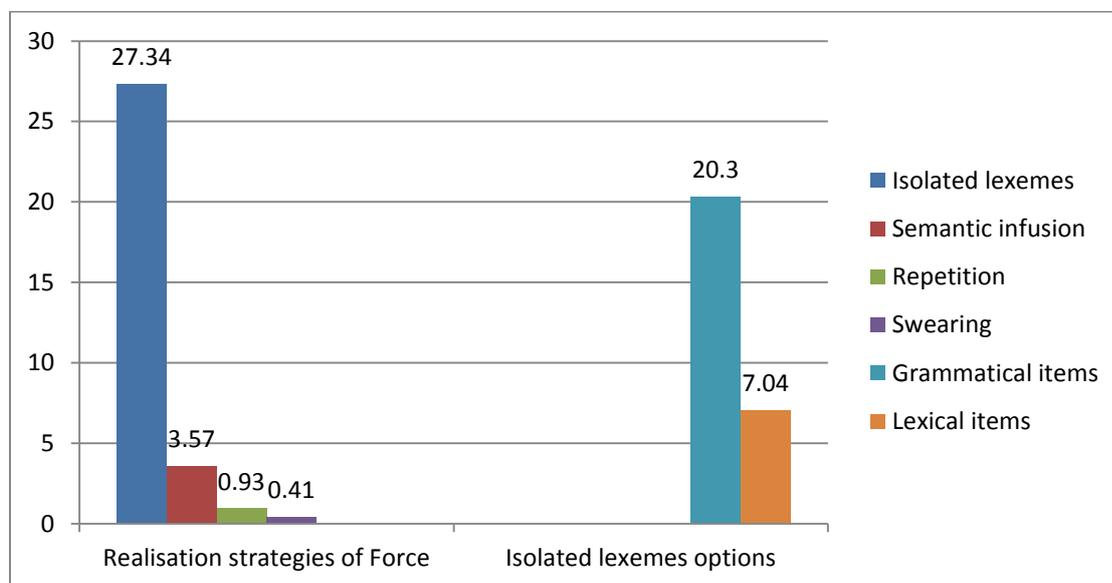


Figure 4-17: The proportions of realisation strategies of Force in the English discussions

The primary implication of the results is that the deployment of Force resources in the English discussions was rather simplistic with the dominant use of isolated grammatical items (e.g. “very” and “so”). This may be due to the influence of social purpose and social context of the language use. In other words, as the context of the data was in a semi-casual oral discussion, the dominant use of Isolated Lexemes may be a feature of spoken language.

However, this point will be illustrated via a closer examination of the realisations of Force in section 4.3.2.2.

4.3.2.1.4. The proportions of types of meaning of Force in the Vietnamese discussions

The last dimension that Force instances were analysed against was Meaning, which refers to the figurative meaning or non-figurative meaning of Force instances. It was found from the analysis that the non-figurative meaning instances of Force occupy a dominant proportion as shown in Figure 4-18. Figurative meaning instances only took a minimal proportion.

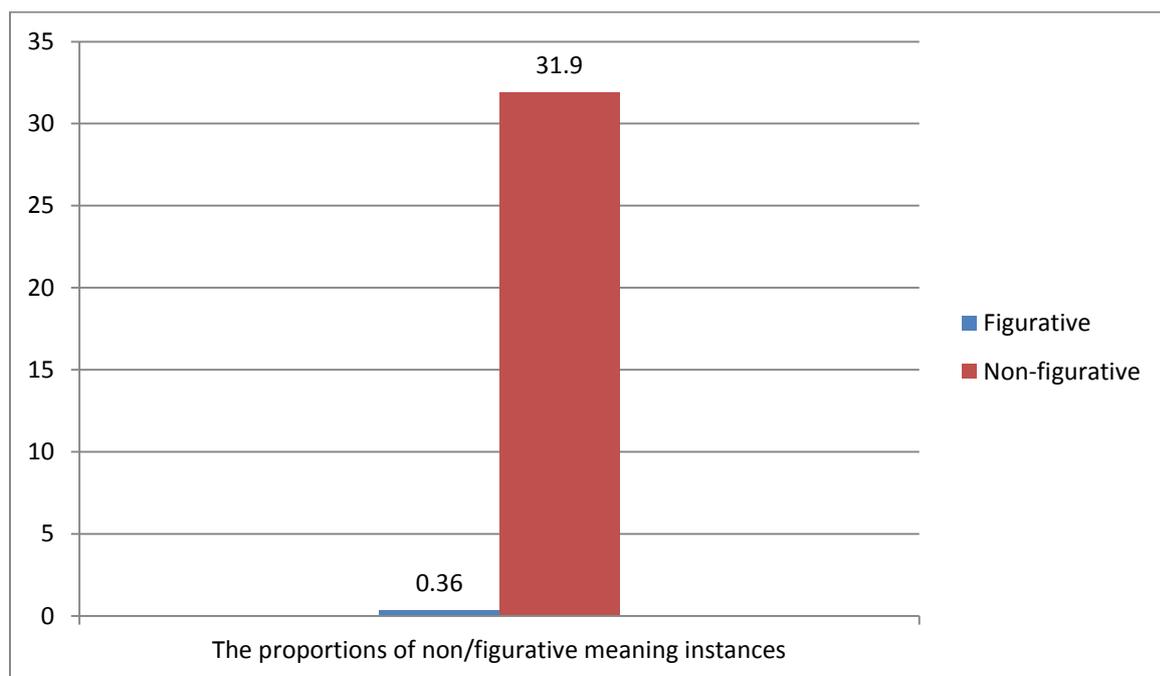


Figure 4-18: The proportions of figurative and non-figurative instances of Force in the English discussions

The results suggest that the participants were not very familiar with expressions of figurative meaning in English. It also suggests that figurative meaning may not frequently be present in the genre and field of the current study which is oral discussions of academically related topics.

4.3.2.2. The realisations of Force in the English discussions

As indicated in section 4.3.2.1, the realisations of Force will be illustrated by the Force subtypes that have the highest proportions, which are Intensification of Quality-Degree (in section 4.3.2.2.1) and Quantification of Amount (in section 4.3.2.2.2). Realisations of other Force types can be found in Appendix 8. Realisations of Force will be illustrated in terms of (1) realisation strategies and (2) scale. The isolated lexical items and semantic infusion realisation strategies will also be reported in terms of figurative or non-figurative meaning. Non-standard English expressions of Intensification and Quantification will also be briefly indicated and discussed.

4.3.2.2.1. Realisations of Intensification of Quality-Degree in the English discussions

Intensification of Quality-Degree was found to be realised by all four strategies: Isolated Lexemes, Semantic Infusion, Repetition and Swearing, in which the proportion of Isolated Lexemes (represented in blue) was dominant as illustrated in Figure 4-19.

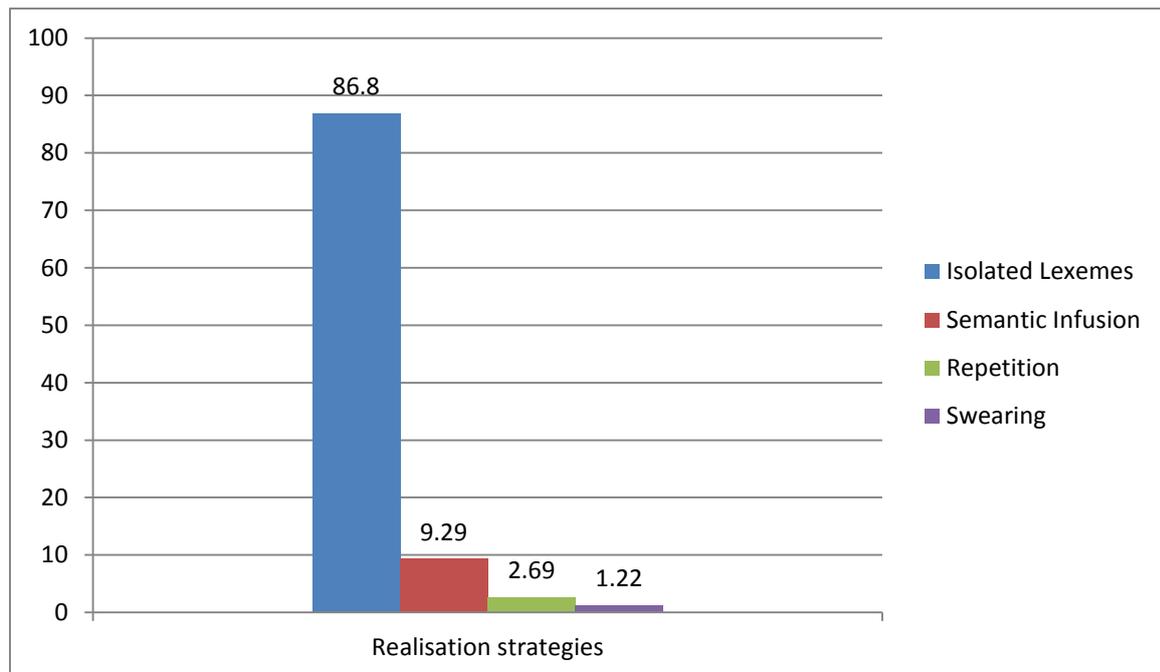


Figure 4-19: Realisation strategies of Intensification of Quality-Degree in the English discussions

The following sections illustrate how each of realisation strategies was deployed to convey the meaning of Intensification of Quality-Degree.

a. Isolated lexemes

The Isolated Lexemes strategy refers to the use of isolated grammatical items and isolated lexical items. In the English discussions, the majority of the Isolated Lexemes instances were realised by grammatical items as indicated above.

a.1. Grammatical items

There were 16 different grammatical items among 343 instances of grammatical items realising Quality-degree as presented in Table 4-26, in which down-scale realisations are in bold and upscale realisations are in normal font. “Very” was used with the highest frequency in the English discussions (189 times). There are many more upscale realisations than downscale one in this category. The repetition “very very” and “really really” was quite common in the English discussions. “Very very” and “really really” can also be placed under the Repetition strategy; therefore, to avoid statistical repetition, these realisations are reported in this section only for exemplification of this intensification resource.

Table 4-26: Grammatical items realising Quality-degree in the English discussions

| | | | | | |
|--------------|-----|-----------------|----|---------------|---|
| very | 189 | more | 10 | enough | 2 |
| quite | 59 | pretty | 6 | very very | 2 |
| so | 23 | most | 6 | almost | 1 |
| really | 20 | just | 4 | only | 1 |
| too | 14 | at all | 3 | | |
| | | not very | 3 | | |

Realisations of Quality-degree via grammatical items in context are exemplified in Table 4-27. Non-standard English expressions are marked with an asterisk (*)

Table 4-27: Realisations of Quality-degree via grammatical items in the English discussions

| Scale | Grammatical items | Grammatical items realising Quality-Degree in context |
|-----------|-------------------|--|
| Upscale | very | ... our friend came there and she is very* enjoy ... and very nice house and seems to be very nice landlord. ...they are good English, very* better than me. He's working an IT architect for IBM so he has really in general and very* huge knowledge about IT. I will study IT architect, which is very very technical. It is very focused I think. |
| | so | Yeah but I heard it so ...interesting, so noisy, music pop. |
| | most | The most important is my son. |
| | at all | It's not relevant at all . It's not fair at all . |
| | really | I think it is really really good chance for me. |
| | too | She's quite comfortable, and not too* much complex. |
| | more | I think maybe staying with someone who is quietly and maybe *more clean is better. |
| Downscale | quite | I think criteria is quite clear when you marking music. The IT industry in Vietnam have a *quite not very appropriate point of view in IT investment. |
| | pretty | I'm not *pretty sure about my future yet. |
| | almost | Having an experienced lecturer is almost crucial. |

As can be seen from the table above, expressions of Intensification of Quality-Degree realised by grammatical items were sometimes ineffective or non-standard, firstly due to issues with the use of “very” as in (a), (b) and (c).

*(a) ...they are good English, **very** better than me.*

*(b) I have to say that I did not go to the class because my lecture they are **very** expert.*

*(c) He's working an IT architect for IBM so he has really in general and **very** huge knowledge about IT.*

In standard English expressions, “very” cannot be used to qualify a comparative as in (a) (“**very** better”). “Very” does not qualify an entity as in (b) (“**very** expert”) either. Finally, “very” is not used to qualify a non-gradable adjective like “huge” (c) as “huge” is already a semantically infused item.

Secondly, there was an issue with the choice of either or both resources of Intensification as in (d).

*(d) The IT industry in Vietnam have a **quite not very** appropriate point of view in IT investment.*

In English it is usual to make one choice from grammatical item resources for down-grading of Quality-degree. For instance (d), for example, the choice could be either “quite” or “not very” but not both “quite” and “not very”.

Thirdly, the deployment of “too” was also problematic in instances such as (e):

*(e) But... because the house is also not **too** big so everybody if they skype or talk to their friends or family, I can hear almost everything. I just ignore that.*

The intensifier “too” normally has a negative connotation. When “too” is associated with negation, the meaning is positive. In instance (e), the use of “too” in “*the house is also not too big*” carries a positive connotation, which does not match with the meaning of the contexts. For a standard expression of English, “*the house is also not too big*” should be replaced by “the house is not big enough”.

Despite the repetitive and non-standard deployment of grammatical items for realisations of Quality-Degree, the findings of this category contributed to the recognition of an additional dimension of Intensification, which is Intensification of Negation as evidenced from instances (f) and (g):

(f) “*It’s not relevant **at all**.*”

(g) “*It’s not fair **at all**.*”

a.2. Lexical items

There were 5 different lexical items among 10 instances of lexical items realising Quality-degree as presented in Table 4-28, in which only one realisation was down-scale which is in bold and the rest were upscale realisations which are in normal font. “Extremely” was used with the highest frequency in the English discussions (4 times).

Table 4-28: Lexical items realising Quality-Degree in the English discussions

| | |
|---------------------|---|
| extremely | 4 |
| a little bit | 2 |
| top | 2 |
| strongly | 1 |
| enough | 1 |

Realisations of Quality-degree via lexical items in context are exemplified in Table 4-29. Non-standard English expressions are marked with an asterisk (*)

Table 4-29: Realisations of Quality-degree via lexical items in the English discussions

| Scale | Lexical items | Lexical items realising Quality-Degree in context |
|-----------|---------------------|--|
| Upscale | extremely | He's extremely patient even for me because when I made appointment with him and asking such a stupid question I think but I always receive a very clear explanation from him. He was extremely patient for us. |
| | top | My top priority is to pass so that's alright. Any time I take the exam I always think that top priority is pass and any other will be bonus. |
| | strongly | We are living in a very political society, very strongly controlled from the government. |
| | enough | I think my English may be not good enough . |
| Downscale | a little bit | I think they are very comfortable, very easy but a little bit dirty. |

Although there were no instances of non-standard English expressions in this category, Table 4-29 shows a rather simplistic and limited range of lexical items as realisations of Quality-degree, none of which has figurative meaning.

b. Semantic Infusion

There were 18 different semantic infusion items among 38 instances of Quality-degree as presented in Table 4-30, in which only 3 realisations were for down-scale which are in bold, and the rest were upscale realisations which are in normal font. Figurative meaning instances are bolded and underlined. "Better" was used with the highest frequency in the English discussions (6 times).

Table 4-30: Semantic Infusion realising Intensification of Quality-Degree in the English discussions

| | | | | | |
|----------|---|-----------|---|-----------|---|
| better | 6 | perfect | 2 | excellent | 1 |
| horrible | 5 | lower | 1 | cheaper | 1 |
| ok | 5 | bigger | 1 | desire | 1 |
| alright | 3 | fine | 1 | easier | 1 |
| best | 3 | wonderful | 1 | harder | 1 |
| great | 3 | hot | 1 | | |
| | | favourite | 1 | | |

Among the 18 different Semantic Infusion items, 6 were comparatives (i.e. “better”, “harder”, “cheaper”, “bigger” and “easier”) and 1 was a superlative (i.e. “best”). The other 11 items were non-core words, however, all of them are high frequency words. Among all the Semantic Infusion items, only one instance had figurative meaning (i.e. “hot”), as in (a):

(a) *I think that my article is good, I mean it's perfect, very **hot** topic in the society.*

The metaphorical meaning of “hot” has become colloquial and its original figurative meaning is not new anymore. Other realisations of semantic infusion upscaling Quality-degree are exemplified in Table 4-31. Non-standard or ineffective English expressions are marked with an asterisk (*)

Table 4-31: Realisations of Quality-degree via Semantic Infusion in the English discussions

| Scale | Semantic Infusion | | Semantic Infusion realising Quality-Degree in context |
|-----------|-------------------|-----------|--|
| | Types | Instances | |
| Upscale | Comparatives | Better | So we should remain the good relationship so that we can get the better offer next time. |
| | | bigger | When I calm down I realise that I made mistake because the teacher that require a basic knowledge, not a *bigger knowledge. |
| | Superlative | best | So far I think my *best favourite in my class is my principle study. |
| | Non-core words | horrible | Whenever I meet the *horrible guy or girl in the assignment, I couldn't talk to them to do something. |
| | | great | I think it's great to learn the new culture, especially from the local. |
| Downscale | Non-core words | O.K | Thu: So how do you think of your performance today? |
| | | fine | Nhung: Er, going to fine , I think. Yes, it will be ok . |
| | | alright | It's just like as long as you can study hard, everything is alright . |

The deployment of Semantic Infusion as realisations of Quality-Degree in the English discussions was not grammatically incorrect, however, it was sometimes ineffective due to the non-standard English expressions or ineffective word choice. For example, the use of “bigger”, a realisation of Quantity-Amount for realisation of Quality as in “*not a *bigger knowledge*” as opposed to “*basic knowledge*” is not an expression that a native speaker would be familiar with. The choice of “horrible” in “*Whenever I meet the *horrible guy or girl in the assignment, I couldn't talk to them to do something*” was ineffective as the word “horrible” does not convey the precision of the evaluation of Tenacity that was expressed in the co-text.

c. Repetition

There were 12 instances of Quality-degree realised through repetition, 11 of which were repetition of the grammatical items “very very” and “really really” as indicated earlier. Only one instance was a repetition of the same syntactic structure which can be called linguistic parallelism. All the instances of Repetition were for up-scaling Attitude. Instances of Repetition as a realisation strategy of Quality-degree in the English discussions are exemplified in Table 4-32.

Table 4-32: Repetition as a realisation strategy of Quality-Degree in the English discussions

| Intensified meaning | Repetition as realisations of Quality-Degree in context |
|-----------------------|--|
| -ve Jud: Capacity | Your ability is very very weak. |
| -ve Appre: Complexity | To have a good article in investigation story is very very difficult. |
| +ve Appre: Impact | I think it’s really really good chance for me. |
| +ve Appre: Quality | (1) Some lecturers only view text book. And I think that’s not good. We need case study, real lesson from real business. |

It seems that the deployment of the instances of repetition of grammatical items “very” and “really” as realisation of Intensification of Quality-degree derives from the participants’ limited repertoires, preventing them from using the semantic infusion strategy or a lexical item as intensifier. For example, instead of “very very weak” or “very very difficult”, the participants could have used “extremely weak” or “extremely challenging” for example.

The repetition strategy in instance (1) is not the repetition of the same lexical item or the assembling of semantically closely related terms as mentioned by Martin and White (2005, p. 144). It is the repetition of the same quality (real) of different entities (“lesson” and “business”), which overall intensifies the quality of the course.

d. Swearing

There were 4 different swearing expressions among 6 instances of Swearing as the realisations of Quality-Degree deployed in the English discussions shown in Table 4-33. All of the Swearing instances were for up-scaling Attitude.

Table 4-33: Instances of Swearing as realisations of Quality-Degree in the English discussions

| | |
|----------------|---|
| God | 1 |
| oh my God | 2 |
| damn | 1 |
| get pissed off | 2 |

Instances of Swearing as a realisation of Quality-Degree in context are presented in Table 4-34.

Table 4-34: Swearing as a realisation of Quality-Degree in the English discussions

| Intensified meaning | Instances of Swearing | Swearing as a realisation of Quality-Degree in context |
|-------------------------|-----------------------|---|
| -ve Appre: Impact | God | God, it's horrible! |
| -ve Affect: Disquiet | Oh, my God. | And they return all Pass, no C, no D, no HD. Oh my God! Unbelievable! Oh my God! It's a surprise for me. |
| -ve Affect: Displeasure | (a) pissed off | But the thing like... whenever he gets pissed off outside with one of his customer, he just go back home and try to make the other get pissed off as well. That's not fair. |
| -ve Appre: Quality | (b) damn | Thu: What do you think about your score? Trang: it's quite low. It's damn quite low. |

The swear words “pissed off” in instance (a) “*But the thing like... whenever he gets **pissed off** outside with one of his customer, he just go back home and try to make the other get **pissed off** as well. That’s not fair*” have figurative meaning, which intensify the quality “angry”.

Despite very few instances of swearing occurring in the English discussions, evidence of problematic expression of Swearing was evident as in (b) below:

(b) Thu: *What do you think about your score?*

Trang: *It’s quite low. It’s **damn** quite low.*

The swear word “damn” is an intensification resource itself which downscopes the quality “low”. Having the two intensifiers “damn” and “quite” together would not be usual for a native speaker.

4.3.2.2.2. Realisations of Quantification of Amount in the English discussions

Quantification-Amount in the English discussions was realised by all three strategies: Isolated Lexemes, Semantic Infusion, and Repetition. Although Swearing was a realisation strategy of Intensification, it was not a resource for Quantification. Among the three realisation strategies of Quantification-Amount, the proportion of Isolated Lexemes (represented in blue) was dominant, which is the same trend for Intensification, as illustrated in Figure 4-20.

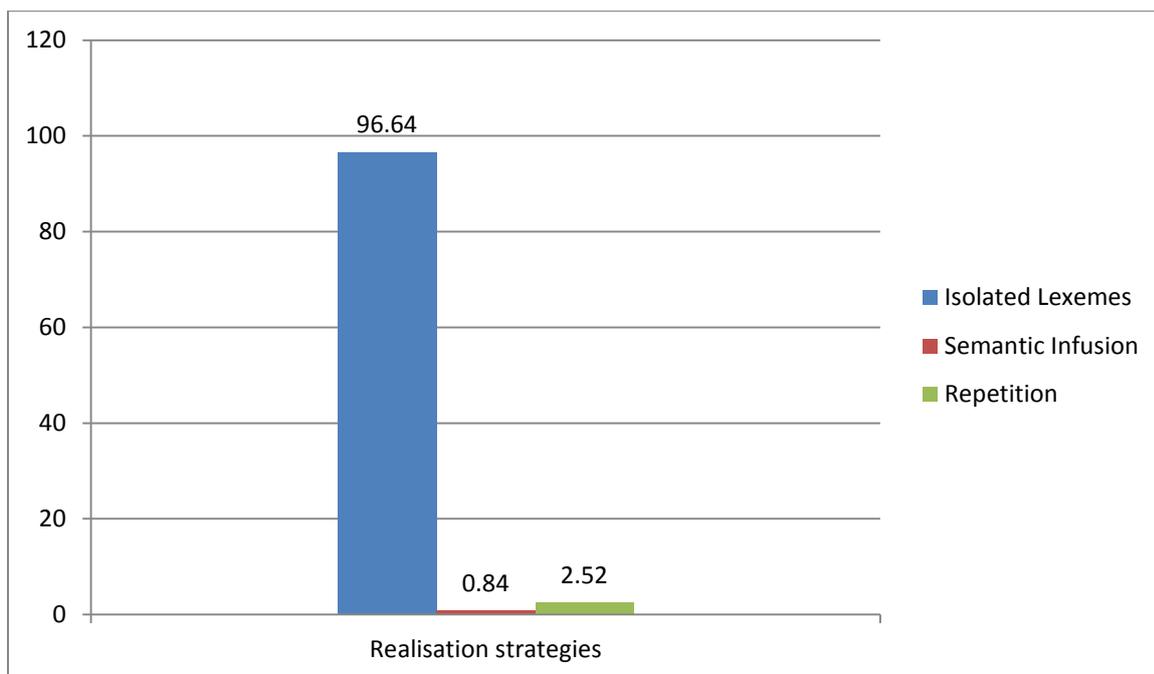


Figure 4-20: The proportions of realisation strategies of Quantification-Amount in the English discussions

The following sections illustrate how each of realisation strategies was deployed to convey the meaning of Quantification of Amount in the English discussions.

a. Isolated Lexemes

For realisations of Quantification-Amount in the English discussions, all the Isolated Lexemes were lexical items. This is different from Intensification-Quality in that Isolated Lexemes realising Intensification-Quality consisted of both grammatical and lexical items. There were 29 different lexical items among 118 instances of lexical items realising Amount as presented in Table 4-35, in which down-scale instances are in bold and the upscale realisations are in normal font. “A lot” was used with the highest frequency in the English discussions (19 times).

Table 4-35: Lexical items realising Quantification-Amount in the English discussions

| | |
|---------------------|----|
| a lot | 19 |
| a lot of | 18 |
| lot of | 1 |
| lots of | 1 |
| a little bit | 1 |
| a heap of | 1 |
| heaps of | 2 |
| much | 12 |

| | |
|-----------------|----|
| not much | 1 |
| too much | 2 |
| very much | 1 |
| many | 4 |
| some | 4 |
| everything | 11 |
| everyone | 2 |
| nothing | 2 |

| | |
|---------------|---|
| no one | 1 |
| no | 2 |
| only | 5 |
| all | 6 |
| whole | 5 |
| the whole | 1 |
| both | 1 |
| 100 kilos | 1 |

| | |
|--------------|---|
| 24 bottle | 1 |
| full of | 1 |
| enough | 1 |
| big | 6 |
| small | 1 |

Realisations of Quantification-Amount via lexical items in context are exemplified in Table 4-36. Non-standard English expressions are marked with an asterisk (*)

Table 4-36: Lexical items realising Quantification-Amount in the English discussions

| Scale | Lexical items | Lexical items realising Quantification-Amount in context |
|-----------|---------------|--|
| Upscale | A lot of | I have done quite a lot of research |
| | A heap of | I got *a heap of problems but now everything can be negotiated. |
| | Too much | I put too much expectation on the course. |
| | Everything | Everything is so new for me. |
| | Big | It's a big problem of the employment system. |
| | 100 kilos | I think he's over 100 kilos , very big. |
| Downscale | A little bit | I got *a little bit trouble with my housemate. |
| | Nothing | She just read the whole textbook and nothing else, no examples, nothing , just the whole textbook. |
| | Only | Up to now it is the only problem I have. |
| | Not too much | It is not too much thing to do but it helps a lot. |

Although, the number of instances of Quantification-Amount deployed in the English discussion was large, the lexical items realising this meaning were rather simplistic. All of the lexical instantiations were very high frequency expressions with no instance of figurative meaning. Furthermore, there were instances of non-standard or ineffective English expressions of this Graduation meaning respectively as in (a) and (b).

(a) *I got ***a little bit** trouble with my housemate.*

(b) *It's a **big** problem of the employment system.*

(c) *It is **not too much** thing to do but it helps a lot.*

In (a), the realisation of Quantification-Amount (“a little bit”) should be “a little bit of” in standard English expression. Instance (b) is not grammatically incorrect; however, “big” a realisation of the quantification of a physical size was used to express the meaning of Significance, which is not at its most effectiveness. Instance (c) is an example of inappropriate use of Quantifier “much” for uncountable nouns in combination with the countable noun “thing”.

Despite the simplistic, repetitive and sometimes non-standard expressions of Quantification of Amount, the data provided evidence to suggest an additional dimension of Intensification, which is the Intensification of Quantity as in (d) and (e).

*(d) I have done quite **a lot of** research.*

*(e) I put **too much** expectation on the course.*

In instances (d) and (e), the Quantity realised by “a lot of” and “much” are intensified by intensifiers “quite” and “too”. More discussion of the possible extension of Intensification type will be pursued in chapter 8.

b. Semantic Infusion

There was only one instance of Semantic Infusion as a realisation of Quantification of Amount in the English data as below.

*(f) He has in general and very **huge** knowledge about IT.*

In instance (f), “huge” was used to quantify an abstract entity “knowledge”, therefore it has figurative meaning.

c. Repetition

Although repetition was not mentioned as a quantification strategy by Martin and White (2005), three instances of Repetition as realisations of Quantification of Amount were found in the English data.

(a) *At that time he read a lot- a lot of books, magazines and articles.*

(b) *I feel many many strange things here.*

(c) *Actually I think marketing is the new subject in Vietnam, new area and many many people don't understand well*

The repetition of Quantification-Amount functions to upscale the quantity. Both repetition strategies discussed by Martin and White (2005, p. 144) for Intensification can be applied for describing the strategies of repetition used in the three instances above. “*Many many*” is the repetition of the same lexical item, and “*books, magazines and articles*” is the assembly of semantically related terms. More discussion of Repetition as a realisation of Quantification will be pursued in chapter 8.

4.3.2.3. Summary of the deployment of Force in the English discussions

The deployment of Force in the English discussions was distinguished by the dominant use of Intensification of Quality-Degree and Quantification of Amount, in which the main realisation strategy for both Force types was via Isolated Lexemes. The deployment of the realisation strategies for Force in general was rather simplistic, repetitive with many instances of non-standard expressions. There were hardly any instances of figurative meaning in lexical items or in Semantic Infusion. Despite the limited range of realisations of Force and their non-standard English expression, the results of the analysis were suggestive of a possible extension of Force types such as Intensification of Negation, Intensification of Quantity, a more delicate extension of realisation strategy of Force such as a more delicate categorisation of Repetition and the inclusion of Repetition as a realisation strategy of Quantification. The refinement in the theorisation of Force will be discussed in more detail in chapter 8.

4.3.3. The deployment of Focus in the English discussions

The deployment of Focus was examined from the perspectives of (1) the proportions of Focus instances in three aspects as indicated in the coding scheme: (a) Focus types, (b) Scale, and (c) Realisation strategies which will be reported in section 4.3.3.1, and (2) the realisations of Focus which will be reported in section 4.3.3.2.

4.3.3.1. The proportions of Focus instances in the English discussions

4.3.3.1.1. The proportions of Focus types in the English discussions

There are two Focus types in the Appraisal coding scheme, which are: (1) Valeur and (2) Fulfillment, each of which has two other subtypes. Valeur has the options of: (1) Authenticity and (2) Specificity. Valeur has four subtypes of Entities and Qualities (for Authenticity) and Entities and Number (for Specificity). Fulfillment has the options of: (1) Completion and (2) Actualisation, which do not have any further subtypes.

It was revealed that between the two Focus types, Valeur (represented by the blue column) far outnumbered Fulfillment (represented by the red column) as illustrated in Figure 4-21. Among the Focus subtypes (including Valeur and Fulfillment types), the proportion of Authenticity of Entities was the highest, which will be used to illustrate the realisation of Focus in the English discussion as indicated earlier. The proportions of Focus types and subtypes are illustrated in Figure 4.21.

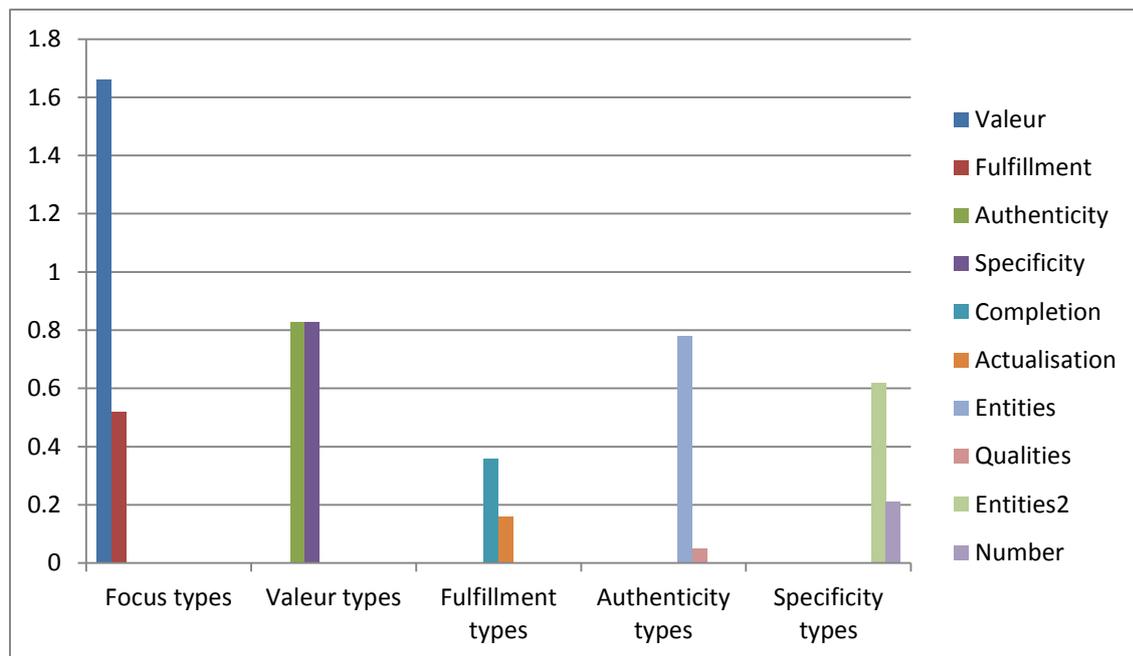


Figure 4-21: The proportions of Focus types and subtypes in the English discussions

4.3.3.1.2. The proportions of Focus scales in the English discussions

Apart from Focus types, instances of Focus were also analysed against scale, which refers to the sharpening or softening instances. It was revealed that the proportion of Softening instances (represented in blue) was much larger than the proportion of Sharpening instances (represented in red) as shown in Figure 4-22.

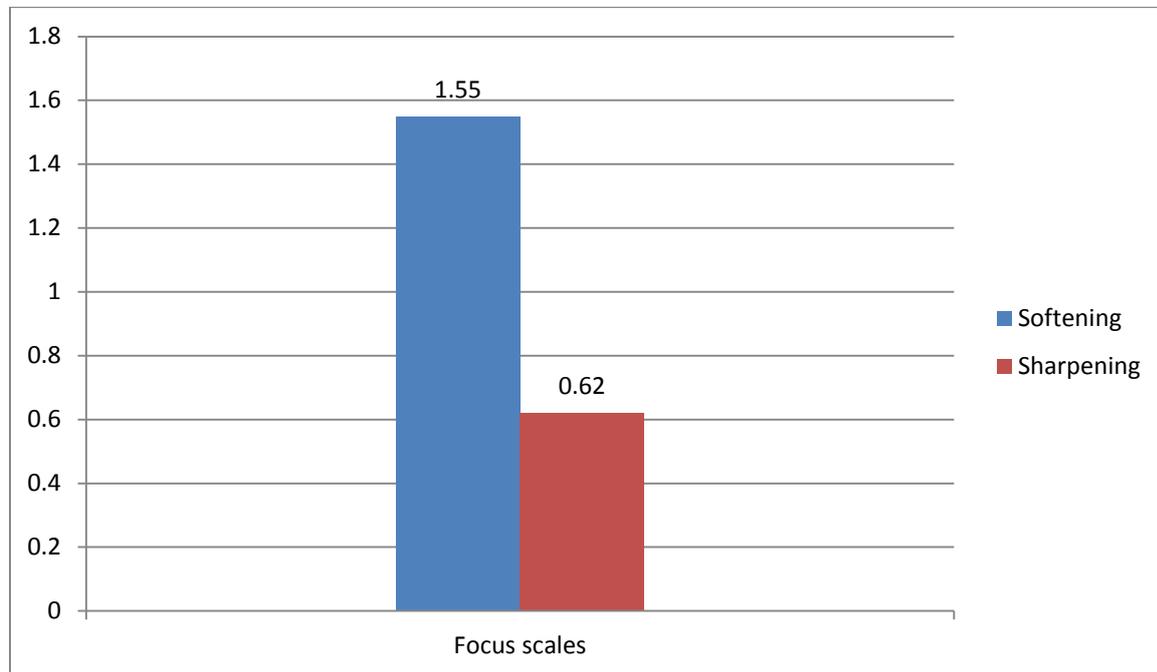


Figure 4-22: The proportions of Sharpening and Softening instances of Focus in the English discussions

This result of the proportion of Focus scales in combination with Focus types above demonstrates that in the English discussion, the participants predominantly deployed Softening of Authenticity of Entities. With a closer examination of the realisations of this Focus subtype in context which is presented in section 4.3.3.2, interpretation can be made about this deployment.

4.3.3.1.3. The proportions of realisation strategies of Focus in the English discussions

The last dimension that instances of Focus were analysed against was realisation strategies which have only two options as indicated in the coding scheme: (1) Isolated lexemes or (2) Semantic Infusion. Actually, Semantic Infusion was added to the coding scheme to

accommodate for realisations of Focus in the Vietnamese language as mentioned in chapter 2. This realisation strategy is not applicable to English. All instances of Focus in the English discussions were realised by the Isolated Lexemes strategy.

4.3.3.2. *The realisations of Focus in the English discussions*

As indicated in section 4.3.2.1, the realisations of Focus will be illustrated by the Focus subtype that had the highest proportion, which is Valeur-Authenticity of Entities. In addition, as Valeur-Specificity of Number is the dominant Focus subtype in the Vietnamese data, its corresponding subtype in the English data will also be used for illustrations of realisations of Focus for later comparison between the English and Vietnamese data sets. Realisations of other Focus types can be found in Appendix 8.

4.3.3.2.1. *The realisations of Valeur-Authenticity of Entities in the English discussions*

There were 6 different lexical items realising Valeur-Authenticity of Entities among 15 instances as shown in Table 4-37, in which Sharpening instances are in bold and Softening instances are in normal font.

Table 4-37: Lexical instantiations of Valeur-Authenticity of Entities in the English discussions

| | |
|---------------------|---|
| real | 9 |
| kind of | 2 |
| like | 1 |
| something | 1 |
| something like | 1 |
| something like that | 1 |

Realisations of Valeur-Authenticity of Entities in context are exemplified in Table 4-38 . Nonstandard English expressions are marked with an asterisk (*).

Table 4-38: Realisations of Authenticity-Entities in the English discussions

| Scale | Instances | Realisations of Authenticity-Entities in context |
|----------------|----------------|--|
| Sharpen | Real | Is he a real journalist in his life or in her life? |
| Soften | kind of | If it's big problem, I will have to take some kind of actions. |
| | Like | (1) So I have to move to somewhere that have a ... like ... a private room so I can study. |
| | Something | (2) But what I want to talk about the Vietnamese government organisation is *something... corruption, because it's very high. |
| | something like | (3) I have an own room, so I have something like ...an individual space. |

As demonstrated in the table above, only instance (2) is a non-standard English expression. However, three instances from (1) to (3) are more likely to be fillers than genuine Focus because they are associated with hesitations marked by (...). It can be interpreted that as the participants did not have the precise word to convey their meanings, they used this strategy of softening the Authenticity to try to express an experiential meaning which as closely as possible approximated what they originally wanted to say.

4.3.3.2.2. The realisations of Valeur-Specificity of Number in the English discussions

There were 4 different lexical items realising Valeur-Specificity of Number among 4 instances as shown in Table 4-39, in which all the instances are Softening.

Table 4-39: Lexical instantiations of Valeur-Specificity of Number in the English discussions

| | |
|---------------|---|
| almost | 1 |
| about | 1 |
| around | 1 |
| approximately | 1 |

Realisations of Valeur-Specificity of Number in context are presented in Table 4-40. Nonstandard English expressions are marked with an asterisk (*).

Table 4-40: Realisations of Specificity-Number in the English discussions

| Scale | Instances | Realisations of Specificity-Number in context |
|--------|---------------|--|
| Soften | Almost | Before that I lived one year in Ki and almost a year in Hus and I've just moved to Mu since February the fifteen. |
| | About | When we lived there (for) about two or three months and the landlords came back |
| | Approximately | Thu: How long have you been in Australia for? Tuan: approximately 2 years. |
| | Around | I have just been here for around one month. |

All instances of Specificity-Number are standard English expressions.

4.3.3.3. Summary of the deployment of Focus in the English discussions

This section has demonstrated the deployment of Focus in the English discussions, which is distinguished by the dominant utilisation of the Softening of Valeur-Authenticity of Entities realised by high frequency lexical items such as “like”, “something like” and “kind of”. There were not many instances of Sharpening Focus. Although not many non-standard English expressions of Focus were found, some instances of Softening Authenticity were used as a replacement strategy when the participants did not have a precise word to convey what they meant in English. Despite a small number of instances in this category, the result of the data analysis is suggestive of an additional Focus type that has not been discussed in the literature, which can be termed “Specificity of Process” as evidenced from (a):

(a) *Lam: I will have to talk to him very straight forwards. If he doesn't listen, I will have to talk to the advisor or campus manager or something like that.*

The target of softening that “something like that” refers to in the above instance is “talk”, which is a Process. The meaning of Focus here is more oriented towards Specificity than Authenticity. In the current literature (Hood, 2010), Specificity only has two options of “Entities” and “Numbers”. The instance presented above needs to be placed in an additional entry apart from “Entities” and “Numbers”. Further discussion of the extension of Focus will be pursued in chapter 8.

Conclusion

In conclusion, the chapter has addressed the first research question examining the deployment of Attitude and Graduation resources in the English language by reporting the data analysis from two perspectives (i.e the proportions of Attitude and Graduation instances and the range of realisations of Attitude and Graduation) with initial discussions of the findings and indication of possible refinement of the theorisation of the Attitude and Graduation systems of the Appraisal framework. A notable conclusion of the deployment of Attitude and Graduation in the English discussions by Vietnamese graduate students in Australia is that there was a limited range of realisations of Attitude and Graduation resource. For Attitude, the lexical instantiations were restricted to mostly core and high frequency expressions with repetitive use of highly generalised words for various evaluative purposes (e.g. “good”) and imprecise word choice. The grammatical realisations were more diverse, however, the dominant grammatical realisations were Participant-Attributes with many instances of non-standard grammatical expressions of different issues. Graduation-Force was expressed mostly by isolated grammatical items. In cases where isolated lexical items or semantic infusion items were deployed, they were rather simplistic with hardly any use of figurative meaning. Graduation-Focus was also deployed mostly for softening of entities, which in many cases was used as fillers or replacement strategies instead of the genuine purpose of Focus. Despite the limited range of realisations of Attitude and Graduation in the English discussions, the results of the data analysis either are suggestive of or provide evidence for a refinement of the theorisation of various Attitude and Graduation types such as Normality, Capacity, Impact, Quality, and Complexity (for Attitude) and Intensification of Negation, Intensification of Quantity, an extension of Repetition types and the inclusion of Repetition as a realisation strategy of Quantification, and a possible extension of Focus types to include Valeur-

Specificity of Process. Discussion of the categorisation of non-standard expressions of English and the refinement in theorisation of Attitude and Graduation will be pursued in more detail in chapter 8. The subsequent chapter, chapter 5, will report results of the data analysis of the Vietnamese language data to address the second research question in a similar manner with a similar rhetorical organisation pattern.

CHAPTER 5: THE DEPLOYMENT OF ATTITUDE AND GRADUATION IN THE VIETNAMESE DISCUSSIONS

Introduction

Similarly to chapter 4, this chapter reports the results of the analysis of the deployment of Attitude and Graduation in Vietnamese discussions by Vietnamese graduate students from two perspectives: (1) the proportions of Attitude and Graduation instances and (2) the range of realisations of Attitude and Graduation instances. This chapter will address the second research question:

How do Vietnamese graduate students deploy the Attitude and Graduation resources of Vietnamese in discussions of everyday issues, their postgraduate course experience and their views of the international standing of their profession in Vietnam?

Overall, the chapter will demonstrate from the results of the data analysis that the deployment of Attitude and Graduation by Vietnamese graduate students in oral discussions in Vietnamese was very diverse in both lexical and grammatical realisations of Attitude and Graduation resources. The findings also provide an evidential basis for the theorisation of distinctive Attitude and Graduation resources in the Vietnamese language.

This chapter will have the same rhetorical organisation pattern as the previous chapter, beginning with a report in section 5.1 of the total number of Appraisal instances together with the proportions of Attitude and Graduation instances in the Vietnamese discussions. The chapter will then present in section 5.2 the proportions of Attitude types and subtypes followed by the illustration of the range of realisations of inscribed Attitude by selected Attitude subtypes and the range of realisation of invoked Attitude by the invocation strategies of the aggregated Attitude types with indication of distinctive Vietnamese Attitude resources and grammatical realisations. The range of realisations of inscribed Attitude will be reported in relation to: (1) the lexical instantiations, (2) the core/non-coreness of the lexical instantiations, and (3) the grammatical realisations (in function and form). Unlike for the English data, in the Vietnamese data, the high/low frequency of the lexical instantiations will

not be reported as no established reference of high/low frequency words in Vietnamese corresponding to English is available. Moreover, the aspect of standard and non-standard expressions of Vietnamese will not be pursued in the current study because non-standard expressions of native speakers of Vietnamese is beyond the scope of this study. In section 5.3, the chapter will present the proportions and realisations of Graduation. The proportions of Graduation instances will be reported in terms of (1) Graduation types, (2) Graduation scales, (3) Figurative/non-figurative meaning of Graduation and (4) realisation strategies of Graduation. Selected Graduation subtypes will be used to illustrate the realisation of Graduation in terms of Graduation scales, figurative/non-figurative meaning and realisation strategies in the same way as selected Attitude subtypes are used to illustrate the range of realisations of Attitude.

In this chapter, in most cases, English semantic translation of Vietnamese will be provided to assist readers who are not familiar with the Vietnamese language. In cases of provoked and flagged Attitude and figurative meaning, both English literal and semantic translation will be provided as the understanding of these realisations of Attitude needs to be facilitated by cultural understanding of the language. The forms and order of words in the English translation may not necessarily be the equivalent of the original Vietnamese expressions. Contextual information such as subject ellipsis or ellipsed information will be provided in paratheses in the translation as well.

5.1. The proportions of Attitude and Graduation instances in the Vietnamese discussions

Overall, the aggregated Vietnamese data revealed that in approximately four hours of discussions in Vietnamese, 2413 instances of the combination of Attitude and Graduation expressions were produced, in which the proportion of Attitude instances almost doubled that of Graduation instances as presented in Figure 5-1.

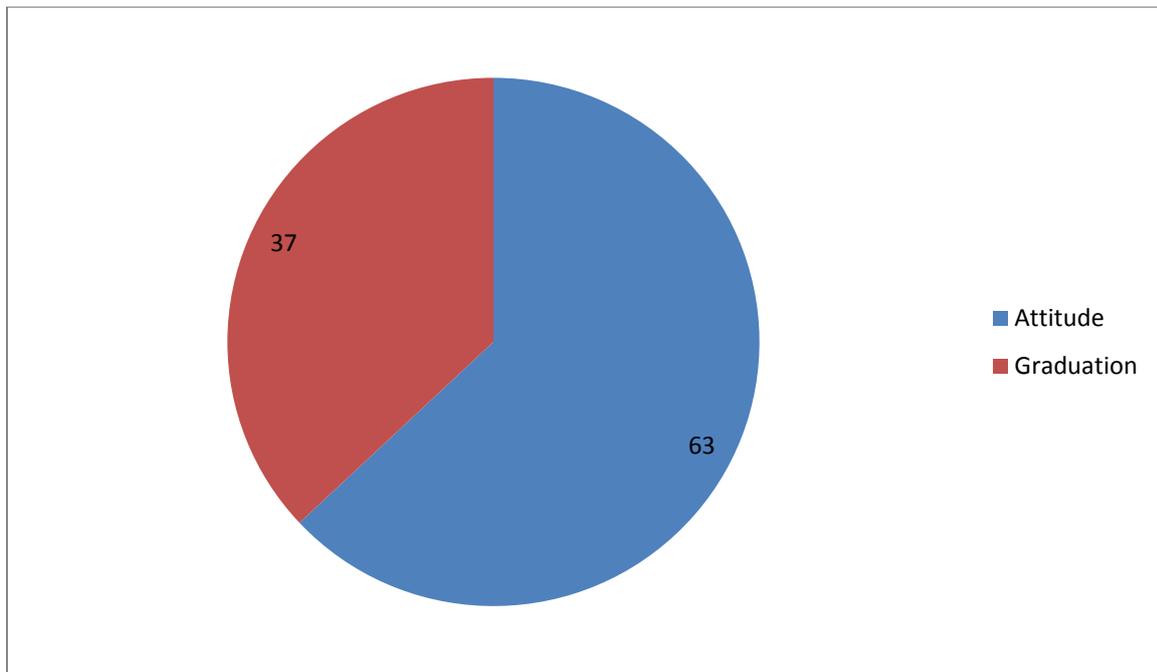


Figure 5-1: The proportions of Attitude and Graduation instances in the Vietnamese discussions

In the following sections, the global counting of the proportions of different aspects of Attitude (including Attitude types, Explicitness and Polarity) and Graduation (including Graduation types, Graduation scales and realisation strategies) will be reported. As indicated in the earlier chapters, a global counting of an Appraisal feature is calculated by dividing the number of instances of that feature by the total number of Appraisal instances that occurred in the whole corpus. (For more details about global counting, please refer to section 3.2.3.5.1 in chapter 3).

5.2. The deployment of Attitude in the Vietnamese discussions

The deployment of Attitude in the Vietnamese discussions was examined from two perspectives: (1) the proportions of Attitude instances and (2) the realisations of Attitude. The section will start with a report of the overall proportions of Attitude instances in terms of main Attitude types, Attitude Polarity and Attitude Explicitness in section 5.2.1 before reporting in detail the proportions of more delicate Attitude types and their range of realisations in section 5.2.2.

5.2.1. The proportions of Attitude instances in the Vietnamese discussions

Attitude instances were investigated in three aspects as indicated in the coding scheme: (1) Attitude types, (2) Explicitness, and (3) Polarity, which will respectively be reported in sections 5.2.1.1., 5.2.1.2 and 5.2.1.3.

5.2.1.1. The proportions of Attitude types in the Vietnamese discussions

Among three types of Attitude (Affect, Judgement and Appreciation), Judgment occupied the largest proportion although the difference in the proportions of the three types of Attitude was minimal. The proportions of the three types of Attitude in the Vietnamese corpus are presented in Figure 5-2.

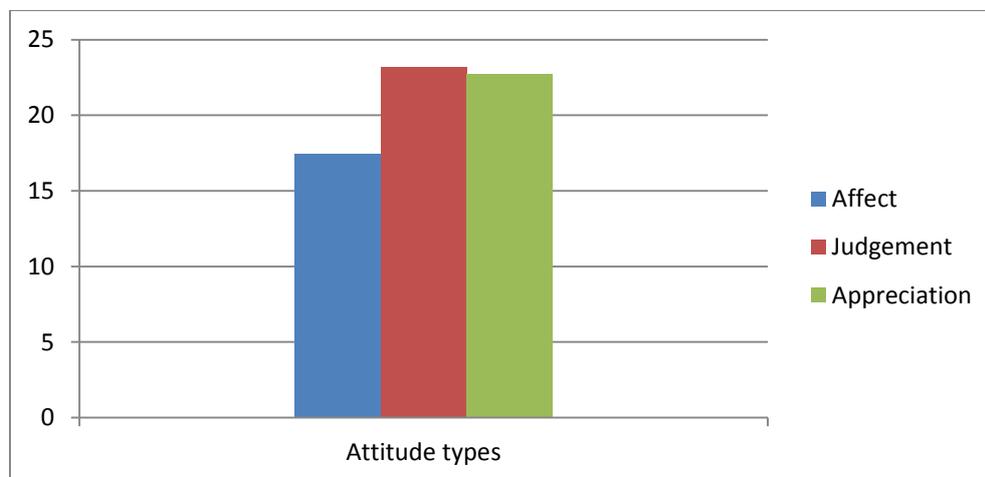


Figure 5-2: The proportions of the three types of Attitude in the Vietnamese discussions

Both inscribed and invoked instances of the three types of Attitude (Affect, Judgement and Appreciation) were spread across all topics from the beginning to the end of the Vietnamese discussions as exemplified in Figure 5-3, in which the occurrence of Affect is presented in the “heatwaves” in red, Judgement in green and Appreciation in blue. A snapshot of the lexical instantiations of these three Attitude types in context is provided under the “heatwaves” in corresponding colours. In this snapshot, the participants were discussing their experience with the assessment in their coursework study.



Figure 5-3: The distribution of Attitude types in one of the Vietnamese discussions

5.2.1.2. The proportions of Explicitness of Attitude in the Vietnamese discussions

Another dimension that Attitude instances were analysed against was Explicitness which refers to the inscription or invocation realisation strategies of Attitude. In the coding scheme, there were three invocation strategies, which are (1) Provoke, (2) Flag and (3) Afford. A global counting of the proportions of the Explicitness of Attitude revealed that inscription was the dominant realisation strategy. Among the invocation strategies of Attitude, Flag was most frequently used while Provoke was the least popular. The proportions of the Explicitness of Attitude are illustrated in Figure 5-4.

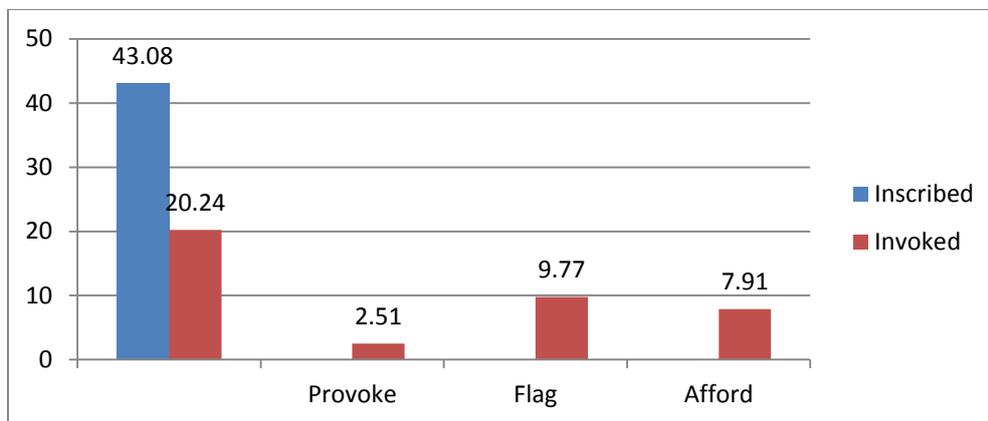


Figure 5-4: The proportions of inscription and invocation realisation strategies of Attitude in the Vietnamese discussions

At this point, no possible interpretation of the result of the analysis of Explicitness of Attitude could be made. This information needs to be combined with the results of the analysis of the range of realisations of Attitude for any possible discussion.

Instances of inscribed and invoked Attitude were found spreading across all topics from the beginning to the end of the Vietnamese discussions. Although the distribution of the invocation strategies varies slightly from discussion to discussion, overall, it has the similar pattern as exemplified in Figure 5-5, in which the occurrence of inscribed Attitude is presented in the “heat waves” in red, and invoked Attitude in green. A snapshot of the lexical instantiations of invoked Attitude in context is provided under the “heat waves” in corresponding colours. In this snapshot, the participants were talking about their accommodation right at the beginning of the discussion where there was a peak in invoked Attitude.

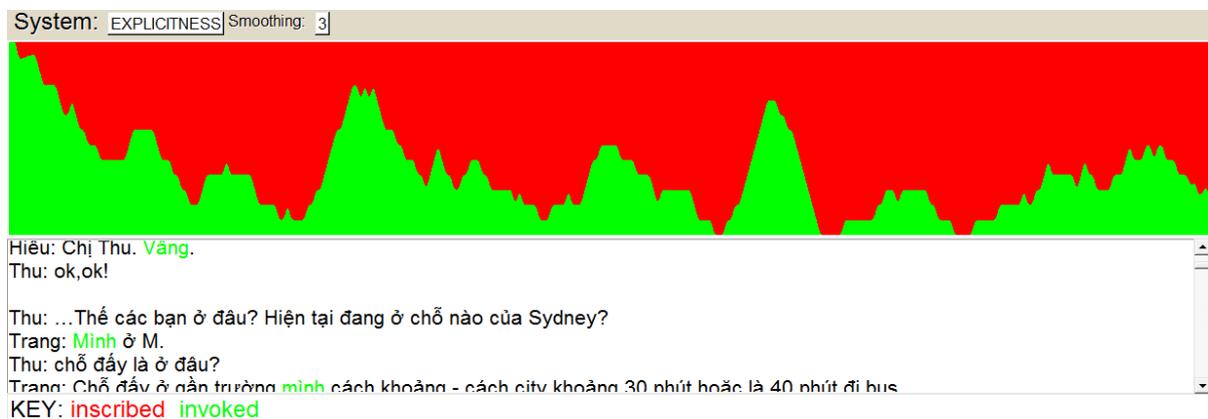


Figure 5-5: The distribution of inscribed and invoked Attitude in the Vietnamese discussions

5.2.1.3. The proportions of Polarity of Attitude in the Vietnamese discussions

The last dimension that Attitude instances were analysed against is Polarity of Attitude, which refers to positive or negative expressions of Attitude. It was revealed that positive instances occupy a larger proportion of Attitude instances as shown in Figure 5-6.

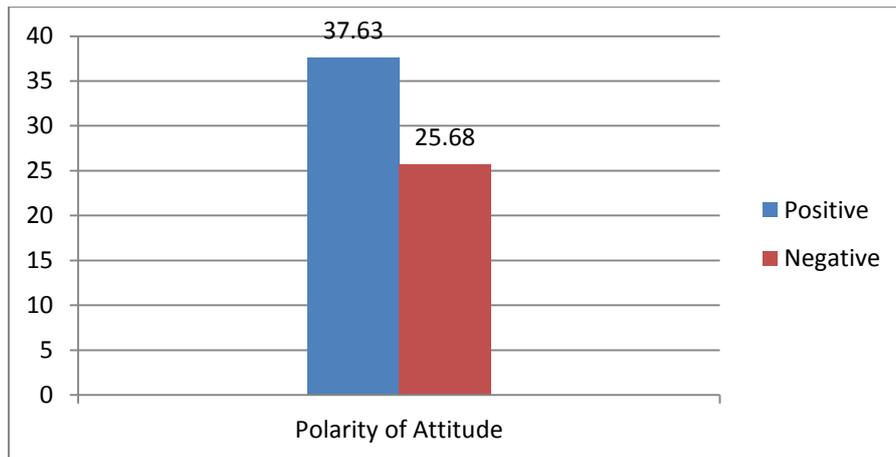


Figure 5-6: The proportions of positive and negative instances of Attitude in the Vietnamese discussions

Instances of positive and negative Attitude also spread throughout the discussions as exemplified in Figure 5-7, in which the distribution of negative instances are represented in green and positive instances in red. In certain topics, there were more or less positive or negative instances. In this snapshot, for instance, when the participants were discussing their experience with their flat mates in a shared accommodation, more instances of negative Attitude were employed.

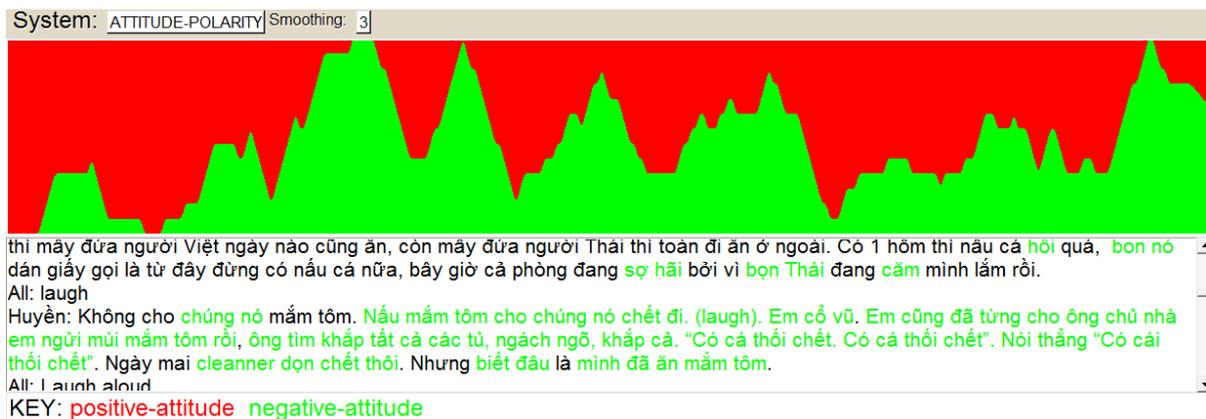


Figure 5-7: The distribution of positive and negative Attitude instances in the Vietnamese discussions

5.2.2. The deployment of Attitude in the Vietnamese discussions

The deployment of Attitude in the Vietnamese discussions will firstly be reported in terms of the proportions of each Attitude type (Affect, Judgement and Appreciation) with illustration

of the distribution of Affect, Judgement and Appreciation types in the discussions followed by illustrations of the realisations of inscribed and invoked Attitude.

Realisations of **inscribed** Attitude instances will be reported in terms of (1) the lexical instantiations of inscribed Attitude instances, (2) the core/non-core-ness of the lexical instantiations, (3) the grammatical realisations of inscribed Attitude instances in functions and forms, and (4) the distinctive Attitude resources and their grammatical realisations in the Vietnamese language if applicable.

The **lexical instantiations** will be reported in relation to the frequency of their occurrence in the whole corpus. In tables where lexical instantiations are reported, **non-core** realisations will be highlighted in bold and underlined, while **core** words will be in normal font. English translation of the lexical instantiations will also be provided in the same table although the English translation does not always reflect the non-core nature of some of the original Vietnamese expressions due to the difficulty in finding the equivalent non-core expressions in English.

The **grammatical realisations** of the instances will be described using two conventions: the general and specific functional labels and the form labels as discussed in section 3.2.3.5.1. in chapter 3. The inclusion of the description of forms in addition to functions serves three purposes: (1) to supplement description of functions in illustrating the variation in grammatical realisations of the instances, (2) to facilitate a quick location of the Appraisal items within the units of analysis containing the Appraisal items where a functional description is too cumbersome, and (3) to demonstrate distinctive features of the relation between functions and forms in Vietnamese grammar. Consider sentence (a) for illustration of the second purpose (i.e. to facilitate a quick location of the Appraisal item).

(a) Em thích giáo viên **hoạt bát** 1 chút, đi lại, nói chuyện và trao đổi, vân vân.

*I like teachers who are a bit **energetic**, walking around, talking, discussing, etc.*

In sentence (a), at clause rank, the grammatical unit containing the Appraisal item “hoạt bát” (*energetic*) (+ve Capacity) is the Participant (Phenomenon), “giáo viên **hoạt bát** 1 chút, đi lại, nói chuyện và trao đổi, vân vân” (*teachers who are a bit **energetic**, walking around,*

talking, discussing, etc). At group rank, this is a noun group with the ellipsed relative pronoun (“mà”-*who*) and ellipsed relational process embedded clause “**hoạt bát** 1 chút, đi lại, nói chuyện và trao đổi, vân vân” (*who are a bit energetic, walking around, talking, discussing, etc*). Within the embedded clause, the unit containing the Appraisal item is a Participant (Attribute), “**hoạt bát** 1 chút, đi lại, nói chuyện và trao đổi, vân vân” (*a bit energetic, walking around, talking, discussing, etc*). At word rank, the Appraisal item, “**hoạt bát**” (*energetic*) is an Epithet. In this chapter, to quickly identify the Appraisal items, instances similar to “**hoạt bát**” (*energetic*) will be described in terms of function as “Participant-Attribute” and in terms of form as “Adjective”.

To illustrate the third purpose (i.e. to demonstrate distinctive features of the relation between functions and forms in Vietnamese grammar), consider sentence (b) for example.

(b) Nhiều thầy cô nói chuyện rất **vui vẻ** nhưng khi mình viết thư hỏi bài thì họ rất bất lịch sự, không bao giờ trả lời mình đâu.

Many lecturers talk very cheerfully but when we email to ask them questions they are very impolite and never reply to us.

In sentence (b) the grammatical unit in the first clause containing the Appraisal item, “**vui vẻ**” (*cheerfully*) (Happiness/Cheer), is a Circumstance of Manner. In English, the grammatical realisation of a Circumstance of Manner usually an adverbial phrase or an adverb. In Vietnamese grammar, an adjective is used for realising a Circumstance of Manner (See section 2.5 in Chapter 2) and in the case of sentence (b), the Vietnamese “**vui vẻ**”, although translated as the English adverb “cheerfully”, is actually classified as an adjective, not an adverb.

The **distinctive inscribed Attitude resources and their grammatical realisations** in the Vietnamese language will be distilled and reported in the same section with lexical and grammatical realisations.

The range of realisations of **invoked Attitude** instances will be reported in terms of (1) the realisation strategies (i.e. whether it is Provoke, Flag or Afford) and (2) the distinctive invoked Attitude resources and their grammatical realisations in the Vietnamese language.

In the following sections, lexical instantiations of all Affect, Judgement and Appreciation types and subtypes will be reported with their frequency of occurrence and core/non-core-ness. The lexical instantiations will be followed by the demonstration of the grammatical realisations of the instances in context. Grammatical realisations will be described using abbreviation as indicated the table of Keys. The English translation will be in italic. The English translation of realisations of Attitude and Graduation in context will be kept as close to the literal translation as possible to maximise the reflection of the functions and forms of the Vietnamese language. The Non-core expressions will be **bolded and underlined**. Distinctive grammatical realisations of Vietnamese will be marked with an asterisk (*). Contextual information will be provided in parentheses () if necessary.

5.2.2.1. The deployment of Affect in the Vietnamese discussions

5.2.2.1.1. The proportions of Affect types in the Vietnamese discussions

There are four Affect types in the Appraisal coding scheme, which are: (1) Un/Happiness, (2) Dis/Satisfaction, (3) In/Security and (4) Dis/Inclination, among which, Dis/Satisfaction was most frequently deployed. Among the Affect subtypes, the participants most frequently deployed Dis/pleasure - a subtype of Dis/Satisfaction and least frequently expressed Distrust/Trust- a subtype of In/Security. The proportions of the four Affect types and subtypes are illustrated in Figure 5-8.

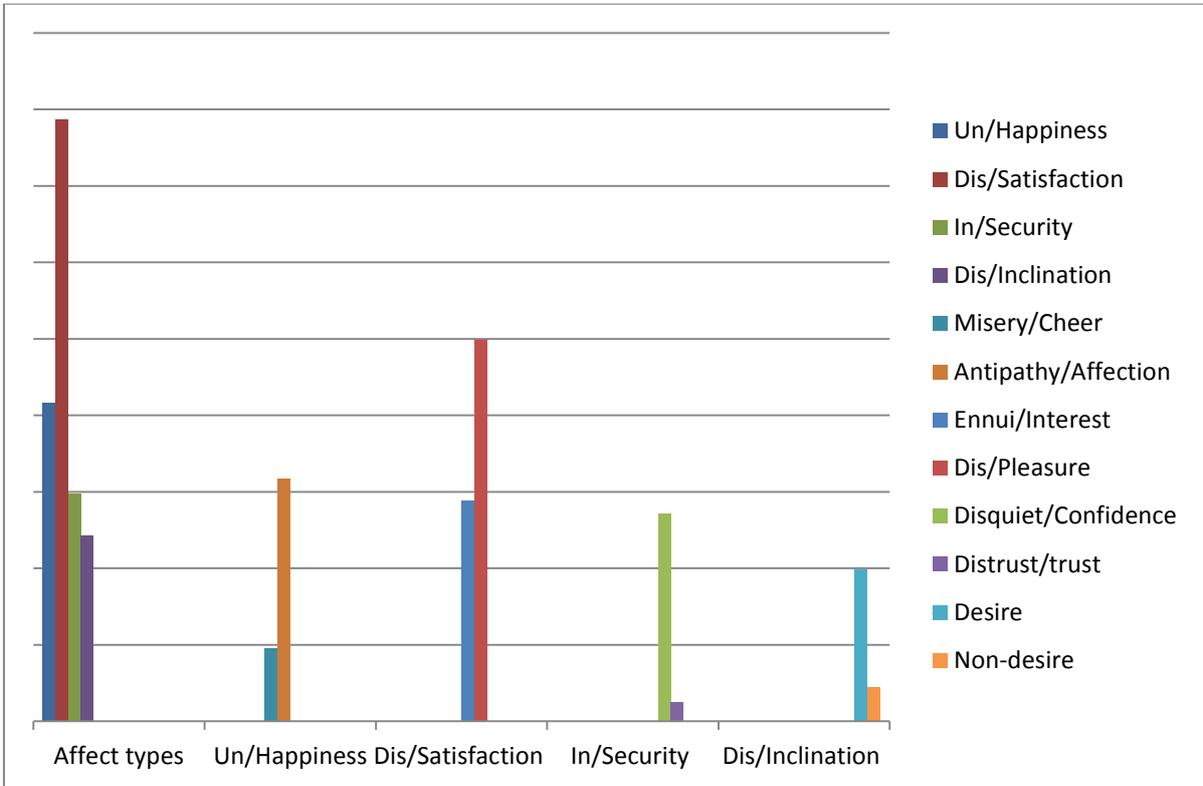


Figure 5-8: The proportions of Affect types and subtypes in the Vietnamese discussions

5.2.2.1.2. The distribution of Affect types in the Vietnamese discussions

The four Affect types (Un/Happiness, Dis/Satisfaction, In/Security and Dis/Inclination) were also spread throughout the discussions. The distribution of Affect types varies slightly from discussion to discussion in the Vietnamese corpus, but overall it has the similar pattern as illustrated in Figure 5-9. There were certain topics in which one Affect type occurred more or less often. For example, Dis/Satisfaction represented in the green “heat waves” occurred most often in the topics about accommodation and coursework units of study, and least often in the topic about assessment. In this snapshot, the participants were discussing the accommodation topic.

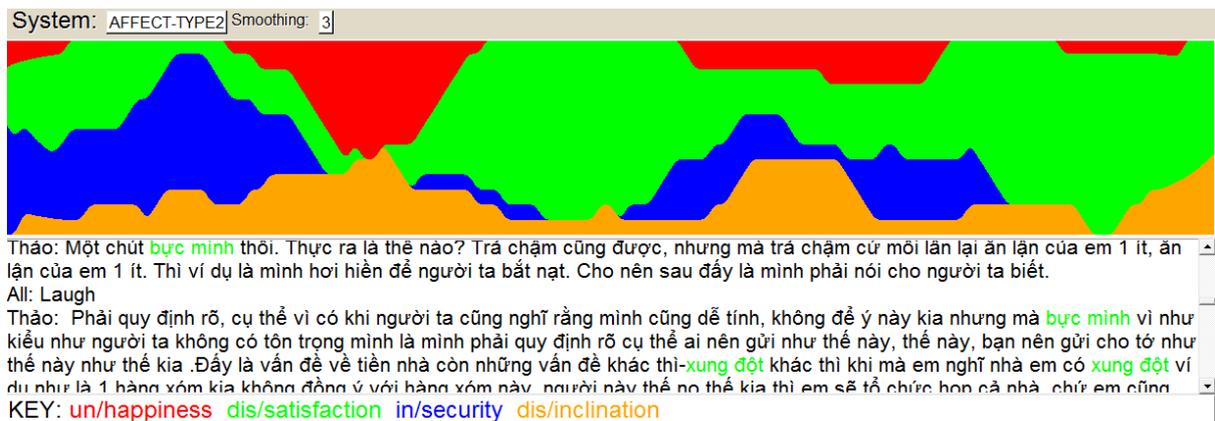


Figure 5-9: The distribution of Affect types in the Vietnamese discussion

5.2.2.1.3. The realisations of inscribed Affect in the Vietnamese

The realisations of inscribed Affect will be illustrated by the realisations of Dis/pleasure as mentioned above. In addition, as indicated in chapter 3, a corresponding Affect type to the most frequently deployed in the English data will also be used for the illustration, which is Desire. Realisations of other Affect types can be found in Appendix 9.

a. Realisations of Dis/Pleasure in the Vietnamese discussions

a.1. Realisations of Pleasure in Vietnamese discussions

- **Lexical instantiations of Pleasure**

Inscribed Pleasure had 10 different lexical realisations among 41 instances, in which “thích” (like) was used most frequently (17 times) as shown in Table 5-1. Among 10 lexical instantiations of inscribed Pleasure, 5 are non-core words. Examples of the translation of the lexical items will be found in Table 5-1.

Table 5-1: Lexical instantiations of inscribed Pleasure in the Vietnamese discussions

| | |
|------------------------|----|
| thích | 17 |
| thoải mái | 8 |
| <u>hài lòng</u> | 4 |
| không phàn nàn | 3 |
| tự hào | 1 |

| | |
|---------------------------|---|
| khen | 1 |
| <u>sướng</u> | 3 |
| <u>thỏa mãn</u> | 2 |
| <u>thưởng thức</u> | 1 |
| <u>khoái</u> | 1 |

- **Grammatical realisations of Pleasure**

Grammatical realisations of inscribed Pleasure are exemplified in Table 5-2. In this category, there is no distinctive feature of Vietnamese grammar.

Table 5-2: Grammatical realisations of inscribed Pleasure in the Vietnamese discussions

| Grammatical realisations | | | Instances | Realisations of inscribed Pleasure in context |
|--------------------------|--------|------------------|---|---|
| Functions | | Forms | | |
| Gen | Spec | | | |
| Pro | Mental | V | thích <i>like</i> | Nói chung là em rất thích chỗ ở hiện tại. <i>In general I like the current accommodation very much.</i> |
| Par | Attrib | Adj | thoải mái <i>comfortable</i> | ... em thấy cho thuê lại phòng thì mình thấy thoải mái hơn vì mình quản lí được cái chỗ ở của mình. <i>I think subleasing the rooms would make me feel more comfortable because I am able to manage my accommodation.</i> |
| Par | Attrib | Adj | hài lòng <i>content</i> | Tuy nhiên mình vẫn hài lòng với cái... kết quả mình đã đạt được trong cái khóa học này. <i>However, I'm still content with the results I have achieved in this course.</i> |
| Par | Attrib | Adj | sướng <i>estactically satisfying</i> | Đôi với dân kĩ thuật đang viết lách mà tự nhiên mà được mấy môn tính toán mà nhẹ nhàng thì cũng sướng thật. <i>For technical students who are (struggling with) with writing, having some light units involving calculation only would be just estactically satisfying.</i> |
| Par | Attrib | Adj | tự hào <i>proud</i> | Thế nên lần đấy cảm thấy rất tự hào về mình chứ. <i>Therefore that time (I) felt very proud of myself.</i> |
| Par | Attrib | Adj | thỏa mãn <i>satiated</i> | ... khi em làm và em cố gắng làm và đến lúc em nhận được cái kết quả thực sự em cảm thấy rất thỏa mãn . <i>When I work and I try to work, and when the result comes, I really feel very satiated.</i> |
| Pro | Verbal | V | khen <i>praise</i> | Em thì có may mắn hơn là được học cái lớp mà nó cao hơn thì thầy cô giảng có kinh nghiệm hơn. Thế còn hôm nay có thầy dạy lớp bên cạnh thầy có việc về sớm nên nửa lớp kia phải chuyển sang lớp em học. Thế là cái bọn lớp kia khen nức nở. <i>I'm more fortunate in the way that I get to study in a higher level class where the teachers are more experienced. Today when the teacher of the neighbouring class had some work to go home early, half of that class moved to study with my class. So then they all praise (my teacher) sumptuously.</i> |
| Pro | Behav | V | thưởng thức <i>enjoy</i> | Nhung: Em nhớ hồi ở với Lan, người Việt, con bé đấy thì nó rất thích nấu, và nó nấu rất là ngon. Van: Giới thiệu anh đến thưởng thức với. <i>Nhung: I remember when I was living with Lan, a Vietnamese, she liked cooking very much and she cooked very well.</i> <i>Van: Introduce me (to her) so I can come and enjoy it too.)</i> |
| Pro | Verbal | -ve modal + V | không phải phàn nàn <i>do not have to complain</i> | Mình cũng không thích điều đó nhưng cũng không phải phàn nàn nhiều về môn này. <i>I don't like that but I don't have to complain much about this unit.</i> |

The inscribed meaning of Pleasure was realised variously in functional terms as Processes (Mental, Verbal, Behavioural and Relational) and Participants (Attributes and Possessive Attributes). In form, the realisations were mainly via adjectives but also via verbs and the combination of the negative modal verbs and a verb presenting Displeasure, such as in instances (a) and (b).

- (a) Mình cũng không thích điều đó nhưng cũng **không** phải **phàn nàn** nhiều về môn này.

*I don't like that but I **don't have to complain** much about this unit.*

- (b) Cho đến thời điểm này thì em **không có gì để phàn nàn** hoặc là có 1 cái gì mà không hài lòng về thầy cô.

*Until this time, I **don't have anything to complain** about or anything I am not contented about with the lecturers.*

Although these instances of inscribed Pleasure were realised by both core and non-core words, the number of non-core words is higher than core words.

a.2. Realisations of Displeasure in the Vietnamese discussions

Inscribed Displeasure had 15 different lexical realisations among 53 instances, in which “không thích” (not like) was used most frequently (18 times) as shown in Table 5-3.

Table 5-3: Lexical instantiations of inscribed Displeasure in the Vietnamese discussions

| | |
|------------------------|----|
| không thích | 18 |
| <u>bực mình</u> | 3 |
| <u>xung đột</u> | 3 |
| <u>khó chịu</u> | 3 |
| không hài lòng | 4 |

| | |
|-----------------------|---|
| thất vọng | 2 |
| tức | 2 |
| <u>bức xúc</u> | 1 |
| đánh nhau | 1 |
| ghét | 1 |
| <u>va chạm</u> | 1 |

| | |
|---------------------------|---|
| <u>than vãn</u> | 1 |
| <u>sự khó chịu</u> | 1 |
| <u>ca thán</u> | 2 |
| <u>không khoái</u> | 1 |

Table 5-4: Grammatical realisations of inscribed Displeasure in the Vietnamese discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed Displeasure in context |
|--------------------------|----------|--------------------------------------|--|--|
| Functions | | | | |
| Gen | Spec | | | |
| Pro | Mental | -ve polarity particle “không” + V | không thích <i>do not like</i> | ...lắm khi người ta ăn uống người ta cứ để bừa ra thì thực sự là mình cũng không có thích . <i>Very often they eat and they just leave a mess, so really I don't like it.</i> |
| Par | Attrib | Adj | khó chịu <i>annoyed</i> | ...học nguyên cả 1 học kì 3,4 tháng mà chỉ nhồi nhét vào trong 3 tiếng đồng hồ thì em cảm thấy rất là khó chịu , không viết được. <i>...studying for the whole 3 or 4 month semester but then being shoved in a 3 hour exam makes me feel so very annoyed, I can't write</i> |
| Par | Phenom | N | sự khó chịu <i>annoyance</i> | Sau một thời gian nó cảm thấy rõ sự khó chịu của mình... <i>After some time, she clearly felt my annoyance...</i> |
| Par | Attrib | Adj | bực mình <i>disturbed</i> | ...có khi người ta cũng nghĩ rằng mình cũng dễ tính, không để ý này kia nhưng mà bực mình vì như kiểu như người ta không có tôn trọng mình... <i>...perhaps they think that I'm easy-going and not paying attention and stuffs, but I'm disturbed because it seems like they don't respect me.</i> |
| Pro | Material | V | xung đột <i>to conflict</i> | Mà mình thấy là phụ nữ mà xung đột với phụ nữ thì lâu giải tỏa hơn là nam giới với nam giới. <i>Yet I think if women have a conflict with women, it takes longer to resolve than men with men.</i> |
| Cir | Matter | Pre.Phrase/ N | xung đột <i>conflicts</i> | Đây là vấn đề về tiền nhà còn những vấn đề khác thì xung đột khác thì ...em sẽ tổ chức họp cả nhà. <i>That is the issue with the rental fee, but about other issues-other conflicts, I will organise a house meeting.</i> |
| Par | Attrib | Adj | thất vọng <i>disappointed</i> | ...môn mình cảm thấy cực kì thất vọng là môn Micro ở ngay kì đầu tiên mình học. <i>...the unit I feel extremely disappointed in is Micro right from the first semester I was enrolled.</i> |
| Par | Attrib | -ve polarity particle | không hài lòng | Đây là giáo viên mà mình cảm thấy rất là không hài lòng . |

| | | | | |
|-----|----------|---|--|--|
| | | “không” + Adj | <i>not pleased</i> | <i>That is the lecturer that I feel very not pleased with.</i> |
| Par | Attrib | Adj | tức <i>angry</i> | Còn người Việt thì mình cứ nể nang, tức quá thì đánh nhau. <i>Yet the Vietnamese are often deferential, but when getting too angry they fight with each other.</i> |
| Pro | Verbal | V | ca thán <i>whinge</i> | ...mọi khi mình hay ca thán là tại sao mình phải học những thứ trong sách vở vậy, thế nhưng khi gặp lại môn base on common sense này thì em lại cần phải xem lại những điều mà mình ca thán đấy. <i>...every time I often whinge about why I have to learn things from books, but when I come across units that are based on common sense like this one I need to reconsider the things I have whinged about.</i> |
| Pro | Mental | V | ghét <i>hate</i> | Còn khi làm bài thi về Marketing thì em làm thường không tốt vì em rất ghét kiểu suy nghĩ 7,8 câu hỏi và viết theo đoạn ấy. <i>When doing exams on Marketing, I usually do not do well because I very much hate the kind of thinking about 7 or 8 questions and writing in paragraphs.</i> |
| Pro | Material | V | đánh nhau <i>fight</i> | Còn người Việt thì mình cứ nể nang, tức quá thì đánh nhau . <i>Yet the Vietnamese are often deferential, but when getting too angry, they fight with each other.</i> |
| Pro | Verbal | V | than vãn <i>moan and groan</i> | Có nghĩa là những cái gì mà cao xa quá thì mình cũng không với tới được. Còn những cái gì mà tèn tèn tèn thì mình lại than vãn . <i>That means for what is too high, I can't reach, but for what is (too low), I moan and groan.</i> |
| Par | Attrib | -ve polarity particle “không” + Adj | không khoái <i>not delighted</i> | Nhưng mình cũng không khoái gì cái mùi.. cái mùi...tức là vì nó lạ với mình thôi. Thế đâm ra là vì nó lạ nên nó đâm ra thành khó chịu. <i>But I'm not delighted with the smell either..the smell... I mean because it's strange to me. So because it's strange, it becomes annoying.</i> |
| Par | Attrib | Adj | bức xúc <i>frustrated</i> | ...mọi người trả cho mình hơi chậm cho nên là nhiều lúc mình cũng hơi bức xúc . <i>...people pay me the rent a bit late so sometimes I'm also a bit frustrated.</i> |

In functional terms, inscribed Displeasure was realised mainly as a variety of Processes (Mental, Verbal and Material Processes), Participants (Attributes and Phenomena) and Circumstance of Matter. In form, the realisations were also diverse as verbs, adjectives, nouns, and a prepositional phrase (i.e. “về **những xung đột khác**”- for other **conflicts**). Some realisations were also expressed as a combination of the negation in the Mood and the attitudinal predicator presenting Pleasure (as in “*Mình cũng không có thích*”- *I don’t like it.*) or as a combination of negative particle “không” and an adjective presenting Pleasure (for example, “không **khoái**”- *not happy*).

b. Realisations of inscribed Desire in the Vietnamese discussions

- **Lexical instantiations of inscribed Desire**

Inscribed Desire had 12 different lexical instantiations among 47 instances, in which “muốn” (want) appeared most frequently (21 times) as shown Table 5-5.

Table 5-5: Lexical instantiations of inscribed Desire in the Vietnamese discussions

| | | | |
|--|----|--|---|
| muốn <i>want</i> | 21 | <i>willing</i> | |
| nhu cầu <i>demand</i> | 5 | đòi <i>insist</i> | 1 |
| cần <i>need</i> | 4 | yêu cầu <i>require</i> | 1 |
| mong muốn <i>desire</i> | 3 | mong ước <i>strong wish/ expect+wish</i> | 1 |
| tò mò <i>curious</i> | 3 | thèm <i>be crave for</i> | 2 |
| kì vọng <i>expect strongly</i> | 2 | nhớ <i>miss</i> | 1 |
| sẵn sàng | 2 | | |

Grammatical realisations of Desire in the Vietnamese discussions are exemplified Table 5-6. In this category, there are no distinctive features of Vietnamese grammar.

Table 5-6: Grammatical realisations of Desire in the Vietnamese discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed Desire in context |
|--------------------------|--------|-------|--|---|
| Functions | | | | |
| Gen | Spec | | | |
| Pro | Mental | V | muốn <i>want</i> | Nếu mà muốn ăn cá thì mua cá khô về nướng cũng được. <i>If (we) want to eat fish, we will buy dried fish and grill it, that'll be OK.</i> |
| Par | Value | N | nhu cầu <i>demand</i> | ...nói chung nhu cầu của mình chỉ cần pass. <i>...in general my demand (is) just to pass.)</i> |
| | Attrib | | | Khi bạn ấy sang xong thì bạn ấy lại có nhu cầu chuyển đến Canberra. <i>After she arrived, she again had the demand to move to Canberra.</i> |
| Pro | Mental | V | cần <i>need</i> | Khi ốm đau thì cần có người Việt vì họ có thể hiểu, có thể chăm sóc được mình. <i>When (we are) sick, (we) need Vietnamese (friends) because they can understand and take care of us.</i> |
| Pro | Mental | V | <u>mong muốn</u> <i>desire</i> | Cái mà em mong muốn thay đổi rất nhiều nhất chính là cái lối tư duy. <i>The thing that I desire to be changed the most is the way of thinking.</i> |
| Par | Attrib | Adj | tò mò <i>curious</i> | ...em chọn những cái môn chủ yếu là do mình cảm thấy rất là tò mò . <i>...I chose those units mainly because I felt very curious.</i> |

| | | | | |
|-----|--------|-----|--|--|
| Pro | Mental | V | kì vọng <i>hope with strong conviction</i> | ...nói chung thì mình kì vọng hơn rất nhiều so với những cái mình gặp ở đây. <i>...generally speaking I had hoped with strong conviction (about what I will study here) much more than what I see here.</i> |
| Par | Attrib | Adj | sẵn sàng <i>willing</i> | ...chỉ cần họ thấy anh đúng là đang viết cho vấn đề cần của họ thì họ sẵn sàng tiếp để họ trả lời phỏng vấn. <i>...providing that they see that you are truly writing about their problems they will be willing to welcome you and answer your interview questions.</i> |
| Pro | Verbal | V | đòi <i>insist</i> | Nó hỏi một loạt những công ty của Úc mà em còn chẳng hiểu những công ty đó ... làm về cái gì mà lại đòi so sánh. <i>It (the exam question) asks about a series of Australian enterprises while I don't even understand what areas these enterprises work in (how can I) insist on making comparison among them.</i> |
| Pro | Verbal | V | yêu cầu <i>require</i> | ...người ta lại phải yêu cầu mình chứng minh tài chính rất nhiều. <i>...they have to require me to have lots of financial proofs.</i> |
| Par | Attrib | N | cái mong ước <i>strong desire and wish</i> | ...mọi thứ thay đổi thành ra mình cũng thay đổi cái... môn học của mình một chút nhưng nó vẫn giữ tinh thần của cái... mong ước của mình trước khi mình sang đây. <i>...every thing has been changing so I also change the subjects I learn a bit, but they still remain the same strong desire and wish as before I came here.</i> |
| Pro | Mental | V | thèm <i>crave for</i> | Hỏi em mới sang thì rất là thèm đồ Việt, thật sự rất là thèm đồ Việt. <i>When I just newly arrived I very much craved for Vietnamese food, really very much craved for Vietnamese food.</i> |
| Pro | Mental | V | nhớ <i>miss</i> | Ví dụ như cuối tuần mà không có nhậu nhẹt gì cũng thấy nhớ . <i>For instance if there's no drinking at the weekend, I will also feel I'm missing it.</i> |

In functional terms, inscribed Desire was realised mainly as Proseses with a higher number of Mental processes than Verbal processes. This type of feeling was also realised as Participants (Attribute and Value). In form, inscribed Desire in the Vietnamese discussions was realised mainly via verbs, adjectives and nouns.

5.2.2.2. The deployment of Judgement in the Vietnamese discussions

5.2.2.2.1. The proportions of Judgement types in the Vietnamese discussions

There are five Judgement types in the Appraisal coding scheme, which are: (1) Normality, (2) Capacity, (3) Tenacity, (4) Propriety and (5) Veracity. The global counting of the proportions of these five Judgement types revealed that Capacity was most frequently deployed and Veracity was least expressed by the participants as shown in Figure 5-10. This figure also shows large differences among the proportions of Judgement subtypes.

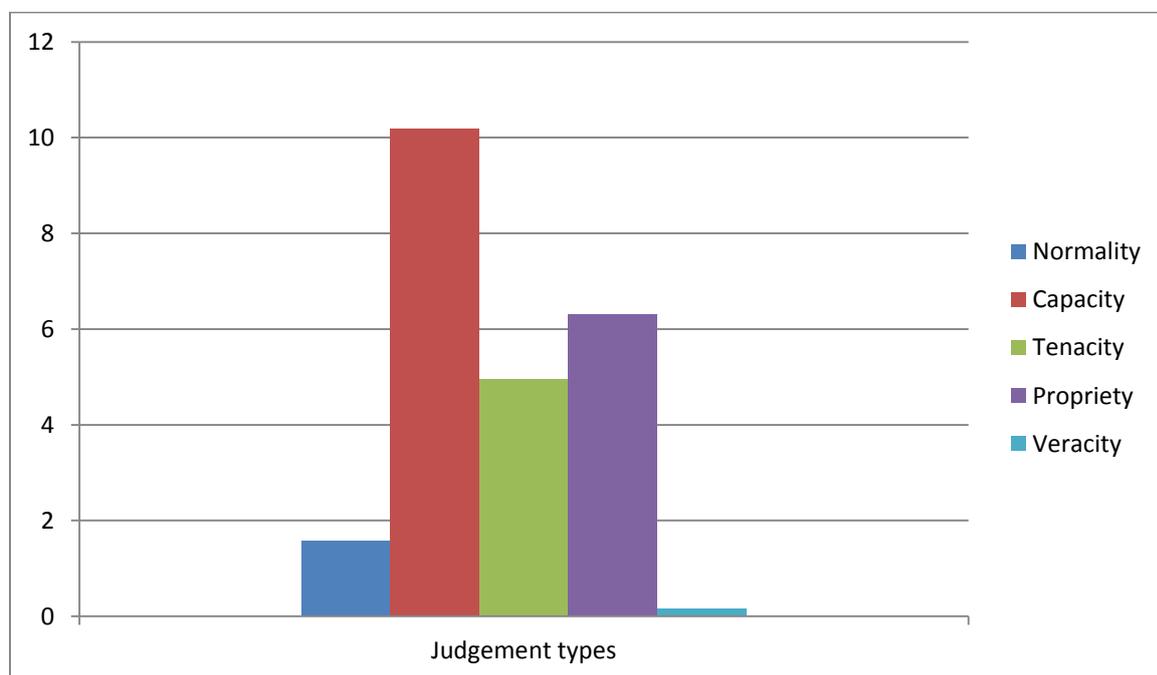


Figure 5-10: The proportions of Judgement types in the Vietnamese discussions

5.2.2.2.2. The distribution of Judgement types in the Vietnamese discussions

The five Judgement types were also spread throughout the discussions. The distribution of Judgement types varies slightly from discussion to discussion in the Vietnamese corpus, but

overall it has the similar pattern as illustrated in Figure 5-11. There were certain topics in which one Judgement type occurred more or less often. For example, Capacity represented in the green “heat waves” occurred most often in the discussion of the Australian lecturers’ performance. In this snapshot, the participants were discussing this topic. Lexical instantiations of Capacity are in the corresponding green colour.

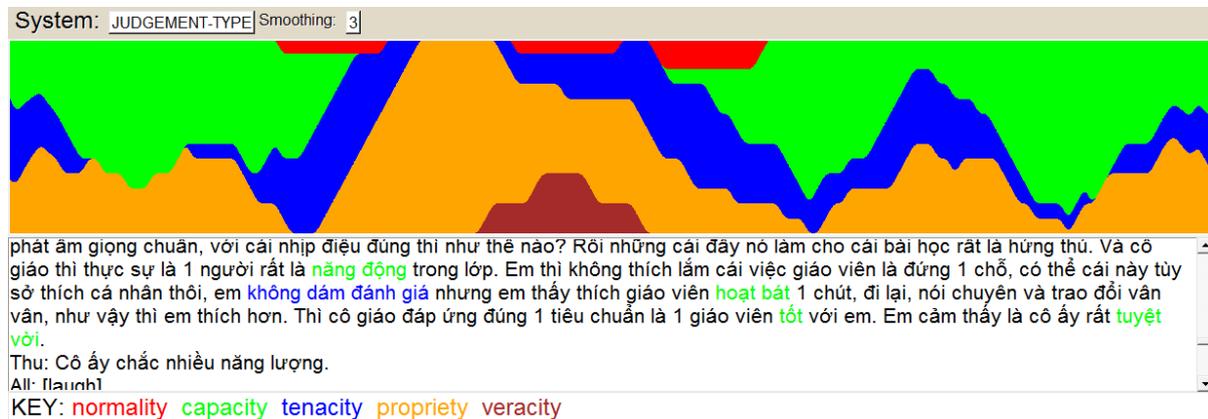


Figure 5-11: The distribution of Judgement types in the Vietnamese discussions

5.2.2.2.3. The realisations of inscribed Judgement in the Vietnamese discussions

As Capacity is the Judgement subtype having the highest proportion in both the Vietnamese and English data, only this subtype is selected to illustrate the realisations of Judgement in this section. Similarly to the English data, the realisations of Capacity in the Vietnamese discussions provide an evidential basis for an extension of more delicate subtypes of Capacity. Apart from Capacity, the results of the data analysis also suggest a possible extension of Normality, which will be discussed in detail in chapter 8. Realisations of other Judgement types can be found in Appendix 9.

There were 140 instances of inscribed Capacity found in the Vietnamese discussions, of which 101 instances were positive Capacity and 39 instances were negative Capacity.

a. Realisations of inscribed positive Capacity in the Vietnamese discussions

- **Lexical instantiations of inscribed positive Capacity**

Inscribed positive Capacity had 28 different lexical instantiations among 101 instances, in which “giỏi” (well/good) appeared most frequently as shown in Table 5-7. Among 28 different lexical instantiations, 10 were non-core words which are bolded and underlined.

Table 5-7: Lexical instantiations of Positive Capacity in the Vietnamese discussions

| | | | | | |
|-------------------------|----|-------------------------|---|----------------------------|---|
| giỏi | 14 | <u>năng động</u> | 1 | có quyền hạn | 1 |
| có thể + V | 14 | tốt nhất | 1 | <u>tâm tam</u> | 1 |
| V + được | 12 | <u>chuẩn</u> | 1 | được | 1 |
| tốt | 12 | tiết kiệm | 1 | <u>khéo</u> | 1 |
| dễ + V | 5 | kỹ năng | 1 | <u>độ hiểu biết</u> | 1 |
| hiểu | 3 | khá | 1 | <u>khá</u> (adv) | 1 |
| hay (adv) | 3 | có khả năng | 1 | có kiến thức | 1 |
| biết | 3 | <u>tâm lý</u> | 1 | có kinh nghiệm | 1 |
| <u>hiểu biết</u> | 2 | <u>hoạt bát</u> | 1 | | |
| thành công | 1 | <u>ổn</u> | 1 | | |

As can be seen from Table 5-7, a large proportion of inscribed positive Capacity instances in the Vietnamese data were realised by Modulation of Ability, “có thể” (meaning “can”) (13 instances), and core meaning adjectives “giỏi” (well/good) (14 instances) and “tốt” (good) (6 instances). Additionally, a large proportion of the instances were realised by the Modal particle “được” (17 instances) (see p. 44, Chapter 2 for the discussion of “được”). Positive Capacity instances realised by “có thể” (*can*), “giỏi” (*highly competent, well*), “tốt” (*good*),

and “được” (modulation of Ability-Modal particle) are exemplified in Table 5-8. Distinctive features of Vietnamese grammar will be marked with an asterisk (*).

Table 5-8: Positive Capacity realised by “có thể”, “giỏi”, “tốt” and “được”

| Grammatical realisations | | Forms | Instances | Realisations of inscribed Capacity in context |
|--------------------------|---------|-----------|--|--|
| Functions | | | | |
| Gen | Spec | | | |
| Modulation | Ability | *Particle | Có thể <i>can</i> | Trong 1 số điều kiện cụ thể, ví dụ như ốm đau chẳng hạn thì cũng phải cần có người Việt bởi vì họ có thể hiểu, có thể chăm sóc được mình. <i>In certain situations, for example sickness, (it is) necessary to have Vietnamese people because they can understand us and can take care of us.</i> |
| Modulation | Ability | *Particle | Được | Vấn đề là mình bảo vệ được ý kiến của mình tức là mình đúng. <i>The thing is if we can defend for our own opinions, that means we are right.</i> |
| Par | Attrib | Adj | Giỏi <i>highly competent /excellent</i> | Ông giỏi quá nên ông ấy nghiêm nhiên ông ấy expect là mình biết rồi, đấy. Có những người giỏi quá thì người ta ... nghĩ là sinh viên quốc tế cũng phải biết tất cả mọi cái sự vật hiện tượng ở trong nước Úc. <i>He is so highly competent that he certainly expects that we have already known (the things he didn't teach). There are people who are so highly competent that they think international students must know every single phenomenon in Australia.</i> |

| | | | | |
|-----|--------|--------|--------------------------------|---|
| Par | Value | Adj | | <p>Người thầy xây dựng được cái giáo án cho mình, và người ta xây dựng một cái kiến thức rất cần thiết cho học sinh chỉ tóm gọn trong hai tiếng thôi mà cả một chương sách, thì phải nói là sự tổng hợp kiến thức rất là giỏi.</p> <p><i>The lecturer who can construct the teaching materials for us, they construct very necessary knowledge for us which sums up the whole chapter in only two hours, that is such an excellent knowledge synthesis.</i></p> |
| Par | Attrib | NG/Adj | <p>Tốt Good/ Well*</p> | <p>Mình cảm thấy đó là 1 người giáo viên rất là tốt kể cả trong cái việc chuẩn bị bài cho đến việc tiếp xúc với sinh viên cho đến việc đứng nói ở trên lớp và tổ chức các cái bài thi.</p> <p><i>*I feel that is a very good teacher both in lesson preparation as well as in contacting with students and in class performance and organizing exam questions.</i></p> |
| Cir | Manner | Adj* | | <p>Có nhiều người dạy tốt, có nhiều người chỉ lý thuyết thôi.</p> <p><i>There are many people who teach well, (and) there are many people who only (knows) the theories.</i></p> |

- **Distinctive Vietnamese resources of grammatical realisations of inscribed positive Capacity**

Table 5-8 displays a variety of distinctive features of the Vietnamese language in relation grammatical realisations of inscribed positive Capacity in terms of linguistic form. The first noticeable feature is that in Vietnamese grammar, Modulation of Ability is realised via a particle (i.e. “có thể”-*can*) instead of auxiliary verbs as in English. Moreover, Circumstance of Manner in Vietnamese can be realised via the same adjective as for an Attribute, therefore the same lexical item, “tốt”, can be translated as “good” when it functions as an attribute and as “well” when it functions as a Circumstance of Manner. Although not directly related to the

realisations of inscribed positive Capacity, it is noticeable that Mental process “cảm thấy” (feel) was very often used to project an opinion as in (a), which is different from English where a Mental process of Cognition such as “think” would usually be used.

(a) Mình cảm thấy đó là 1 người giáo viên rất là **tốt** kể cả trong cái việc chuẩn bị bài cho đến việc tiếp xúc với sinh viên cho đến việc đứng nói ở trên lớp và tổ chức các cái bài thi.

*I feel that is a very **good** teacher both in lesson preparation as well as in contacting with students and in class performance and organizing exam questions.*

Other grammatical realisations of inscribed positive Capacity are exemplified in Table 5-9. There is no instance of distinctive Vietnamese resources or grammatical realisation in this table.

Table 5-9: Other realisations of inscribed positive Capacity in the Vietnamese discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed positive Capacity in context |
|----------------------------|-------------------|-------|---|--|
| Functions | | | | |
| Gen | Spec | | | |
| Par | Attrib | N | kỹ năng <i>skills</i> | Thì sau đó em học về Marketing thì khi mà... làm bài thi của Tài chính ấy thì điểm em cũng khá là tốt, giống như là có kỹ năng mình làm ấy. <i>After studying Marketing, I earned quite good marks for Finance, it's like I have had the skills to do it.</i> |
| Pro | Mental | VG | biết làm <i>know how to do</i> | Bản thân mình cũng là người biết làm (assignment). <i>I myself am the one who knows how to do the assignment.</i> |
| Par of the embedded clause | Possessive/Attrib | NG | có kinh nghiệm <i>have experience</i> | ...các chuyên viên tín dụng của City Bank ấy thì thường là những người có kinh nghiệm rất là lâu năm rồi. <i>...the credit experts at City Bank are normally people who have many years of experience.</i> |

| | | | | |
|-----|--------|-----------|---|---|
| Par | Attrib | Adj | khéo <i>skillful</i> | Làm xôi xéo cũng thế thôi. Con bé cũng khéo . <i>Making “xôi xéo” (mung bean sticky rice) is just like that. She is skillful.</i> |
| Par | Attrib | Adj | năng động <i>active</i> | Và cô giáo thì thực sự là 1 người rất là năng động trong lớp...Em thấy thích giáo viên hoạt bát 1 chút, đi lại, nói chuyện và trao đổi vân vân. |
| Par | Phenom | NG Adj | hoạt bát <i>energetic</i> | <i>And the teacher is really a very active person in the class...I feel I like teachers who are a bit energetic, walking around, talking, discussing, etc.</i> |
| Par | Attrib | Adj | dễ ăn <i>easy in eating</i> dễ ngủ <i>easy in sleeping</i> | Thu: ...nhà em thì ...chỉ có một phòng riêng biệt thôi, còn các phòng khác thì phải đi qua nhau ấy. Em thì...em có thể nói là dễ nhất, dễ ăn, dễ ngủ , cái gì cũng dễ, học hành cũng dễ nên em chịu ở ngoài. <i>Thu: ...our house only has one private room, for other rooms you will have to go pass other rooms to get to your own room. I can say that I'm the easiest person in the house, easy in eating, easy in sleeping, easy in everything, easy in studying, so I stayed outside.</i> |
| Par | Attrib | Adj | tâm lý <i>understanding</i> | Thế sau một thời gian...nó thấy rõ sự khó chịu của mình. Nó cũng cực kỳ tâm lý , nó hỏi “Mày không thích à?” <i>After some time, she clearly felt my annoyance. She was extremely understanding, she asked me “You don't like it, do you?”</i> |

As can be seen from Table 5-8 and Table 5-9, in functional terms, inscribed positive Capacity was realised a various ways, as Modulation of Ability, Participants (Attribute, Phenomenon, and Value), Processes (Mental) and Circumstance of Manner. In linguistic form, it was realised via particles, adjectives (in a noun group) and verbs or verb groups.

b. Realisations of inscribed negative Capacity in the Vietnamese discussions

Inscribed negative Capacity had 12 different lexical instantiations among 39 instances as presented in Table 5-10. Among these 12 lexical instantiations, only 2 are non-core words.

Table 5-10: The lexical instantiations of inscribed negative Capacity in the Vietnamese discussions

| | |
|---|---|
| không + V <i>-ve particle “không” + cognition process</i> | 8 |
| không thể +V+ được <i>-ve Ability particle + V + “được” particle</i> | 7 |
| không + V+ được <i>-ve particle “không” + V+ particle “được”</i> | 5 |
| ốm đau <i>prolonged or serious sickness</i> | 2 |
| khó + V <i>difficult in +V</i> | 3 |
| chả + V <i>-ve particle “chả” + cognition process</i> | 1 |
| chẳng + V <i>-ve particle “chẳng” + cognition process</i> | 1 |
| V + đâu <i>cognition process + (-ve) particle “đâu”</i> | 1 |
| điểm yếu <i>the weakness</i> | 1 |
| ốm <i>ill</i> | 1 |
| xỉu <i>fainted</i> | 1 |
| không thể +V <i>-ve Ability particle +V</i> | 1 |

- **Grammatical realisations of inscribed negative Capacity**

A large number of instances of negative Capacity were realised by the combination of the negative modal particle of Ability “không thể” and modal particle “được”, which intensifies the meaning realised by the negative modal particles “không thể” and “không được”. These grammatical realisations of inscribed negative Capacity in the Vietnamese discussions are exemplified in Table 5-11. In this table, all the realisations are distinctive features of the Vietnamese grammar in form.

Table 5-11: Negative Capacity realised by negative Modulation in the Vietnamese discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed negative Capacity in context |
|--------------------------|---------|---|-----------------------|---|
| Functions | | | | |
| Gen | Spec | | | |
| Negation + Modulation | Ability | -ve polarity particle “không” | *không thể + V + được | Tại vì nó nhiều quá, không thể đọc hết được . <i>Because there was so much reading, (I) couldn't read it all.</i> |
| | | + modal particle + V | | Đó là cái giải pháp của mình lúc ấy bởi vì nếu không thì mình không thể thuê được . <i>That was my solution at that time because otherwise I couldn't rent (the flat).</i> |
| | | + modal particle “được” | | |
| Negation + Modulation | Ability | -ve polarity particle “không” + V + Modal particle “được” | *không V+được + | Mình học nguyên cả 1 học kì 3,4 tháng mà chỉ nhồi nhét vào trong 3 tiếng đồng hồ thì em cảm thấy rất là khó chịu, không viết được . <i>I studied the whole semester in three or four months but being shoved in an exam for three hours, I felt very frustrated, I couldn't write.</i> |
| Negation + Modulation | Ability | -ve polarity particle “không” + modal particle | không thể | Sự khác biệt về ngôn ngữ làm cho đôi khi không hiểu nhau, lại không thể nói lại cho nhau dễ hiểu hơn. <i>The difference in language makes it impossible to understand each other at times, while (we are not able to/ we can't) say it in another way to make it comprehensible.</i> |

In addition to the above realisations, inscribed negative Capacity was realised in various ways. One of the most common realisations is the negation of Mental process of Cognition. Table 5-12 exemplifies other realisations of negative Capacity. Distinctive features of Vietnamese are marked with an asterisk (*).

Table 5-12: Other realisations of inscribed negative Capacity in the Vietnamese discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed negative Capacity in context |
|--------------------------|--------|-----------------------|--|--|
| Functions | | | | |
| Gen | Spec | | | |
| Pro | Mental | -ve polarity particle | *chả hiểu (do) <i>not understand</i> | Môn đấy là ở học kỳ 2, nhưng mà học môn khác mà không học môn đấy trước thì chả hiểu cái gì cả. <i>That unit is in Semester 2, but studying in other units without studying that unit in advance (will make it) impossible to understand anything at all.</i> |
| | | + V | *chẳng hiểu (do) <i>not understand</i> | Có người còn chẳng hiểu gì về quan hệ công chúng. <i>There are people who don't even understand anything about public relation.</i> |
| Par | Value | N | Điểm yếu <i>weakness</i> | Điểm yếu của mình vẫn là ngôn ngữ. <i>Our weakness is still the language.</i> |
| Cir | Con | Adj* | ốm đau <i>prolonged or serious sickness</i> | ...trong 1 số điều kiện cụ thể, ví dụ như ốm đau chẳng hạn thì cũng phải cần có người Việt bởi vì họ có thể hiểu, có thể chăm sóc được mình. <i>In certain situations, for example sickness, (it is) necessary to have Vietnamese people because they can understand us and can take care of us.</i> |
| Par | Attrib | Adj | ốm <i>ill</i> | Nhiều khi có thể là lúc bạn học rất tốt nhưng mà đến ngày thi chẳng hạn bạn lặn ra ốm thì rất là thiệt thòi cho bạn. <i>Sometimes while you learn very well but when the exam day comes for example you fall ill, that will be very disadvantageous for you.</i> |
| Par | Attrib | Adj | ốm đau <i>very sick, prolonged or seriously sick</i> | nếu mà lúc ốm đau ấy, nhiều khi mình đã rất là khổ sở rồi lại bảo mình phải nói cả tiếng Anh thì đó là cả 1 vấn đề. <i>If when (we are) sick, sometimes we are already miserable, yet being required to speak in English is a whole problem.</i> |
| Par | Attrib | Adj | xiu <i>fainted</i> | Lúc đó mình đã xiu rồi làm thế nào để mà có thể làm gì tiếp theo được? <i>At that time we will have already fainted, how can we do anything else?</i> |
| Par | Attrib | *Adj. phrase | khó ngủ. <i>difficult in sleeping</i> | Nhà em chỉ có chị Hà là khó ngủ . <i>In my house only Ha is the one who has difficulty in sleeping.</i> |

As can be seen from Table 5-12, the main grammatical realisations of inscribed negative Capacity in the Vietnamese discussions were as Participants (Attribute), but also as Participant (Value), Mental Process and Circumstance of Condition. In form, the realisations were correspondingly via adjectives or an adjectival phrase, the combination of negative polarity particles and a verb, and nouns.

- **Distinctive features of Vietnamese grammar**

This category has showcased two distinctive features of Vietnamese grammar, which is the graduation of the negative polarity particles and the realisation of Circumstance of Manner in form. The graduation of the negative polarity particles is found in instances such as (a) and (b). (The English translation cannot reflect the graduation in the negative polarity particles).

(a) Môn đây là ở học kỳ 2, nhưng mà học môn khác mà không học môn đây trước thì **chả hiểu** cái gì cả.

*That unit is in Semester 2, but studying in other units without studying that unit in advance (will make it) **impossible to understand** anything at all.*

(b) Có người còn **chẳng hiểu** gì về quan hệ công chúng.

*There are people who **don't even understand** anything about public relation.*

The negative polarity particles in Vietnamese are part of the Mood system but do not reflect tense. The “core” negative polarity particle in Vietnamese is “không”. An intensified form of “không” is “chẳng”. “Chả” is also another intensified form of “không”, which is particularly used in spoken language.

The grammatical realisations of inscribed negative Capacity also demonstrate that in the Vietnamese language an adjective is used as the realisation of Circumstance of Manner as in (c). (It is notable that the English translation does not reflect the word form).

(c) Nhà em chỉ có chị Hà là **khó ngủ**.

*In my house only Ha is the one who **has difficulty in sleeping**.*

“Khó ngủ” is one such adjectival phrase in the Vietnamese grammar, which can be translated word-by-word into English as “difficult sleep” with “sleep” as a verb, and literally translated as “sleep difficultly”.

The distinctive Vietnamese resources and grammatical realisations of inscribed Capacity create a challenge for Vietnamese learners of English to express similar evaluative meaning when switching the language code to English. Further discussions of the impact of the first language on evaluative expressions of English as a second or foreign language will be pursued in chapter 7.

Overall, the data analysis of inscribed positive and negative Capacity in the Vietnamese discussions has demonstrated two points. One is that there are distinctive resources and grammatical realisations of Capacity in the Vietnamese language. The other is the lexical instantiations of Capacity are so diverse in meaning that the data is suggestive of a more delicate typology of the instances. In addition to the possible further extension of the category of Capacity within the system of Judgement, the same possibility was observed in Normality. This warrants a closer examination, which will be pursued in the discussion of the data in chapter 8.

5.2.2.3. The deployment of Appreciation in the Vietnamese discussions

5.2.2.3.1. The proportions of Appreciation types in the Vietnamese discussions

There are three Appreciation types in the Appraisal coding scheme, which are: (1) Reaction, (2) Composition, and (3) Valuation, among which Reaction was most frequently deployed. Among the Appreciation subtypes, Quality - a subtype of Reaction was most frequently deployed while Balance - a subtype of Composition was least frequently expressed. Figure 5-12 shows a very disproportional deployment of Appreciation types and sub-types in the Vietnamese discussions.

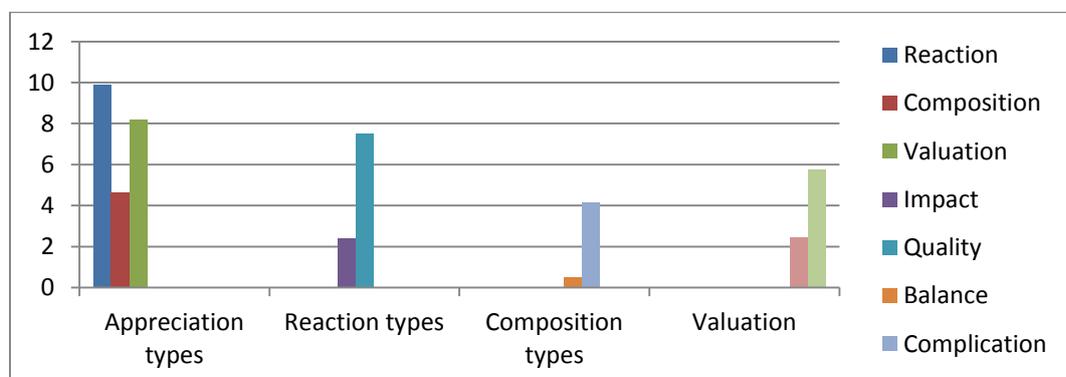


Figure 5-12: The proportions of Appreciation types and subtypes in the Vietnamese discussions

5.2.2.3.2. The distribution of Appreciation types in the Vietnamese discussions

The three Appreciation types (Reaction, Composition and Valuation) were spread throughout the discussions. The distribution of Appreciation types varies slightly from discussion to discussion in the Vietnamese corpus, but overall it has the similar pattern as illustrated in Figure 5-13. There were certain topics in which one Appreciation type occurred more or less often. For example, Reaction represented in the red “heat waves” occurred most often in the discussion of accomodation. In this snapshot, the participants were discussing this topic. Lexical instantiations of Reaction are in the corresponding red colour.

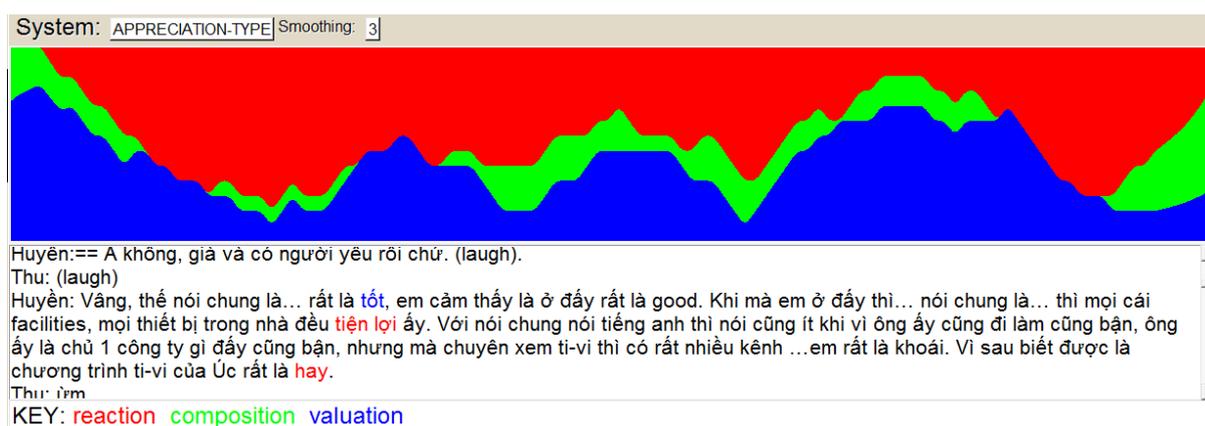


Figure 5-13: The distribution of Appreciation types in the Vietnamese discussions

5.2.2.3.3. The realisations of inscribed Appreciation in the Vietnamese discussions

As Quality is the Appreciation subtype having the highest proportion in both the Vietnamese and English data, only this subtype is selected to illustrate the realisations of Appreciation in this section. The realisations of Quality in the Vietnamese discussions provide an evidential basis for an extension of more delicate subtypes of Quality as well as for the refinement of the theorisation of Reaction. Apart from Reaction, the results of the data analysis also suggest a possible refinement of the theorisation of Complexity, which will be discussed in detail in chapter 8. Realisations of other Appreciation types can be found in Appendix 9.

There were 148 instances of inscribed Quality in the Vietnamese discussions, in which 91 instances were positive but only 57 instances were negative expressions.

a. Realisations of inscribed positive Quality in the Vietnamese discussions

- **Lexical instantiations of inscribed positive Quality**

Inscribed positive Quality had 32 different lexical instantiations among 91 instances, in which “tốt” (good) appeared most frequently as presented in Table 5-13. Among these lexical instantiations, 18 were non-core words.

Table 5-13: The lexical instantiations of inscribed positive Quality in the Vietnamese discussions

| | | | | | |
|---|----|---|---|---------------------------------------|---|
| tốt <i>good</i> | 26 | tiện <i>convenient</i> | 2 | khách quan <i>objective</i> | 1 |
| hiệu quả <i>effective</i> | 4 | hoàn hảo <i>perfect</i> | 1 | gắn kết <i>connected</i> | 1 |
| được <i>OK</i> | 4 | gon gang <i>tidy</i> | 1 | sáng sủa <i>very bright</i> | 1 |
| hợp lí <i>appropriate</i> | 4 | lành mạnh <i>healthy</i> | 1 | sạch <i>clean</i> | 1 |
| Cao <i>High</i> | 3 | sinh động <i>lively</i> | 1 | yên tĩnh <i>quiet</i> | 1 |
| Ngon <i>tasty</i> | 2 | chuẩn <i>precise</i> | 1 | ổn <i>alright</i> | 1 |
| phát triển <i>develop</i> | 2 | rộng <i>broad</i> | 1 | lí tưởng <i>ideal</i> | 1 |
| chất lượng <i>quality</i> | 2 | trong sang <i>pure and bright</i> | 1 | yên bình <i>peaceful</i> | 1 |
| chuyên môn hóa <i>specialised</i> | 2 | đúng <i>correct</i> | 1 | đàng hoàng <i>proper</i> | 1 |
| hay <i>interesting</i> | 2 | sạch sẽ <i>very clean</i> | 1 | khá hơn <i>better</i> | 1 |
| phù hợp <i>suitable</i> | 2 | chuyên nghiệp <i>professional</i> | 1 | | |

- **Grammatical realisations of inscribed positive Quality**

Similarly to the English data, the realisations of inscribed positive Quality in the Vietnamese discussions were also so diverse that they can be classified into four sub-groups. One is concerned with the Aesthetics of the nature of an entity or phenomenon. The other three deal with the meaning of Effectiveness, Appropriateness and Convenience. Table 5-14 to Table 5-17 display some exemplified realisations of Quality in more delicate subtypes. Distinctive features of Vietnamese are marked with an asterisk (*).

Table 5-14: Grammatical realisations of positive Quality-Aesthetics in the Vietnamese discussions

| Grammatical realisations | | Forms | Instances | Realisations of Aesthetics inscribed in context |
|--------------------------|--------|-------|-------------------------------------|--|
| Functions | | | | |
| Gen | Spec | | | |
| Par | Attrib | Adj | khá <i>good</i> (downscale) | Bài dễ thì kết quả sẽ khá hơn. <i>(If) the exam is easy, the result will be a bit better.</i> |
| Par | Phenom | Adj | sinh động <i>lively</i> | Những cái cô có thể thực hiện được chứ không phải chỉ nói bằng miệng không, thì làm cho người ta cảm thấy rất là sinh động . <i>The things that the teacher can actually do rather than just talk makes people feel (think) (it's) very lively.</i> |
| Par | Value | Adj | lí tưởng <i>ideal</i> | ...môi trường lí tưởng là gì? Xung quanh nó, cách đó vài bước chân là có người Việt. <i>...what would be the ideal (living) environment? (It would be) around it (nearby), within walking distance, there are Vietnamese people.</i> |
| Par | Phenom | Adj | sạch sẽ <i>very clean</i> | Bản thân em thích chỗ nào đấy sạch sẽ , gọn gàng. <i>I myself like a place (which is) very clean and very tidy.</i> |
| Par | Phenom | Adj | hay <i>interesting</i> | Mình không phải viết nhiều nhưng mà nó buộc mình phải hiểu... Thì em cảm thấy đấy cũng là 1 cách hay . <i>We don't have to write a lot (in an exam) but it forces us to understand (the subject)...I find that is also an interesting way (of testing).</i> |
| Par | Attrib | Adj | rộng <i>broad</i> | Kiến thức của cô rất rộng . <i>Her knowledge is very broad.</i> |

Table 5-15: Grammatical realisations of positive Quality-Appropriateness in the Vietnamese discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed positive Appropriateness in context |
|--------------------------|--------|------------|-------------------------------------|--|
| Functions | | | | |
| Gen | Spec | | | |
| Par | Attrib | Adj | tốt <i>good</i> | Các tiêu chí đánh giá rất là tốt . <i>The assessment criteria are very good.</i> |
| Par | Value | NG/ Adj | hợp lí <i>appropriate</i> | ...đầy (on-going assessment) là cái hợp lí hơn. <i>That (on-going assessment) is a more appropriate thing.</i> |
| Par | Goal | NG/ Adj | | ...người ta xây dựng 1 cái tiêu chí khá là đầy đủ, rất hợp lí để đánh giá học trò. <i>They build up quite adequate and very appropriate criteria to assess students.</i> |
| Par | Goal | NG/ Adj | phù hợp <i>suitable</i> | Đi tìm rất nhiều những chỗ phù hợp với mình mà lại không thuê được. <i>(I) went to look for many suitable places but I couldn't rent them.</i> |
| Cir | Manner | Adj | đúng <i>correct</i> | Khi mà tập, yêu cầu hôm nay anh viết về thể loại này chẳng hạn thì sinh viên sẽ biết cách viết như thế nào cho đúng thể loại ấy đấy. <i>When practising, if you require the students to write in a certain genre, they will know how to write to match correctly with that genre.</i> |

Table 5-16: Grammatical realisations of positive Quality-Effectiveness in the Vietnamese discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed positive Effectiveness in context |
|--------------------------|----------|----------------------|--|--|
| Functions | | | | |
| Gen | Spec | | | |
| Cir | Manner | *Adj | tốt <i>well</i> | 10 giờ sang làm việc rất tốt . <i>At 10 a.m (we) work very well.</i> |
| Par | Phenom | NG | | ...và mình thấy ngay cái hiệu quả luôn của việc nếu anh phát âm đúng. <i>...and I could see immediately the effectiveness of correct pronunciation.</i> |
| Par | Goal | NG | cái hiệu quả <i>effective</i> | ...nhưng mà khi mà anh muốn nâng cao cái hiệu quả công việc của người giáo viên thì anh buộc là phải quan tâm đến khả năng truyền thụ của họ nữa. <i>...but when you want to improve the effectiveness of a teacher's work, you must pay attention to their delivery ability as well.</i> |
| Pro | Material | V | phát triển <i>develop</i> | Nhưng nhìn chung là các mảng về ngân hàng bây giờ phát triển rất là kinh. <i>In general, sectors in banking nowadays develop very well.</i> |
| Cir | Manner | Pre. Phrase/ N | chuyên môn hóa <i>specializa</i> <i>-tion</i> | ...bây giờ theo các công ty, họ tổ chức công việc là theo chuyên môn hóa <i>at present, according to the companies, they are organizing the work according to specialisation.</i> |
| Par | Attrib | Adj | chuyên nghiệp <i>professional</i> | Và em nghĩ những người giỏi thật sự thì thái độ và tinh thần làm việc của họ thực sự là rất chuyên nghiệp . <i>And I think with really competent people, their working attitudes and spirits are really very professional.</i> |

Table 5-17: Grammatical realisations of positive Quality-Convenience in the Vietnamese discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed positive Convenience in context |
|--------------------------|--------|-------|--|---|
| Functions | | | | |
| Gen | Spec | | | |
| Par | Attrib | Adj | tiện <i>convenient</i> | Đi tàu thì tiện thôi. <i>Going by train is just convenient.</i> |
| Par | Attrib | Adj | tiện lợi <i>very convenient and helpful</i> | Mọi thiết bị trong nhà đều tiện lợi. <i>All the facilities in the house are convenient.</i> |

As can be seen from the tables above, positive Quality was realised mainly as Participants but the Participant type varied (i.e. Goal, Attributive, Phenomenon, Token, Value). There were also some instances of Positive Quality realised as Circumstances of Manner and Material Processes. Most the instances of positive Quality were individual words in adjectival and verbal forms but some were noun groups.

The distinctive Vietnamese grammatical realisation of inscribed positive Quality is the adjectival form realising Circumstance of Manner as discussed in the category of Capacity above.

b. Realisations of inscribed negative Quality in the Vietnamese discussions

- **Lexical instantiations of inscribed negative Quality**

There were 32 different lexical instantiations of inscribed negative Quality among 57 instances in the Vietnamese discussions, in which “không tốt” (not good) appeared most frequently as presented in Table 5-18. Among these 32 lexical instantiations, 12 were non-core expressions.

Table 5-18: Lexical instantiations of inscribed negative Quality in the Vietnamese discussions

| | |
|---|----|
| không tốt <i>not good</i> | 10 |
| kém <i>very bad</i> | 3 |
| đuôi dãn <i>less and less effective</i> | 2 |
| bất tiện <i>inconvenient</i> | 2 |
| thấp <i>low</i> | 2 |
| thối <i>foul</i> | 2 |
| không lành mạnh <i>not healthy (having no faults)</i> | 2 |
| xấu <i>bad</i> | 2 |
| dở <i>very bad</i> | 2 |
| không chuyên nghiệp <i>not professional</i> | 1 |
| hôi <i>smelly</i> | 1 |
| mùi <i>having smell</i> | 1 |
| không hợp lí <i>not appropriate</i> | 1 |
| chưa được tốt <i>not yet good</i> | 1 |
| không thể hoàn hảo được <i>cannot be perfect</i> | 1 |
| ngốc <i>silly</i> | 1 |

| | |
|---|---|
| không phù hợp <i>not suitable</i> | 1 |
| trẻ con <i>childish</i> | 1 |
| vớ vẩn <i>rubbish</i> | 1 |
| không áp dụng được <i>inapplicable</i> | 1 |
| không được chau chuốt <i>not polished</i> | 1 |
| hạn chế <i>limitation</i> | 1 |
| tối thui <i>very dark/opaque</i> | 1 |
| yếu <i>weak</i> | 1 |
| không được sạch sẽ <i>not clean</i> | 1 |
| không đúng <i>not correct</i> | 1 |
| ồn <i>noisy</i> | 1 |
| dở hơi <i>silly</i> | 1 |
| bị động <i>passive</i> | 1 |
| cứng nhắc <i>rigid</i> | 1 |
| cao <i>high (price)</i> | 1 |
| bất cập <i>insufficient</i> | 1 |

- **Grammatical realisations of inscribed negative Quality**

As with the realisations of positive Quality, realisations of negative Quality in the Vietnamese data can also be grouped into four sub-groups: Aesthetics, Appropriateness, Effectiveness and Convenience. Table 5-19 to Table 5-22 display grammatical realisations of inscribed negative Quality in each sub-group. There are no instances of distinctive Vietnamese grammar features in this category of meaning.

Table 5-19: Grammatical realisations of inscribed negative Quality-Aesthetics in the Vietnamese discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed negative Aesthetics in context |
|--------------------------|----------|----------------------------------|--|---|
| Functions | | | | |
| Gen | Spec | | | |
| Pro + | Relat | -ve polarity particle “không” | không tốt <i>not good</i> | Em nghĩ ở Úc này nhìn chung là cái dạy của nó cũng chỉ là được thôi, chứ em nghĩ chắc là không tốt . <i>I think in Australia in general the teaching is only OK but I think possibly not good.</i> |
| Par | Attrib | + Adj | | |
| Par | Attrib | Adj | tối tối <i>so very dark</i> <i>(so dark that one can't see)</i> | Chỗ ngồi học của em thì tối tối . <i>My study space is so very dark.</i> |
| Par | Existent | NG/Adj | thối <i>stinky</i> | Em cũng đã từng cho ông chủ nhà em ngửi mùi mắm tôm rồi. Ông tìm khắp tất cả các tủ, ngách ngõ, khắp cả. “Có cá thối chết. Có cá thối chết”. <i>I also have let my landlord smell shrimp paste. He searched every corner and everywhere. “There’s stinky dead fish. There’s stinky dead fish.”</i> |
| Par | Attrib | Adj | vớ vẩn <i>rubbish</i> | Cái môn đấy vớ vẩn lắm. <i>That unit is absolutely rubbish.</i> |

Table 5-20: Grammatical Realisations of negative Quality-Appropriateness in the Vietnamese discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed negative Appropriateness in context |
|--------------------------|--------|--|--|---|
| Functions | | | | |
| Gen | Spec | | | |
| Par | Attrib | -ve polarity particle + Adj | không hợp lý <i>not appropriate</i> | Chính sách đường lối của Việt Nam mình không hợp lý cho lắm. <i>The strategic policies of Vietnam are not very appropriate.</i> |
| Par | Attrib | -ve polarity particle + Adj | không đúng <i>not correct</i> | Mình viết rất tiếng Việt, có nghĩa là phần dịch không đúng ngữ pháp, văn phạm tiếng Anh. <i>We write (English articles) in a very Vietnamese style, which means the English grammar and style in the translation is not correct.</i> |
| Par | Phenom | -ve polarity particle + Adj | không phù hợp <i>unsuitable</i> | Sau 1 thời gian nếu em thấy là không phù hợp có thể em quay lại sống với người Việt. <i>After some time if I find it unsuitable, I will probably come back and stay with the Vietnamese.</i> |

Table 5-21: Grammatical realisations of negative Quality-Effectiveness in the Vietnamese discussions

| Grammatical realisations | | Instances | Realisations of inscribed negative Effectiveness in context | |
|--------------------------|-----------------|---|---|---|
| Functions | | | | |
| Gen | Spec | | | |
| Cir | Manner | Adj | đuối dần <i>less and less effectively</i> | 10h sáng là làm việc rất tốt, sau đó đuối dần, đuối dần và cần phải nghỉ. <i>10 a.m is (when we) work the best (the best time for work), after that, (we work) less and less effectively and (we) need to rest.</i> |
| Par | Attrib | -ve polarity particle + Adj | không chuyên nghiệp <i>not professional</i> | Vì ông ấy dạy không hiểu, nó thực sự không chuyên nghiệp lắm thế nào ấy. <i>Because (we) didn't understand what he taught, it was not very professional or something.</i> |
| Par | Possess Attrib | N | hạn chế <i>limitation</i> | Người ta cũng biết mình là sinh viên quốc tế, người ta cũng biết mình có hạn chế về ngôn ngữ. <i>They also know we are international students, they also know that we have language limitations.</i> |
| Par | Attrib | Adj | bị động <i>passive</i> | Nhưng càng về sau em càng cảm thấy cái giáo dục như vậy hết sức là bị động . <i>Later on, I realise that such an education is extremely passive.</i> |
| Par | Attrib | Adj | kém <i>very bad</i> | Ngành dịch vụ ở Việt Nam mình thực sự rất yếu, nếu không muốn nói là kém . <i>The service sector in Vietnam is really weak, if not, very bad.</i> |
| Par | Value | NG | một cái rất dở <i>a very bad thing</i> | Nhưng mà từ đầu kì đến cuối kì giáo viên không bao giờ để ý đến việc là sinh viên tiếp thu kiến thức của mình nó ra làm sao. Mình thấy đây là một cái rất dở trong hệ thống giáo dục ở VN. <i>Right from the beginning through to the end of the semester, the lecturers never pay attention to how the students absorb the knowledge. I think that is a very very bad thing in Vietnam's education system.</i> |
| Par | Attrib | Adj | cứng nhắc <i>rigid</i> | (Finance) thường là có các con số, xong rồi là nó - cũng phải học các công thức ấy. Nó cũng khá là cứng nhắc ... <i>(Finance) usually have figures, then (we) also need to learn about the formulas. It is quite rigid.</i> |
| Pro + Par | Relat Attrib | -ve tense particle "chưa" + modal particle "được" + Adj | chưa được tốt <i>has not been good</i> | Tình hình quản lí sức khỏe nói chung vẫn là chưa được tốt . <i>The situation of health management generally speaking has not been good.</i> |

Table 5-22: Grammatical realisations of negative Quality-Convenience in the Vietnamese discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed negative Convenience in context |
|--------------------------|--------|-------|---------------------------------|---|
| Functions | | | | |
| Gen | Spec | | | |
| Par | Attrib | Adj | bất tiện <i>inconvenient</i> | <p>Liên: Ở phòng khách thì bất tiện lắm. <i>Living in the living room is very inconvenient.</i></p> <p>Mà...thường thì con nhỏ... thì cháu nó chạy, cháu nó hò hét, về nó chơi. Bình thường thì nó ngoan và khi vào phòng thì không có vấn đề gì cả. Thế nhưng mà.. đôi khi cũng rất bất tiện, bất tiện cho chính mình bởi vì mọi người cùng đều đi học ấy. <i>Yet usually the young child - he runs, he screams, when he comes home he plays. Normally he's good and there're no problems when he's in the room. But sometimes (it)'s very inconvenient for myself because everybody (has to) study.</i></p> |

As can be seen from the tables above, in functional terms, inscribed negative Quality in the Vietnamese data was realised mainly as Participants but the type of Participant varied (i.e. Attributive, Phenomenon, Value and Existent). There were also some instances of negative Quality realised as Circumstances of Manner. Most of the instances of negative Quality were individual words in adjectival forms but some were noun groups. Some instances of negative Quality included negation in the Mood (realised by negative polarity particle “không” and negative present perfect tense particle “chưa”) and adjectives or nouns representing positive Quality.

5.2.2.4. Realisations of invoked Attitude in the Vietnamese discussions

As presented in Figure 5-4, instances of all three types of invocation strategies (i.e. Provoke, Flag and Afford) were found in the English discussions although the deployment of Provoke was minimal compared with the other two strategies. Results of the analysis of resources for realising invoked Attitude in the English data contribute to the refinement of the theorisation

of resources for invoking Attitude, particularly Provoke, which will be discussed in more details in chapter 7. This section presents results of the analysis of the three types of invoked Attitude deployed in the Vietnamese discussions from the aggregated Attitude types. Section 5.2.2.4.1 will demonstrate resources for Provoking Attitude. Section 5.2.2.4.2 will present resources for Flagging Attitude. Section 5.2.2.4.3 will report the logico-semantic relations between the Afforded Attitude and the inscribed Attitude in the surrounding co-texts.

5.2.2.4.1. Realisations of Provoked Attitude in the English discussions

As proposed in Martin and White (2005), two resources for Provoke are similes and lexical metaphors (pp.64-65). These two resources belong to the same category of figurative language. In the Vietnamese data, other resources of figurative language having the function of provoking Attitude were found, including exaggeration, irony, swearing and idiomatic expressions. Realisations of Provoked Attitude in the Vietnamese discussions are exemplified in Table 5-23.

Table 5-23: Realisations of Provoked Attitude in the Vietnamese discussions

| Realisations | Provoked Attitude | | Instances of Provoked Attitude |
|--|-------------------|-------------|---|
| | Type | Subtype | |
| Figurative language/ Idiomatic expression | -ve Aff | Displeasure | Người Việt vì hiểu nhau quá nên thành ra “ thân nhau lắm, cắn nhau đau ” đấy. <i>The Vietnamese because they understand each other so well that it becomes “the closer you are, the more painful you bite each other.”</i> |
| | -ve Jud | Capacity | Các thầy ở Việt Nam cũng muốn học sinh học tốt nhưng “ lực bất tòng tâm. ” <i>Teachers/lecturers in Vietnam also want the students to learn well but “strength does not match the heart” (being unable to do what one really wants to).</i> |
| | -ve Jud | Propriety | Cố bối lông tìm vết xem nào. <i>Try and be nit picking, come on.</i> |
| Figurative language/ Lexical Metaphor | -ve Aff | Ennui | Ngộ chữ , thật sự nhồi nhét vào đầu. <i>Print poisoned (poisoned by piles of print), really shoving print into the head.</i> |
| | +ve Aff | Pleasure | Bọn em nói chung là độc lập. Mỗi người 1 phòng, không ai va chạm gì vào ai cả. <i>We are quite independent. Each person lives in his/her own room, no body clashes with anybody.)</i> |
| | -ve Jud | Tenacity | Nếu bây giờ sinh viên mình phải cày mặt ra đi làm như anh em mình làm, để giả tiền học, để giả tiền ăn ấy thì có khi cái trách nhiệm nó khác đi. <i>If now students have to plough their faces (put the nose to the grind stone) to work like us to pay the tuition fee and pay the food, their responsibility will be different.</i> |
| | -ve Jud | Capacity | Hai chương cuối thì (1) không thể nuốt thêm được nữa tại vì cảm giác như là không ăn cái gì cả mà nó cứ nôn hết ra chữ thôi. <i>The last two chapters (1) I couldn't swallow (them) any more because the feeling was like not eating anything but vomiting all letters out.</i> |
| | -ve Appre | Quality | Cái bong bóng tài sản của Trung Quốc kinh khủng hơn mình nhiều. Nhưng mà có thấy nổ đâu. <i>China's property bubbles are much more terrible than ours. But (we) haven't seen them pop.</i> Việc điếm danh là nước đường cùng thôi. |

| | | | |
|--------------------------------------|-----------|-----------|---|
| | | | <i>Marking the roll is only the last move before checkmate (the very last option).</i> |
| Figurative language/ Exaggeration | -ve Aff | Disquiet | Thế là bạn ấy cầm một cái hộp đầy giun về nhà và bảo em là “ Lúc nào mày có một ít thức ăn thì mày cứ bỏ vào đấy ”. Thà chết còn hơn. <i>So she brought a box full of earth worms home and told me “If you have a little food, just put it in there”. I’d rather die.</i> |
| | -ve Judge | Capacity | Nó hỏi một loạt những công ty của Úc mà em còn chẳng hiểu những công ty đó về cái gì mà nó chỉ đưa ra tên công ty, bắt so sánh với một công ty khác thì em chịu chết, bó tay. <i>(It (the exam question) asked about a series of Australian enterprises while I don’t even understand what areas these enterprises work in. It only gave a hint about the names of the companies and asked (us) to compare (them) with another, so I surrendered to die, my hands were tied.</i> |
| | -ve Jud | Propriety | Nấu mắ m tôm cho chúng nó chết đi. <i>Just cook shrimp paste to make them die.</i> |
| Figurative language/ Irony | -ve Jud | Tenacity | Thường là trong nhóm ba bốn người sẽ có một người “ đặc biệt ”, người đấy là người lười ấy. <i>Usually in a three or four people group there will be one “special” person, that person is the lazy one.</i> |
| Figurative language/ Similes | -ve Aff | Disquiet | Giờ không còn ai dám cầm tiền cho vay nữa, như cầm bom. <i>Now no one dares to keep money to lend (to other people) any more, (it’s) like holding onto a bomb.</i> |
| | -ve Jud | Capacity | Hai chương cuối thì không thể nuốt thêm được nữa tại vì cảm giác như là không ăn cái gì cả mà nó cứ nôn hết ra chữ thôi. <i>The last two chapters I couldn’t swallow (them) any more because the feeling was like not eating anything but vomiting all the letters out.</i> |
| | -ve Appre | Impact | Vân: Vegemite còn chưa ăn thua bằng 1 cái loại gọi là blue cheese. Cái mùi của nó thì kinh luôn ấy. Hùng: Lại giống như sầu riêng nhà mình ấy. [giggle] <i>Van: Vegemite hasn’t beaten the thing called blue cheese. Its smell is just revolting.</i> <i>Hung: Just like our durian. [giggle]</i> |
| Swearing | -ve Appre | Quality | Với cả ở đây có một cái rất là dở, đó là có cái môn gọi là foundation thì chỉ có ở kì một, mà em lại enroll học kì hai, thành ra là toàn học cái khỉ gió gì ấy. <i>What is more there’s a very bad thing here, that is there is a unit called Foundation which is only available in semester one but I enrol in semester two, so I only study some “khỉ gió” (bloody) thing.</i> |

5.2.2.4.2. Realisations of Flagged Attitude in the Vietnamese discussions

As described in Martin and White (2005, p.65), two resources for flagging Attitude are infused manner lexical items (or non-core vocabulary) and Intensification of degree or process. In other words, these two resources are equivalent to the Intensification resources, of which the infused manner lexical items are the equivalent of the Semantic Infusion strategy. Intensification of degree or process can be the equivalent of the Isolated Lexemes or Repetition strategies of Intensification. Results from the analysis of the Vietnamese language data revealed that in addition to the Semantic Infusion and Isolated Lexemes realisations of Intensification, there are many other resources that flag Attitude including other realisations of Intensification (such as Exclamation and Comparison), realisations of Quantification, Negation, and Modality, which is exemplified in Table 5-24. Furthermore, distinctive features of the Vietnamese language such as Person Reference terms and Categorisers can also flag Attitude, which is exemplified in Table 5-25.

Table 5-24: Realisations of Flagged Attitude in the Vietnamese discussions

| Realisations | | Flagged Attitude | | Instances of Flagged Attitude |
|--------------|-------------------|------------------|------------|--|
| Gen | Spec | Type | Subtype | |
| Inten | Repetition | -ve Aff | Insecurity | “Có cá thối chết. Có cá thối chết” <i>“There’s stinky dead fish. There’s stinky dead fish.”</i> |
| | | -ve Jud | Tenacity | Họ không làm việc, không đưa ra ý kiến, hoặc khi mình gặp nhau để bàn nhóm, họ cũng không thèm xuất hiện luôn. <i>They didn’t work, didn’t give any ideas, or when we meet for a group discussion, they just didn’t bother turning up either.</i> |
| | Semantic infusion | -ve Jud | Propriety | Mình học nguyên cả 1 học kì 3,4 tháng mà chỉ nhồi nhét vào trong 3 tiếng đồng hồ thì em cảm thấy rất là khó chịu, không viết được. <i>I studied the whole semester in three or four months but being shoved in an exam for three hours, I felt very frustrated, I couldn’t write.</i> |

| | | | | |
|----------|------------------|-----------|--------------|---|
| | | -ve Jud | Propriety | Khi người ta mang khách hàng về thì mình sẽ soi mới mình hỏi là khách hàng này là ai, khách hàng này từ đâu ra, khách hàng này cái lượng tiền của người ta như thế nào. <i>When they bring in customers, I will stare at and examine them closely and ask where this customer is from, how much money does this customer have.</i> |
| | Isolated lexeme | +ve Jud | Tenacity | ...đưa nào cũng học vất vả , học mệt mỏi . <i>...every one of us studied industriously, and studied until depleted.</i> |
| | Exclamation | -ve Jud | Capacity | Cục phòng chống AIDS làm ăn thì thôi rồi! <i>The way the department of AIDS prevention works is unspeakable!</i> |
| | Comparison | -ve Appre | Quality | ...lí thuyết thực sự đôi chỗ không thể bằng được kiến thức ở Vietnam. <i>...in terms of the theory some points cannot be equal to the knowledge in Vietnam.</i> |
| Quanti | Repetition | -ve Aff | Insecurity | ...ông tìm khắp tất cả các tủ, gác ngõ, khắp cả. <i>...he searched every wardrobe, every corner, everywhere.</i> |
| | Isolated lexemes | -ve Jud | Tenacity | ...những cái ông quản lí ở ngoài có ai đánh giá đâu. Cũng chơi suốt ngày đấy thôi, đến lúc ai cho điểm các ông ấy? <i>...managers outside of their office-there is no one to evaluate them. (They) also play all day, who is going to give them a mark?</i> |
| Negation | | -ve Jud | Tenacity | Khi làm bài theo nhóm thì bạn ấy không làm gì luôn. <i>When doing the group assignment, s/he didn't do anything at all.</i> |
| | | -ve Jud | Capacity | Em làm bài không tốt . <i>I did not do the exam well.</i> |
| Modality | Chỉ (only) | -ve Appre | Significance | Nó chỉ là một bài kiểm tra thông thường. <i>It's only a customary test.</i> |
| | Obligation | +ve Appre | Significance | Em cũng cần phải biết quy tắc trong giao tiếp. <i>I also need to know about the communication principles.</i> |

Table 5-25: Distinctive realisations of Flagged Attitude in the Vietnamese discussions

| | | | |
|------------------------|---------|------------------------------|--|
| Person reference terms | +ve Aff | Affection Displeasure | (g) Liên: Ah...Bạn ở cùng với em thì bạn ấy gần như kiểu Tây rồi ấy nên là bạn ấy rất là thoải mái, mình thích làm gì thì bạn ấy cũng để cho làm, rất là vô tư và cũng rất là tôn trọng cuộc sống riêng tư của mình. Chỉ có điều là bạn ấy cực kỳ thoải mái vô tư nên bạn ấy rất hay rủ bạn bè về nhà. ... Cho nên là thỉnh thoảng cũng có những đứa hoàn toàn xa lạ, bất ngờ đến ở nhà em. Em không hề biết tí gì về chúng nó , mà cứ ở la liệt ở phòng khách thì em đương nhiên là không thể nào thấy thích được rồi. Thế sau một thời gian mình cũng cảm-.... nó thấy rõ sự khó chịu của mình. <i>(See translation below)</i> |
| Categorisers | -ve Aff | Antipathy | Cái thằng Trung Quốc chủ nhà ấy rất là hách dịch. <i>The “thằng” (human male categoriser) Chinese landlord is very dictatorial.</i> |
| | -ve Jud | Propriety | Mấy thằng cũng cãi nhau. <i>Indefinite article + “thằng” (human male categoriser) + also quarrel with each other.</i> |
| | +ve Jud | Normality | ...chỉ cần liên hệ với giám đốc công ty đã khó nói gì đến một một vị quan chức cấp cao quan chức cấp cao như thế. <i>It's already difficult to get in contact with a manager of a company, not to mention a “vị” (categoriser referring to a high status person) high ranking official.</i> |

What is distinctive in the Vietnamese discussion is that Attitude was flagged by person reference terms and categorisers (See chapter 2, section 2.6). Consider extract (g) for example.

(g) Liên: Ah...Bạn ở cùng với em thì **bạn ấy** gần như kiểu Tây rồi ấy nên là **bạn ấy** rất là thoải mái, mình thích làm gì thì **bạn ấy** cũng để cho làm, rất là vô tư và cũng rất là tôn trọng cuộc sống riêng tư của mình. Chỉ có điều là bạn ấy cực kỳ thoải mái vô tư nên **bạn ấy** rất hay rủ bạn bè về nhà. ... Cho nên là thỉnh thoảng cũng có những **đứa** hoàn toàn xa lạ, bất ngờ đến ở nhà em. Em không hề biết tí gì về **chúng nó**, mà cứ ở la liệt ở phòng khách thì em đương nhiên là không thể nào thấy thích được rồi. Thế sau một thời gian mình cũng cảm-....**nó** thấy rõ sự khó chịu của mình.

*Lien: The “**friend**” living with me- “**the friend**” is almost like a Westerner so “**the friend**” is very flexible, “**the friend**” would let me do whatever I like to do, very not-bothered and also very respectful*

of my private life...The only thing is “the friend” is so extremely flexible and not-bothered that “the friend” very often invites her friends home. ...So sometimes there are absolute strangers who suddenly appeared in my house. I don’t know a single thing about “chúng nó” (“the gang”- them), but (they) laid everywhere in the living room, so certainly I could not like it. So after some time, “nó” (“it”- she) could clearly see my annoyance.

In extract (g), at the beginning Lien was referring to her flat-mate by the reference term “bạn ấy” (the friend) which is normally expressed by the personal pronoun “she” in English. This deployment of the term of address flagged a positive Affect (Affection) towards the flat-mate. However, as her story unfolded, she referred to the “absolute strangers who suddenly appeared in her house” as “chúng nó” (they), which is an abrupt plural third person personal pronoun, which flagged her Displeasure about them. The term of address Lien used to refer to her flat-mate also changed towards to end of the extract from “bạn ấy” (the friend) to “nó” (“it”-she). As explained in Appendix 1, which outlines the person reference system in the Vietnamese language, the shift to the choice of this single third person personal pronoun also flagged Lien’s Displeasure with her flat-mate.

From the data, categorisers in the Vietnamese language can flag Attitude. Consider instances (h) for example.

(h) Cái **thằng** Trung Quốc chủ nhà ấy rất là hách dịch.

The “thằng” Chinese landlord is very dictatorial.

Without the negative categoriser “**thằng**”, instance (h) clearly inscribes negative Propriety through the attribute “hách dịch” (*dictatorial*) and the meaning of negative Affect (Antipathy) could be afforded from the co-text. With the choice of “**thằng**”, the negative Affect (Antipathy) is much more obvious, therefore, “**thằng**” flagged Antipathy in that instance.

5.2.2.4.3. Realisations of Afforded Attitude in the English discussions

Resources for affording Attitude are the choice of ideational meaning itself. Martin and White (2005, p.62) stated that “the selection of ideational meanings is enough to invoke evaluation, even in the absence of attitudinal lexis that tells us directly how to feel”. The data analysis of the Vietnamese language data revealed a large amount of instances of Afforded Attitude. It was also noticeable that the Afforded Attitude in the Vietnamese discussions

sometimes construed expanding logico-semantic relations with the inscribed Attitude in the surrounding co-texts. In other words, Afforded attitude was used by the participants to elaborate, extend or enhance the inscribed meaning they expressed in the co-texts as shown in Table 5-26, in which the inscribed meaning is *underlined and italicised* and the afforded meaning is **bolded**.

Table 5-26: The expanding logico-semantic relations between Afforded Attitude and inscribed Attitude in the Vietnamese discussions

| Logico-semantic relations | Instances of Afforded Attitude | Inscribed meaning | Afforded meanings |
|---------------------------|--|-----------------------|-----------------------|
| Elaboration | <p>Cho nên là thỉnh thoảng cũng có những đứa hoàn toàn <i>xa lạ</i>, bất ngờ đến ở nhà em. Em không hề biết tí gì về chúng nó...</p> <p>So sometimes there are absolute <i>strangers</i> who suddenly appeared in my house. I don't know a single thing about them.</p> | -ve Aff: Disquiet | -ve Aff: Disquiet |
| Extension | <p>Nói chung là em học về bên ngành quản lí ấy, toàn học phải mấy cái ông giáo sư thôi, thành ra không còn gì để bình luận vì quá <i>giỏi</i>. Để mà dạy trong trường không phải người ta chỉ dạy không thôi mà người ta còn làm ở nhiều nơi nữa.</p> <p>Generally speaking I only study with with all the professors in Management, so there is nothing to comment because (they are) too <i>good</i>. To teach in a university, they do not only teach but also work in many other places.</p> | +ve Jud: Capacity | + ve Jud: Tenacity |
| Enhancement | <p>Mà cái trường UTS nó <i>dở hơi</i> ở chỗ là nó xếp thời gian thi gần nhau quá.</p> <p>Yet “the” UTS is <i>absurd</i> in the way that it organised the exam time too close together.</p> | -ve Appre: Quality | -ve Appre: Quality |

5.2.3. Summary of the deployment of Attitude in the Vietnamese discussions

This section has highlighted the most remarkable features of the deployment of Attitude in the Vietnamese discussions in terms of the proportions of Attitude instances and realisations of inscribed and invoked Attitude. In terms of the proportions of Attitude, Judgement was

most frequently deployed among the three Attitude types although the proportion of Judgement was only slightly larger than Appreciation. The proportions of inscribed and positive Attitude instances were much higher than invoked and negative instances. In terms of the realisations of Attitude, the section has demonstrated a diverse range of lexical instantiations with a variety of non-core expressions. In addition, the grammatical realisations in functional terms and in linguistic forms were very diverse. The section has also demonstrated some distinctive grammatical realisations of Attitude in Vietnamese including the use of Mental process “cảm thấy” (feel) for projection of an opinion, the graduation of polarity particles (“không”, “chẳng” and “chả”), the combination of two modal particles “có thể” and “được” as realisations of intensified inscribed Capacity and adjectives as realisations of Circumstance of Manner. The data analysis of the Vietnamese language of inscribed Attitude has provided an evidential basis for the extension and re-theorisation of Attitude subtypes such as Normality, Capacity and Reaction in the same way as the English data, which will be discussed further in chapter 8.

In regard to invoked Attitude, the analysis displayed instances of the three invocation strategies deployed in the English discussions. Although, there were very few instances of Provoke Attitude, the data demonstrate additional resources for provoking Attitude (i.e. exaggeration, irony, idiomatic expressions and swearing) that were not described in Martin and White (2005). Moreover, additional resources for flagging attitude were also found in the English language data (i.e. other Intensification strategies such as Exclamation and Comparison, Quantification realisations, Negation, and Modality). Afforded Attitude in the Vietnamese data was also found to have the three types of expanding logico-semantic relations with the inscribed Attitude in the surrounding co-texts. The section has also demonstrated distinctive resources of Flagging Attitude in the Vietnamese language, which are person reference terms and categorisers.

5.3. The deployment of Graduation in the Vietnamese discussions

The deployment of Graduation resources in the Vietnamese discussions was examined from two perspectives: (1) the proportions of Graduation types and (2) the range of realisations of Graduation. This section will begin with a report of the proportions of the main Graduation types (i.e Force and Focus) then the proportions of Force and Focus instances in section

5.3.1. The Force and Focus subtypes that have the highest proportions will be used to illustrate the realisations of Force and Focus, which will be reported in section 5.3.2 for Force and 5.3.3 for Focus. Realisations of other Force and Focus subtypes can be found in the Appendix 9.

5.3.1. The proportions of Graduation instances in the Vietnamese discussions

The Graduation system has two subsystems: Force and Focus, of which Force was dominant whereas Focus represented a very small proportion compared to Force. The proportions of Force and Focus are illustrated in Figure 5-14.

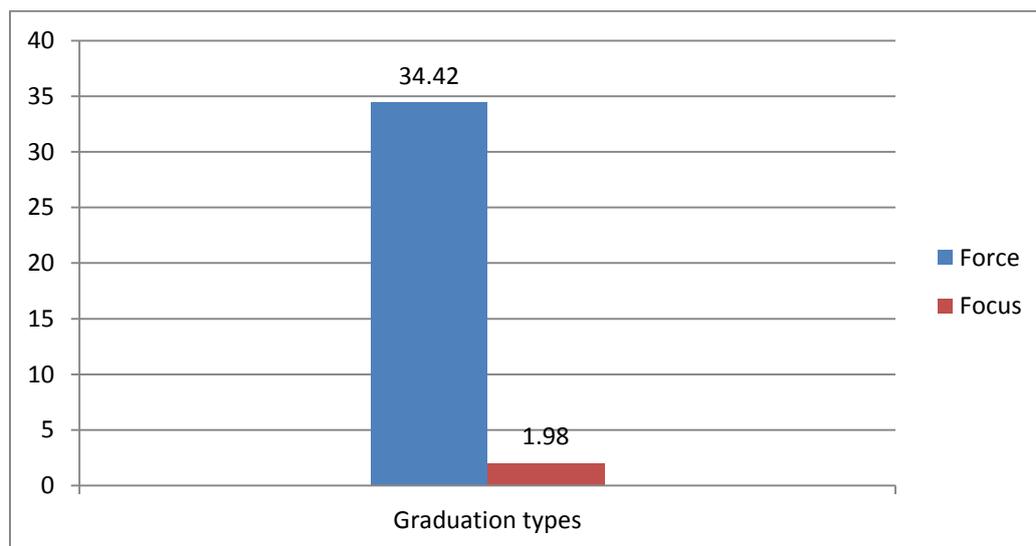


Figure 5-14: The proportions of Graduation types in the Vietnamese discussions

5.3.2. The deployment of Force in the Vietnamese discussions

The deployment of Force was examined from the perspectives of (1) the proportions of Force instances in four aspects as indicated in the coding scheme: (a) Force types, (b) Scale, (c) Realisation strategies, and (d) Meaning, which will be reported in section 5.3.2.1 and (2) the realisations of Force which will be reported in section 5.3.2.2.

5.3.2.1. The proportion of Force instances in the Vietnamese discussions

Force instances were investigated in four aspects as indicated in the coding scheme: (1) Force types, (2) Scale, (3) Realisation strategies, and (4) Meaning which will respectively be reported in sections 5.3.2.1.1, 5.3.2.1.2, 5.3.2.1.3 and 5.3.2.1.4.

5.3.2.1.1. The proportions of Force types in the Vietnamese discussions

There are two Force types in the Appraisal coding scheme, which are: (1) Intensification and (2) Quantification, each of which has three other subtypes. Intensification has three options of: (1) Process, (2) Quality and (3) Proposal. Quantification has three options of: (1) Amount, (2) Extent and (3) Frequency. It was revealed that Intensification was much more frequently deployed than Quantification. Among all the Force subtypes, Intensification of Quality-degree was the dominant one, whereas Intensification of Proposal was not deployed in the Vietnamese discussions at all. The second least popular Force subtype was Quantification of Extent. The proportions of Force types and subtypes are illustrated in Figure 5-15.

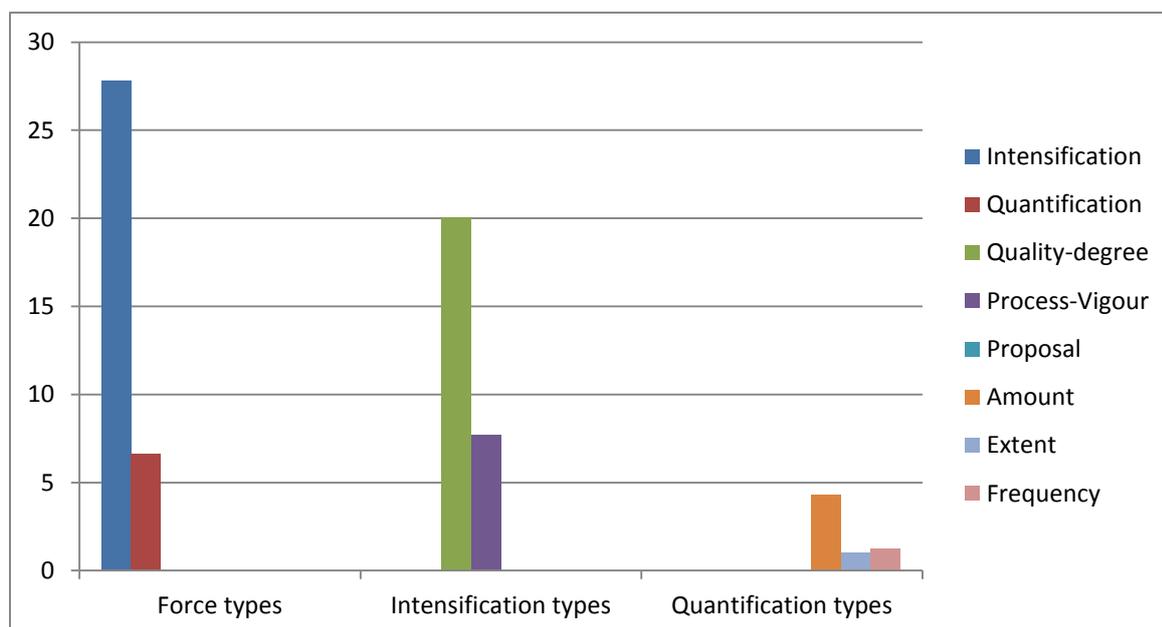


Figure 5-15: The proportions of Force types and subtypes in the Vietnamese discussions

As Intensification of Quality-Degree and Quantification of Amount have the highest proportions among other subtypes in the same system, these two categories will be used to illustrate realisations of Intensification and Quantification in section 5.3.2.2.

5.3.2.1.2. The proportions of Force scales in the Vietnamese discussions

Another dimension that Force instances were analysed against was Scale which refers to the up-scale or down-scale instances of Force. It was revealed that the proportion of up-scale instances of Force is much larger than down-scale instances, which is shown in Figure 5-16.

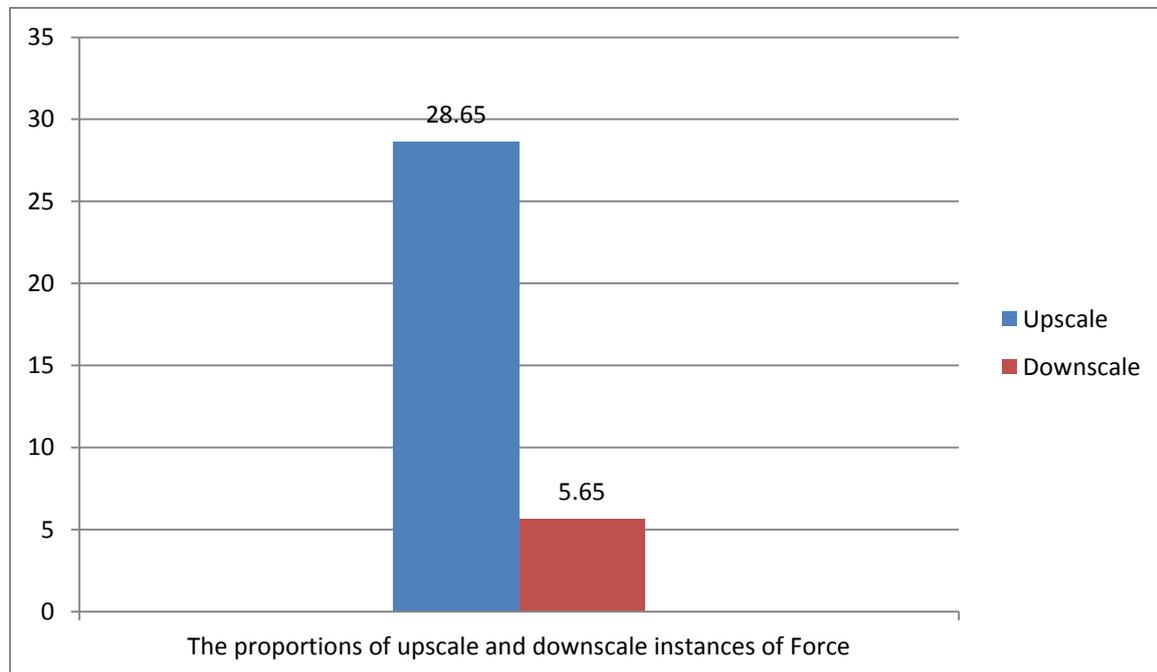


Figure 5-16: The proportions of upscale and downscale instances of Force in the Vietnamese discussions

A preliminary interpretation of this result at this stage could be that the minor deployment of downscale instances of Force in the Vietnamese discussions is due to the influence of the ideational meaning and the tenor relations. As the participants appeared to have quite equal power and social status, the need to downgrade Attitude for hedging purposes would not be as significant as when the participants have unequal power and social status. However, the examination of the influence of field and tenor on the choice of language is beyond the scope of this study.

5.3.2.1.3. The proportions of the realisation strategies of Force in the Vietnamese discussions

The third aspect that Force instances were analysed against was realisation strategies. In the coding scheme, there were four realisation strategies of Force, which are (1) Isolated

lexemes, (2) Semantic Infusion, (3) Repetition and (4) Swearing. Among the realisation strategies of Force, only Isolated lexemes has two further options, which are Lexical items and Grammatical items. It was revealed that Isolated lexeme was the main realisation strategy of Force in the Vietnamese discussion while Repetition and Swearing were very small proportions. Within Isolated lexemes, the proportions of Grammatical items and Lexical items were almost the same. The proportions of the realisation strategies of Force are illustrated in Figure 5-17.

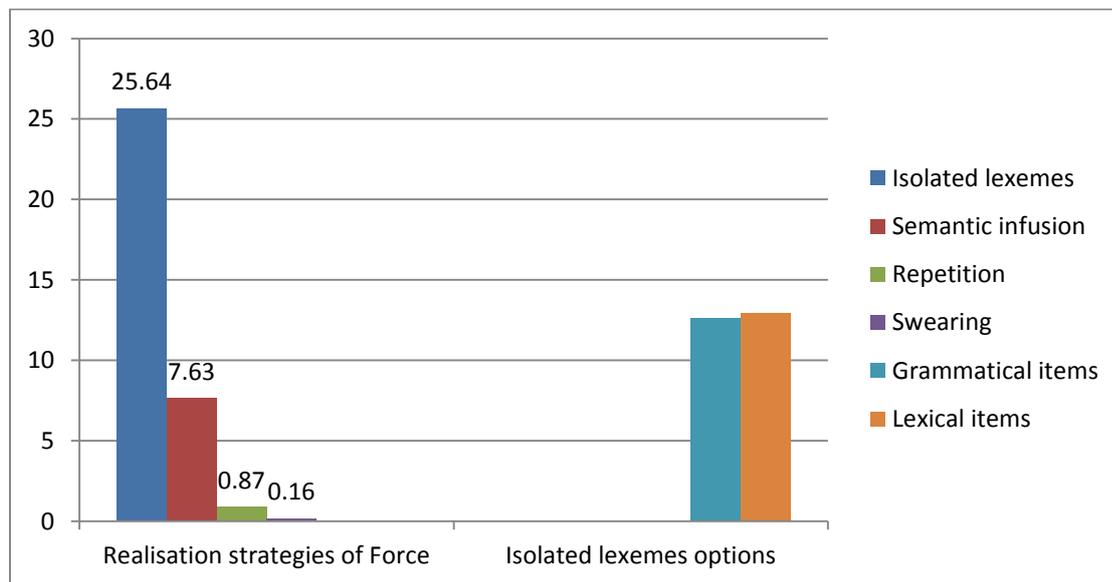


Figure 5-17: The proportions of realisation strategies of Force in the Vietnamese discussions

The primary implication of the results is that this may be due to the influence of social purpose and social context of the language use. In other words, as the context of the data was in a semi-casual oral discussion, the dominant use of Isolated lexemes may be a feature of spoken language. However, this point will be illustrated via a closer examination of the realisations of Force in section 5.3.2.2.

5.3.2.1.4. The proportions of types of meaning of Force in the Vietnamese discussions

The last dimension that Force instances were analysed against was Meaning, which refers to the figurative meaning or non-figurative meaning of Force instances. It was found from the analysis that the non-figurative meaning instances of Force occupy a dominant proportion as

shown in Figure 5-18. Figurative meaning instances were only a very small proportion of all Force instances.

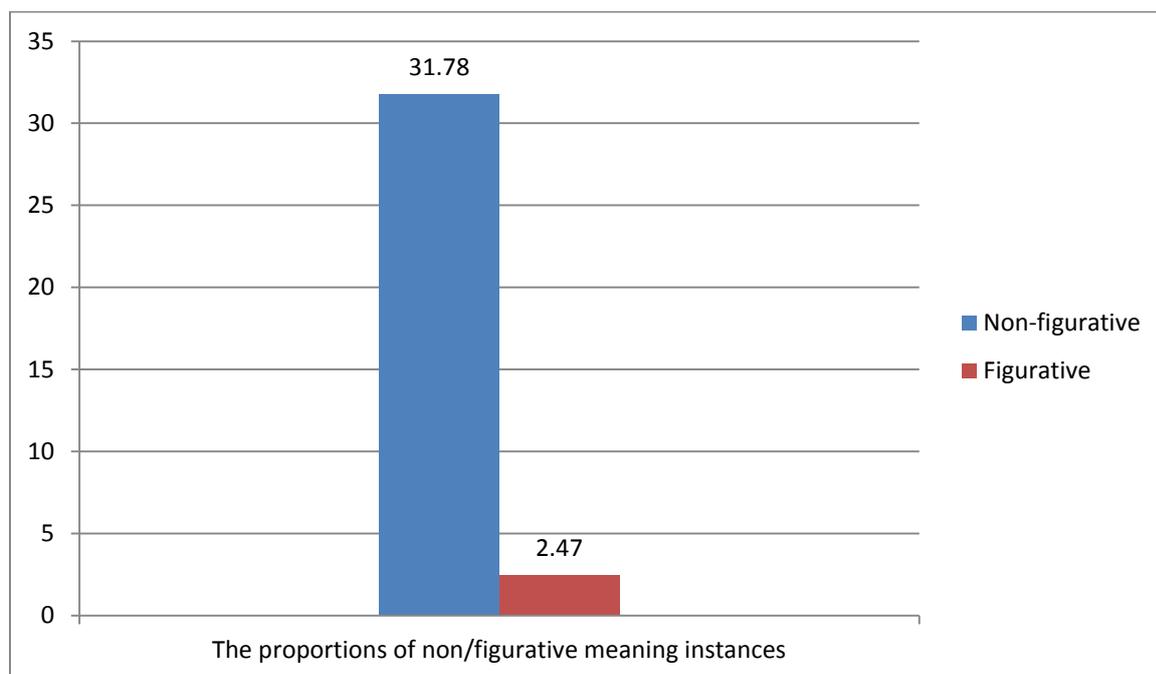


Figure 5-18: The proportions of figurative and non-figurative instances of Force in the Vietnamese discussions

The result suggests that figurative meaning may not frequently be present in the genre and field of the current study which is oral discussions of academically related topics.

5.3.2.2. *The realisations of Force in the Vietnamese discussions*

As indicated in section 5.3.2.1, the realisations of Force will be illustrated by the Force subtypes that have the highest proportions, which are Intensification of Quality-Degree (in section 5.3.2.2.1) and Quantification of Amount (in section 5.3.2.2.2). Realisations of other Force types can be found in Appendix 9. Realisations of Force will be illustrated in terms of (1) realisation strategies and (2) scale. The isolated lexical items and semantic infusion realisation strategies will also be reported in terms of figurative or non-figurative meaning. Distinctive realisations of Force in the Vietnamese language will be also indicated.

5.3.2.2.1. Realisations of Intensification of Quality-Degree in the Vietnamese discussions

Intensification of Quality-Degree in the Vietnamese data was realised using all four strategies: Isolated Lexemes, Semantic Infusion, Repetition and Swearing. Among these strategies, the proportion of Isolated Lexemes (represented in blue) was the dominant as illustrated in Figure 5-19.

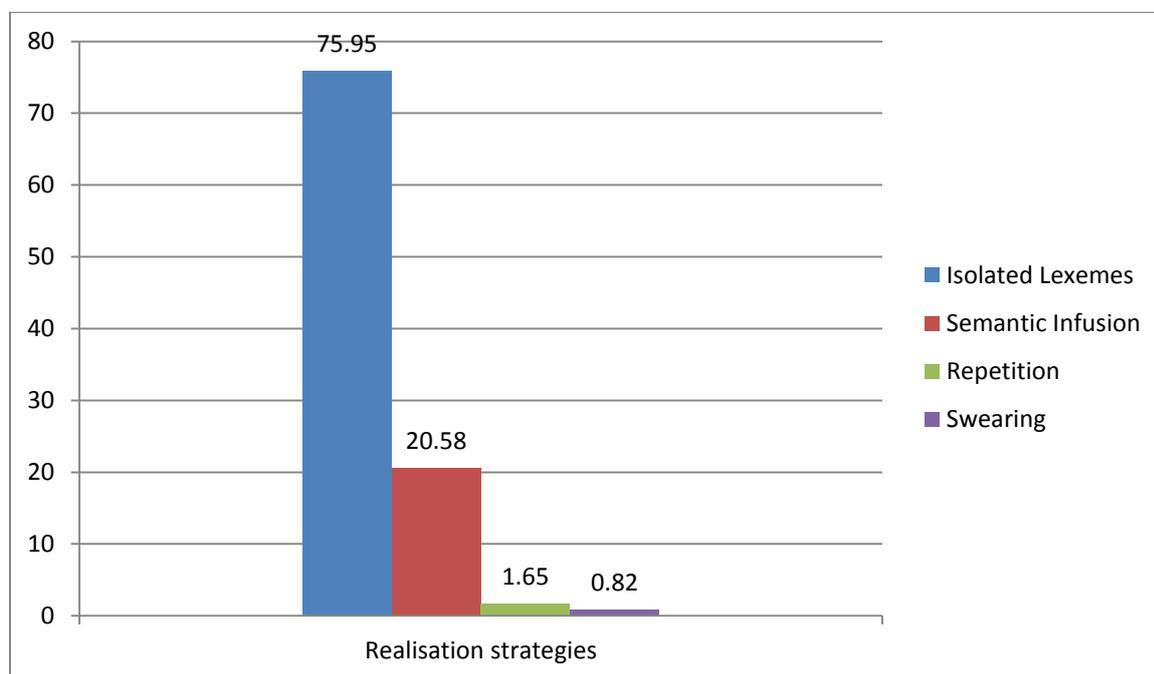


Figure 5-19: Realisation strategies of Intensification of Quality-Degree in the Vietnamese discussions

The following sections illustrate how each of realisation strategies was deployed to convey the meaning of Intensification of Quality-Degree.

a. Isolated lexemes

The Isolated Lexemes strategy refers to the use of Isolated Grammatical items and isolated lexical items. In the Vietnamese discussions, the proportion of Grammatical items realising Quality-Degree was much higher than the proportions of lexical items.

a.1. Grammatical items

There were 16 different grammatical items among 238 instances of Grammatical items realising Quality-degree in the Vietnamese discussions as presented in Table 5-27, in which

down-scale realisations are in **bold** and upscale realisations are in normal font. “Rất là” –the intensified realisation of “very”- was used with the highest frequency in the Vietnamese discussions (108 times). The number of upscale and downscale instances was equal. A rough English translation is provided in *italics*.

Table 5-27: Grammatical items realising Quality-degree in the Vietnamese discussions

| | | | | | |
|--------------------------------------|-----|---|---|---|---|
| rất là <i>(upscale of “very”)</i> | 108 | very | | chỉ là | 2 |
| rất very | 39 | không... lắm <i>not..very</i> | 9 | <i>only</i> | |
| quá <i>too</i> | 24 | khá là <i>upscale of “ khá”</i> | 6 | chưa... lắm <i>not yet...very</i> | 1 |
| hơi <i>a little</i> | 23 | khá <i>quite</i> | 2 | không ... mấy <i>not...very</i> | 1 |
| lắm | 20 | hơi bị <i>upscale of “hơi”</i> | 2 | | |

Realisations of Quality-degree via Grammatical items in context are exemplified in Table 5-28. Distinctive features of the Vietnamese language are marked with an asterisk (*).

Table 5-28: Realisations of Quality-degree via Grammatical items in the Vietnamese discussions

| Scale | Grammatical items | Grammatical items realising Quality-Degree in context |
|-----------|---|---|
| Upscale | *rất là (upscale of “rất”-very) (casual expression) | Em cảm thấy *rất là khó chịu. <i>I feel very very annoyed.</i> |
| | rất very | Lợi thế của mình là học thuộc rất tốt. My advantage is that I learn by heart very well. |
| | quá too | Không thể bình luận vì người ta quá* giỏi. <i>I can't make any comments because they are too good.</i> Tức quá thì đánh nhau. (When they get) too angry, (they) fight with each other. |
| | lắm very | Việt Nam nhà mình tham nhũng lắm . <i>Our Vietnam is very corrupt.</i> |
| Downscale | *không... lắm not...very | Nhóm mình điểm không được cao lắm . <i>The mark of our group was not very high.</i> |
| | *không...mấy not...very (downscale of “không... lắm”-not very) | Thật ra mình cũng không bừa bộn mấy đâu. <i>Actually I'm not very messy.</i> |
| | hơi a little/a bit | Khu đấy hơi xa so với trung tâm thành phố. <i>That area is a bit far from the city centre.</i> |
| | *hơi bị a little bit (casual expression) | Em nghĩ em *hơi bị lo sợ về nó. <i>I think I'm a little bit anxious about it.</i> |
| | khá quite | Cuộc sống của mình khá vui. <i>My life is quite fun.</i> |
| | khá là upscale of “khá” (quite) (casual expression) | Nó cũng phân tích khá là cụ thể. <i>It also analyses quite very specifically.</i> |
| | chỉ là only | Em nghĩ ở Úc cái dạy nhìn chung cũng chỉ là được thôi. <i>I think in Australia the teaching in general is only OK.</i> |

What is noticeable from Table 5-28 is that apart from the equivalent grammatical resources for realising Intensification of Quality in English for upscaling attitudes, for example, “rất” (very), “quá” (*too*), “lắm” (*very*), and for downscaling attitudes, for example, “hơi” (*a little*), “khá” (*quite*) and modality of limiting “chỉ là” (*only*) (Halliday & Matthiessen, 2004, p.129), in the Vietnamese data there are also distinctive grammatical resources for intensifying Quality-Degree including “rất là” and “hơi bị”. “Rất là” is the grammatical upscale intensification of “rất” (very), “khá là” is the grammatical upscale intensification of “khá”, and “hơi bị” is the grammatical upscale intensification of “hơi” (a little) as in instances (a), (b) and (c). Both these instantiations are colloquial language. The English translation of “rất là” (*very very*) and “hơi bị” (*a little bit*) is not the word by word equivalent of the original Vietnamese expressions.

(a) Em cảm thấy **rất là** khó chịu.

*I feel **very very** annoyed.*

(b) Em nghĩ em **hơi bị** lo sợ về nó.

*I think I'm **a little bit** anxious about it.*

(c) Chỗ ở hiện tại của em cũng **khá là** tốt.

*My current accommodation is **quite very** good.*

Additionally, three instances of intensification of negation were found, in which “không...lắm” (not very) and “không...mấy” (not...very) downscale the negation as in instances (d) and (e).

(d) Nhóm mình điểm **không** được cao **lắm**.

*The mark of our group was **not very** high.*

(e) Thật ra mình cũng **không** bừa bộn **mấy** đâu.

*Actually I'm **not very** messy.*

a.2. Lexical items

There were 27 different realisations among 133 instances of lexical items realising Quality-degree in the Vietnamese discussions as presented in Table 5-29, in which down-scale realisations are in **bold** and upscale realisations are in normal font. Figurative instances are bolded and underlined. “Hơn” (more) was used with the highest frequency in the Vietnamese

discussions (60 times). The number of upscale and downscale instances was equal. An approximate English translation is provided in *italics*.

Table 5-29: Lexical items realising Quality-Degree in the Vietnamese discussions

| | | | | | |
|---|----|--|---|--|---|
| hơn <i>more</i> | 60 | không chỉ... mà còn <i>not only...but also</i> | 2 | <i>so much that</i> | |
| cực kì <i>extremely</i> | 19 | một tí <i>a little bit</i> | 2 | cao <i>high</i> | 1 |
| nhất <i>most/best</i> | 13 | đỡ <i>less</i> | 1 | <u>xi ngâu</u> ... | 1 |
| trương đối <i>moderately</i> | 6 | càng ... hơn <i>much more</i> | 1 | vô cùng <i>endlessly</i> | 1 |
| hoàn toàn <i>entirely/completely</i> | 4 | vật <i>strikingly</i> colloquial expression | 1 | nói gì đến... <i>not to mention</i> | 1 |
| nhật tình <i>enthusiastically</i> | 3 | nhăn nhở <i>grinning</i> | 1 | một cách... tuyệt đối <i>absolutely</i> | 1 |
| ngay <i>instantly/right</i> | 2 | lăn ra <i>fall out</i> | 1 | một chút <i>a little</i> | 1 |
| thật là <i>truly</i> | 2 | chẳng ... tí nào <i>not at ...all</i> | 1 | ngất ngưỡng <i>swaying, unsteady</i> | 1 |
| luôn <i>instantly</i> | 2 | thực sự <i>really</i> | 1 | | |
| hết sức <i>extremely</i> | 2 | đến như thế | 1 | | |

As can be seen from the table above, the number of downscale realisations are minimal compared to upscale ones with only 4 realisations. There were 5 realisations of figurative meaning among the 27 different lexical instantiations of Quality-Degree.

Realisations of Quality-degree via lexical items in context are exemplified in Table 5-30. Distinctive features of Vietnamese are marked with an asterisk (*).

Table 5-30: Realisations of Quality-degree via lexical items in the Vietnamese discussions

| Scale | Lexical items | Lexical items realising Quality-Degree in context |
|---------|---|--|
| Upscale | hơn <i>more</i> | Ở những khu gần trường cho thuê lại phòng thì đễ hơn . <i>Living in the areas near the uni, it is more easy (easier) to sublease rooms.</i> Nó có những điều kiện tốt hơn cho mình. <i>It has more good (better) conditions for us.</i> |
| | cực kì <i>extremely</i> | Ở cùng với ông ấy cũng là một người cực kỳ cẩn thận, sạch sẽ và tốt tính. <i>The person living with him is also extremely careful, clean and kind-hearted.</i> |
| | nhất <i>most/best</i> | Học sinh tốt nhất của tôi là cái thằng không bao giờ đến lớp mà vẫn được điểm cao nhất . <i>The most good (best) student of mine is the guy who never came to class, still he got the most high (highest) mark.</i> |
| | càng ... hơn <i>much more</i> | Các thầy cô giáo ở trường ĐH thì càng tử tế hơn . <i>University lecturers are much more kind.</i> |
| | chẳng ... tí nào <i>not at ...all</i> | Khi học thì thấy hay mà khi thi xong thì thấy chẳng hay tí nào . <i>When I studied it I found it interesting but when I finished the exam I found it not interesting at all.</i> |
| | không chỉ... mà còn <i>not only...but also</i> | <i>Họ không chỉ dạy ở trường mà còn làm ở nhiều nơi khác nữa.</i> <i>They not only teach at uni but work in many other places.</i> |
| | nói gì đến... <i>not to mention</i> | ...chỉ cần liên hệ với giám đốc công ty đã khó, nói gì đến 1 vị quan chức cấp cao như thế. <i>...it's already difficult to contact a manager of a company, not to</i> |

| | | |
|-----------|--|--|
| | | <i>mention such a high-ranking official.</i> |
| | vật <i>strikingly</i> | Môn Marketing Management thì nó có một cái case study to vật . <i>In the Marketing Management unit, there is one strikingly big case study.</i> |
| | nhăn nhở <i>grinning/frowningly</i> | Môn đấy cực kỳ khó, khó nhăn nhở luôn. <i>That unit is extremely difficult, just frowningly (extremely) difficult.</i> |
| | xì ngầu | ...nói chung là cứ loạn xì ngầu lên. <i>...generally speaking (it) is just so messily chaotic.</i> |
| | ngất ngưỡng <i>swaying, unsteady</i> | Điểm bài assignment nào cũng cao ngất ngưỡng . <i>The marks for any assignments were swayingly (extremely) high.</i> |
| Downscale | tương đối <i>moderately</i> | Mình đang ở tương đối gần trường. <i>I'm living moderately close to uni.</i> |
| | đỡ <i>less</i> | Sao không nói như thế này đi để mình đỡ vất vả ? <i>Why hadn't (the lecturer) said so so that we would be less industrious?</i> |
| | một chút <i>a little</i> | Bực mình một chút thôi. <i>Just a little disturbed.</i> |

In general, lexical resources for intensifying Quality-Degree from the Vietnamese data are similar to the English data in that there are many equivalent resources between the two languages, such as “cực kì” (*extremely*), “một chút” (a little).

It is also noticeable that “không chỉ... mà còn” (*not only...but also*) and “nói gì đến...” (*not to mention that...*) can function as upscale intensifiers of Quality-Degree such as in instances (a) and (b):

(a) *Họ không chỉ dạy ở trường mà còn làm ở nhiều nơi khác nữa.*

They not only teach at uni but work in many other places.

(b) *...chỉ cần liên hệ với giám đốc công ty đã khó, nói gì đến 1 vị quan chức cấp cao như thế.*

*...it's already **difficult** to contact a manager of a company, **not to mention** such a high-ranking official.*

These potential resources for Intensifying Attitude will be pursued further in chapter 7.

Many instances of figurative expressions were found in this category. The figurative expressions (“to vật”- *strikingly big*, “khó nhăn nhở”- *frowningly difficult*, “loạn xạ ngẫu”- *messily chaotic*, “cao ngất ngưỡng”- *swayingly high*) of upscaling Quality-Degree in the Vietnamese data are all colloquial expressions. The translation of the figurative expressions does not necessarily reflect the colloquial connotations of the original expressions.

- **Distinctive features of the Vietnamese language**

One distinctive feature of the Vietnamese language in relation to the grammatical realisations of Intensification of Quality-Degree in the Vietnamese discussions is that unlike in the English language, resources for comparatives (“hơn”- *more*) and superlatives (“nhất”-*most*) in Vietnamese are not grammatical items but lexical items. Adjectives in Vietnamese do not change their forms when they become comparatives and superlatives. The meaning of the comparatives and superlatives was created by adding the two lexical items, “hơn” (*more*) and “nhất” (*most*) after the adjectives as in “dễ hơn” (*more easy*) and “cao nhất” (*most high*). The same thing happens for downgrading comparatives, when “đỡ” (*less*) is added after the adjectives as in “đỡ vất vả” (*less industrious*).

b. Semantic Infusion

There were 97 instances of Semantic Infusion realising Intensification of Quality-Degree in the English discussion, among which there were a large number of realisations (68 Semantic Infusion items) in which 58 were upscale and 10 were downscale realisations as presented in Table 5-31 and Table 5-32 respectively. Figurative meaning instances are bolded and underlined. Sample translations are provided in the discussion.

Table 5-31: Semantic Infusion realising Upscale Intensification of Quality-Degree in the Vietnamese discussions

| | |
|---------------------------|---|
| may mắn | 7 |
| tuyệt vời | 3 |
| chăm chỉ | 3 |
| khó khăn | 3 |
| hoàn hảo | 2 |
| đầy đủ | 2 |
| sạch sẽ | 2 |
| lo sợ | 2 |
| <u>dở hơi</u> | 2 |
| căng thẳng | 2 |
| mệt mỏi | 2 |
| phấn khởi | 2 |
| <u>khùng khiếp</u> | 2 |
| sợ hãi | 1 |
| <u>mềm mại</u> | 1 |
| thiệt thòi | 1 |
| rõ rệt | 1 |
| kĩ càng | 1 |
| <u>cao siêu</u> | 1 |
| thú vị | 1 |
| <u>loạn lạc</u> | 1 |
| tồi tệ | 1 |
| <u>chối với</u> | 1 |
| độc tài | 1 |
| vất vả | 1 |
| dễ dàng | 1 |
| quý giá | 1 |
| kín kẽ | 1 |
| lí thú | 1 |
| chín chu | 1 |
| <u>ghê gớm</u> | 1 |
| vui vẻ | 1 |
| đau khổ | 1 |
| cực | 1 |
| chuẩn | 1 |
| bận bịu | 1 |
| <u>kinh hoàng</u> | 1 |
| tối thui | 1 |
| <u>gắn kết.</u> | 1 |
| <u>sáng sủa</u> | 1 |
| tâm tạm | 1 |
| lạc quan | 1 |
| <u>chặt chẽ</u> | 1 |
| chẳng | 1 |
| tận tình | 1 |
| thảm hại | 1 |
| hứng khởi | 1 |
| tạm bợ | 1 |
| dữ dội | 1 |
| <u>chau chuốt</u> | 1 |
| bừa bộn | 1 |
| kinh khủng | 1 |
| kinh | 1 |
| gần gũi | 1 |
| <u>rộng rãi</u> | 1 |
| khổ sở | 1 |
| gọn gàng | 1 |
| <u>nổi cộm</u> | 1 |

Table 5-32: Semantic Infusion realising Downscale Intensification of Quality-Degree in the Vietnamese discussions

| | |
|------------------|---|
| ồn | 4 |
| đỡ | 3 |
| được | 2 |
| xích mích | 2 |
| kho khó | 1 |

| | |
|-----------|---|
| yếu | 1 |
| hay | 1 |
| trục trặc | 1 |
| kém | 1 |
| dễ dễ | 1 |

As can be seen from the two tables above, the Semantic Infusion realisations Intensification of Quality-Degree are very diverse, with less repetitive use of one particular item. Figurative meaning instances occurred both in the upscale and downscale categories, however, there were more instances of figurative meaning as realisations of upscale Intensification of Quality-Degree.

The Semantic Infusion realisations can be separated into three groups: (1) Reduplicatives, (2) Compounds and (3) Mono-syllable semantically infused words. Of these three groups of semantic infusion, the third one, semantically infused words, is actually the equivalent of what Martin and White (2005) outlined as semantic infusion. The first two groups (reduplicatives and compounds) are distinctive features of the Vietnamese language compared with English (see Chapter 2, section 2.6). Sometimes instances of the third group may be confused with compounds because the words are also made up of more than one syllable. However, they are originally single words with two syllables only. Table 5-33 exemplifies how these groups realise upscale and downscale intensification of Quality-Degree.

Table 5-33: Realisations of Quality-degree via Semantic Infusion in the Vietnamese discussions

| Semantic Infusion types | Scale | Instances | Semantic Infusion realising Quality-Degree in context |
|-----------------------------------|-------|--|---|
| Reduplicatives | Up | mệt mỏi <i>very mentally exhausting</i> | Môi trường làm việc rất là mệt mỏi . <i>The work environment is very mentally exhausting.</i> |
| | Down | kho khó <i>Slightly difficult</i> | Cũng mâu thuẫn là muốn học môn nào nó kho khó một tí. <i>(There's) also a conflict that (I) want to study a unit which is a little slightly difficult.</i> |
| Compounds | Up | hứng khởi <i>excited and eager</i> | Trong: Sau khi viết xong cảm thấy rất là hứng khởi cho mấy môn sau. <i>Trong: After finishing the writing (I) felt very excited and eager for the following units.</i> |
| | Down | NONE | |
| Semantic Infusion /Non-core words | Up | tuyệt vời <i>fabulous</i> | Cảnh thì rất là tuyệt vời . <i>The scenery is very fabulous.</i> |
| | Down | trục trặc <i>hitch</i> | Khi sống chung với người khác thì thỉnh thoảng cũng có trục trặc . <i>When living with other people, there are sometimes hitches.</i> |

c. Repetition

There were 8 instances of Intensification Quality-degree realised through Repetition found in all four Vietnamese discussions as presented in Table 5-34. The Repetition strategy always upscales the intensification of Attitude.

Table 5-34: Repetition as a realisation strategy of Intensification of Quality-Degree in the Vietnamese discussions

| Intensified meaning | Repetition instances |
|---------------------|--|
| -ve Sec: Disquiet | “Có cá thối chết. Có cá thối chết”. Nói thẳng “Có cá thối chết”. <i>“There’s stinky dead fish. There’s stinky dead fish.” He said it in a straightforward way. “There’s stinky dead fish”.</i> |
| -ve Tenacity | Họ không làm việc, không đưa ra ý kiến, hoặc khi mình gặp nhau để bàn nhóm, họ cũng không thèm xuất hiện luôn. <i>They didn’t work, didn’t give any ideas, or when we meet for a group discussion, they just didn’t bother turning up either.</i> |
| -ve Tenacity | Tao bận lắm, tao phải đi làm, tao ở xa lắm, tao không tới được, tao bận. <i>(As an excuse for not attending group meetings, they always said:) I’m very busy, I have to work far from here, I live very far from here, I can’t come, I’m busy.</i> |
| +ve Benefit | Có một cái group assignment nó giúp cho sinh viên vừa có group working skills, vừa có 1 cái kĩ năng tự nghiên cứu và vừa sáng tạo đề xuất các cái kế hoạch. <i>Having a group assignment helps students to have “vừa” group working skills, “vừa” acquired research skills, and “vừa” creativity in planning proposal.</i> |
| +ve Capacity | Em thì...em có thể nói là dễ nhất, dễ ăn, dễ ngủ, cái gì cũng dễ, học hành cũng dễ. <i>I can say that I’m the easiest person in the house, easy in eating, easy in sleeping, easy in everything, easy in studying.</i> |
| -ve Normality | Nước mắm chị Hà cũng không ăn, hạt tiêu cũng không ăn, các thứ kia cũng không ăn. <i>Ha doesn’t eat fish sauce either, doesn’t eat pepper either, doesn’t eat all the other things either.</i> |
| +ve Capacity | Mình có thể hiểu sâu hơn, hiểu kĩ hơn, biết được khả năng của mình hơn. <i>I can understand more deeply, understand more thoroughly, can better know about my capacity.</i> |

All the instances presented in the table above are repetition of similar grammatical structure and similar meaning. There was no instance of repetition of individual words as outlined in Martin and White (2005, p. 144). To be precise, the instances of “repetition” listed above are actually linguistic *parallelism*, which will be further discussed in chapter 8.

d. Swearing

There were 2 instances of Intensification of Quality-degree realised through Swearing as indicated by Martin and Rose (2007, p. 48). The data analysis also revealed two other instances of Intensification of Quality-Degree through Exclamation. These resources always upscale the intensification of Attitude as presented in Table 5-35.

Table 5-35: Quality-Degree realised via Swearing and Exclamation in the Vietnamese discussions

| Intensified meaning | Resources | Swearing and Exclamation instances |
|--------------------------------------|-------------|---|
| -ve Jud: Normality (towards self) | Swearing | Trời ơi , tự nhiên mình lại vướng vào cái bận đở hơi như thế này! <i>God, naturally I'm involved in a burden with such an abnormal classmate!</i> |
| -ve Appre: Quality | Swearing | Em toàn phải học cái khỉ gió gì ấy. <i>I have to study all the damn things.</i> |
| +ve Aff: Pleasure | Exclamation | Sướng thật! Có mỗi mình mình mà phải tạo ra một ban. <i>How ecstatic! Only me myself create one department.</i> |
| -ve Aff: Disquiet | Exclamation | Thời đó người ta giao tiền mặt hàng tỷ đồng luôn. Kinh khủng! <i>At that time people just brought billions of (Vietnamese) dong in cash to transact. Horrible!</i> |

Discussion of Exclamation as a resource of Intensification will be further pursued in chapter 8.

5.3.2.2.2. Realisations of Quantification of Amount in the Vietnamese discussions

Quantification-Amount in the English discussions was realised by all three strategies: Isolated Lexemes, Semantic Infusion, and Repetition. Although Swearing was a realisation strategy of Intensification, it was not a resource for Quantification. Among the three realisation strategies of Quantification-Amount, the proportion of Isolated Lexemes (represented in blue) was dominant, which is the same trend for Intensification, as illustrated

in Figure 5-20. The Isolated Lexemes strategy consisted of both grammatical and lexical items, in which the proportion of lexical items was dominant.

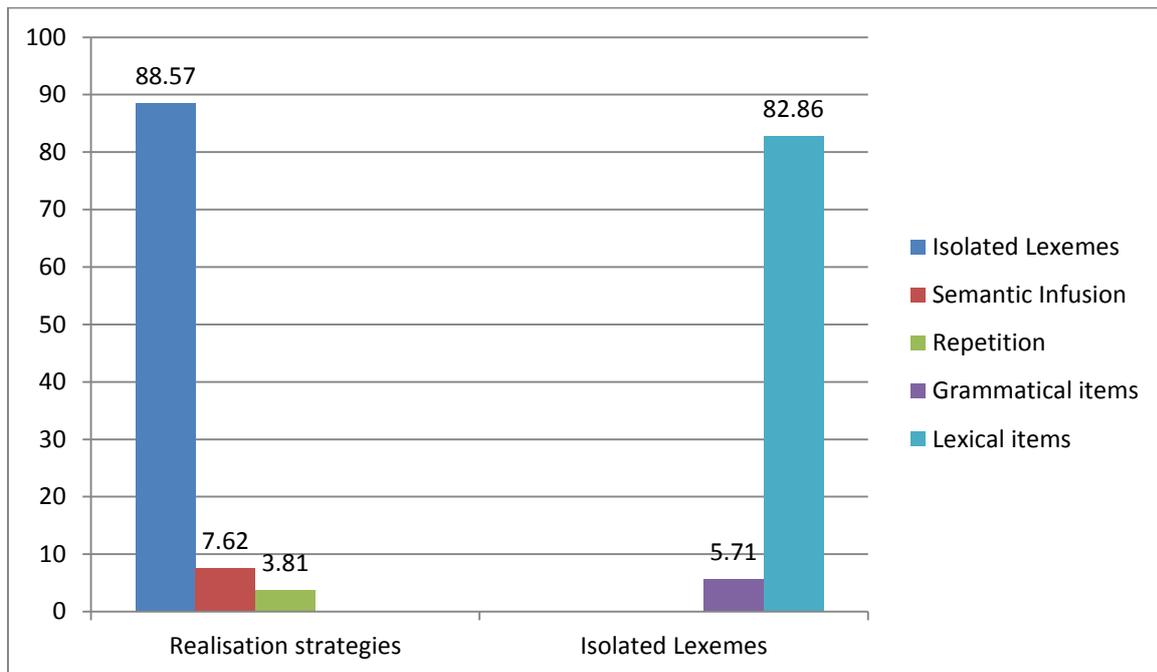


Figure 5-20: The proportions of realisation strategies of Quantification-Amount in the Vietnamese discussions

The following sections illustrate how each of the realisation strategies was deployed to convey the meaning of Quantification of Amount in the Vietnamese discussions.

a. Isolated Lexemes

For realisations of Quantification-Amount in the Vietnamese discussions, the proportion of lexical items were much higher than grammatical items as illustrated in Figure 5-20, which is the opposite trend to Intensification where the proportion of grammatical items was much higher.

a.1. Grammatical items

There were only two different grammatical items realising Quantification-Amount in the Vietnamese discussions among 6 instances as presented in Table 5-36. Both of the grammatical items were for upscale Quantification of Amount.

Table 5-36: Grammatical items realising Quantification-Amount in the Vietnamese discussions

| | | |
|-------|---|----------|
| đều | 5 | (83.33%) |
| những | 1 | (16.67%) |

Realisations of Quantification-Amount via grammatical items in context are exemplified in Table 5-37. An approximate English translation is provided in italics. Both of the grammatical items are distinctive features of the Vietnamese language.

Table 5-37: Grammatical items realising Quantification-Amount in the Vietnamese discussions

| Scale | Grammatical items | Grammatical items realising Quantification-Amount in context |
|-----------|--|---|
| Upscale | đều <i>all the same</i> | Mọi người đều phấn khởi là bài dễ thì kết quả sẽ khá hơn. <i>Everyone was all the same excited that (when) the exam questions were easy then the results would be likely to be better.</i> |
| | những <i>plural particle</i> | Mình cũng có những kinh nghiệm làm việc. <i>I also have work (plural particle) experiences.</i> |
| Downscale | NONE | |

a.2. Lexical items

There were 30 different lexical items realising upscale Quantification of Amount among 62 instances and 13 different lexical items realising downscale Quantification of Amount among 28 instances as presented respectively in Table 5-38 and Table 5-39, in which figurative meaning instances are bolded and underlined. Translation of samples of the data is provided in the subsequent discussion.

Table 5-38: Lexical items upscaling Quantification of Amount in the Vietnamese discussions

| | |
|--------------------|----|
| nhiều | 21 |
| vừa | 3 |
| lớn | 3 |
| tất cả | 3 |
| rất nhiều | 3 |
| thêm | 2 |
| mọi thứ | 2 |
| nhiều người | 2 |
| cao | 2 |
| một trăm phần trăm | 1 |

| | |
|----------------------|---|
| đưa nào cũng | 1 |
| từ a-z | 1 |
| từ đầu đến cuối sách | 1 |
| mọi người | 1 |
| hết | 1 |
| To | 1 |
| mọi | 1 |
| cái gì cũng | 1 |
| đa số | 1 |
| nhiều cái | 1 |

| | |
|------------------------|---|
| đủ mọi kiểu | 1 |
| rất là nhiều | 1 |
| hai đến ba | 1 |
| bác nào cũng | 1 |
| đa phần | 1 |
| 3 tiếng | 1 |
| đủ thứ | 1 |
| ai cũng | 1 |
| cả lớp | 1 |
| <u>một đồng</u> | 1 |

Table 5-39: Lexical items downscaling Quantification of Amount in the Vietnamese discussions

| | | | | | |
|--------------------|---|----------------|---|-------------|---|
| một tí | 5 | dần | 2 | rất ít | 1 |
| không ...cái gì cả | 2 | tí | 2 | một chút ít | 1 |
| một chút | 4 | thấp | 2 | duy nhất | 1 |
| một ít | 2 | không có nhiều | 1 | | |
| một số | 4 | không nhiều | 1 | | |

As can be seen from the two tables above, the lexical items realising Quantification of Amount in the Vietnamese discussions are very diverse with less repetitive use of one particular item compared to the grammatical items realising Intensification of Quality-Degree in the English discussions.

Realisations of Quantification-Amount via lexical items in context are exemplified in Table 5-40. There are no instances of distinctive features of Vietnamese grammar in this category.

Table 5-40: Lexical items realising Quantification-Amount in the Vietnamese discussions

| Scale | Lexical items | Lexical items realising Quantification-Amount in context |
|-------|---|--|
| Up | từ A đến Z <i>from A to Z</i> | Nhìn chung cũng phải học từ A đến Z . <i>In general, (I) also have to study from A to Z.</i> |
| Down | duy nhất <i>one single</i> | Điều mình không hài lòng duy nhất đó là việc ông ấy nuôi chó mèo. <i>The one single thing that I'm not pleased with is that he keeps dogs and cats.</i> |

b. Semantic Infusion

There were 6 different Semantic Infusion items realising Quantification of Amount, among which half were upscale and half were downscale instances as presented in Table 5-41 in

which figurative meaning instances are bolded and underlined, upscale instances are in normal font, downscale instances are bolded, and an approximate English translation is in italics.

Table 5-41: Semantic Infusion realising Quantification of Amount in the Vietnamese discussions

| | |
|---|---|
| tất tần tật <i>all together</i> | 1 |
| <u>kinh khủng</u> <i>horrible</i> | 1 |
| khủng <i>gigantic</i> | 1 |
| hiếm <i>rare</i> | 1 |
| nho nhỏ <i>smallish</i> | 1 |
| vừa vừa <i>just enough</i> | 1 |

Although the number of instances of Semantic Infusion realisations of Quantification of Amount in the Vietnamese discussions was not high, the realisations are quite diverse, with no repetitive use of one particular item. They can also be categorised into two groups: (1) reduplicatives (i.e. “nho nhỏ” -*smallish*, “vừa vừa”-*just enough*, and “tất tần tật”- *all and everything*), and (2) mono-syllable semantically infused words (i.e. “khủng”-*gigantic*).

One instance of figurative meaning (i.e. “kinh khủng”-*horrible*) was deployed to realise upscale Quantification of Amount. Realisations of Quantification of Amount via Semantic Infusion in the Vietnamese discussions are exemplified in Table 5-42. Distinctive features of the Vietnamese language are marked with an asterisk (*).

Table 5-42: Realisations of Quantification of Amount via Semantic Infusion in the Vietnamese discussions

| Semantic Infusion types | Scale | Instances | Semantic Infusion realising Quality-Degree in context |
|-----------------------------------|-------|-------------------------------------|--|
| Reduplicatives | Up | *tất tần tật <i>all together</i> | Mỗi học kỳ ở đâu cũng có tất tần tật là 9 môn. <i>Each semester in any university there are all together 9 units.</i> |
| | Down | *nho nhỏ <i>smallish</i> | Em cũng có một vấn đề nho nhỏ . <i>I also have one smallish problem.</i> |
| Semantic Infusion /Non-core words | Up | khủng <i>huge</i> | Đó là một sự đầu tư khủng . <i>That is a huge investment.</i> |
| | Down | hiếm <i>rare</i> | Những người tầm đây trở lên thì cực kỳ hiếm . <i>People from that ranking and above are extremely rare.</i> |

As can be seen from the table above, the reduplicatives are the distinctive Vietnamese resource for realisations of upscale and downscale Quantification of Amount.

c. Repetition

Although repetition was not mentioned as a Quantification strategy by Martin and White (2005), four instances of Repetition as realisations of Quantification of Amount were found in the Vietnamese data, one of which is exemplified as in (a).

(a) Hồi đấy thực ra là cả lớp nó đi kiện ông đấy. Cả **bọn Ausie, lẫn sinh viên quốc tế, Việt Nam; tóc đen, tóc vàng, tóc đỏ** [giggle] dắt díu nhau lên trường khoa.

*At that time in fact the whole class went to sue him. All **the Aussies, with the international students, and the Vietnamese; black hair, blond hair, red hair** dragging each other to the Head of School.*

The repetition of Quantification-Amount functions to upscale the quantity. More discussion of Repetition as a realisation of Quantification will be pursued in chapter 8.

5.3.2.3. Summary of the deployment of Force in the Vietnamese discussions

The deployment of Force in the Vietnamese discussions was distinguished by the dominant use of Intensification of Quality-Degree and Quantification of Amount, in which the main realisation strategy for both Force types was via Isolated Lexemes with almost equal deployment of Lexical and Grammatical items. Isolated Lexemes and Semantic Infusion realisations of Force in the Vietnamese discussions were particularly plentiful, rich and very diverse. A substantial number of instances of figurative meaning were found in Lexical items and in Semantic Infusion strategies.

Similarly to the English data, results of the analysis for Force in the Vietnamese discussions were suggestive of a possible extension of Force types such as Intensification of Negation, Intensification of Quantity, a more delicate extension of realisation strategy of Force such as a more delicate categorisation of Repetition and the inclusion of Repetition as a realisation strategy of Quantification. In addition, the data have also demonstrated an additional resource of Intensification, which is Exclamation. The refinement in the theorisation of Force will be discussed in more detail in chapter 7.

The theorisation of Force in English has enabled an understanding of distinctive Force resources in Vietnamese which are Reduplicatives and Compound words, and distinctive grammatical realisations of Force in Vietnamese, including the realisations of Comparative and Superlatives as Lexical items instead of Grammatical items as in the English language and the expression of Quantification of Amount through a Grammatical item- the plural particle “những” in Vietnamese.

5.3.3. The deployment of Focus in the Vietnamese discussions

The deployment of Focus was examined from the perspectives of (1) the proportions of Focus instances in respect to three aspects as indicated in the coding scheme: (a) Focus types, (b) Scale, and (c) Realisation strategies which will be reported in section 5.3.3.1, and (2) the realisations of Focus which will be reported in section 5.3.3.2.

5.3.3.1. The proportions of Focus instances in the Vietnamese discussions

The three aspects of Focus as indicated in the coding scheme were: (1) Focus types, (2) Scale, and (3) Realisation strategies. Unlike Force where instances were investigated in relation to figurativeness in meaning, the investigation of Focus instances did not include this dimension. The proportions of Focus types, Scales and Realisations will be reported respectively in sections 5.3.3.1.1, 5.3.3.1.2, and 5.3.3.1.3.

5.3.3.1.1. The proportions of Focus types in the Vietnamese discussions

There are two Focus types in the Appraisal coding scheme, which are: (1) Valeur and (2) Fulfillment, each of which has two other subtypes. Valeur has the options of: (1) Authenticity and (2) Specificity. Valeur has four subtypes of Entities and Qualities (for Authenticity) and Entities and Number (for Specificity). Fulfillment has the options of: (1) Completion and (2) Actualisation, which do not have any further subtypes.

It was revealed that between the two Focus types, Valuer far outnumbered Fulfilment. Among the Focus subtypes (including Valeur and Fulfillment types), Specificity of Number was dominant, which will be used to illustrate the realisations of Focus in the Vietnamese discussions. It is noticeable that no instance was recorded for Authenticity-Qualities. The proportions of Focus types and subtypes are illustrated in Figure 5-21.

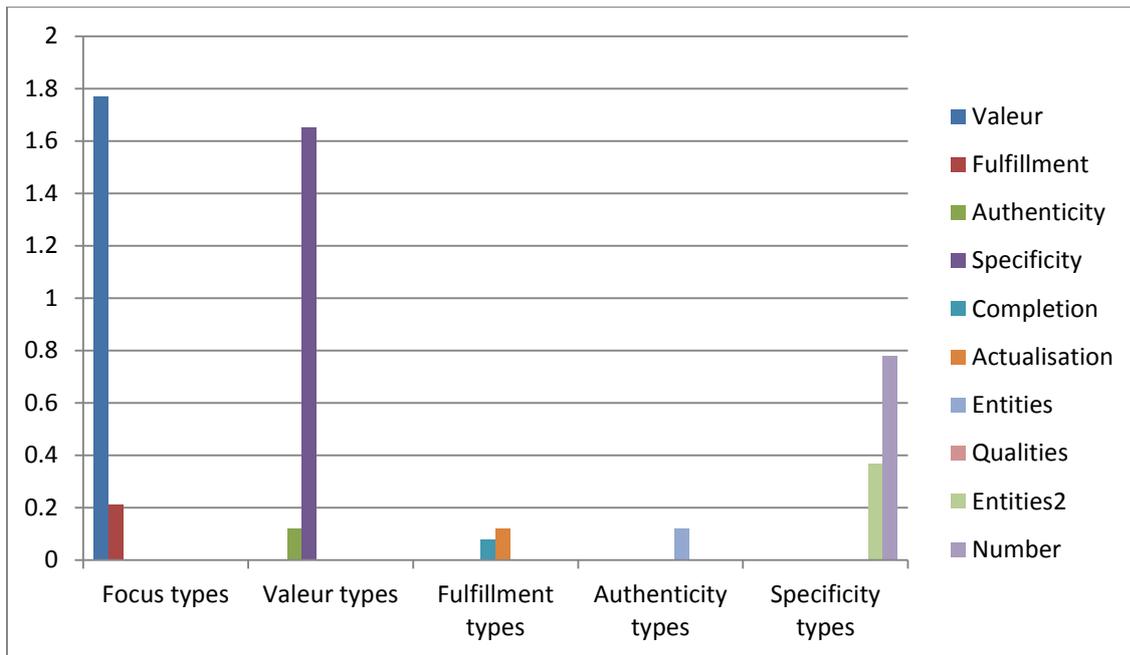


Figure 5-21: The proportions of Focus types and subtypes in the Vietnamese discussions

5.3.3.1.2. The proportions of Focus scales in the Vietnamese discussions

Apart from Focus types, instances of Focus were also analysed against the scale, which refers to the sharpening or softening instances. It was revealed that the proportion of Softening instances (represented in blue) was much larger than the proportion of Sharpening instances (represented in red) as shown in Figure 5-22.

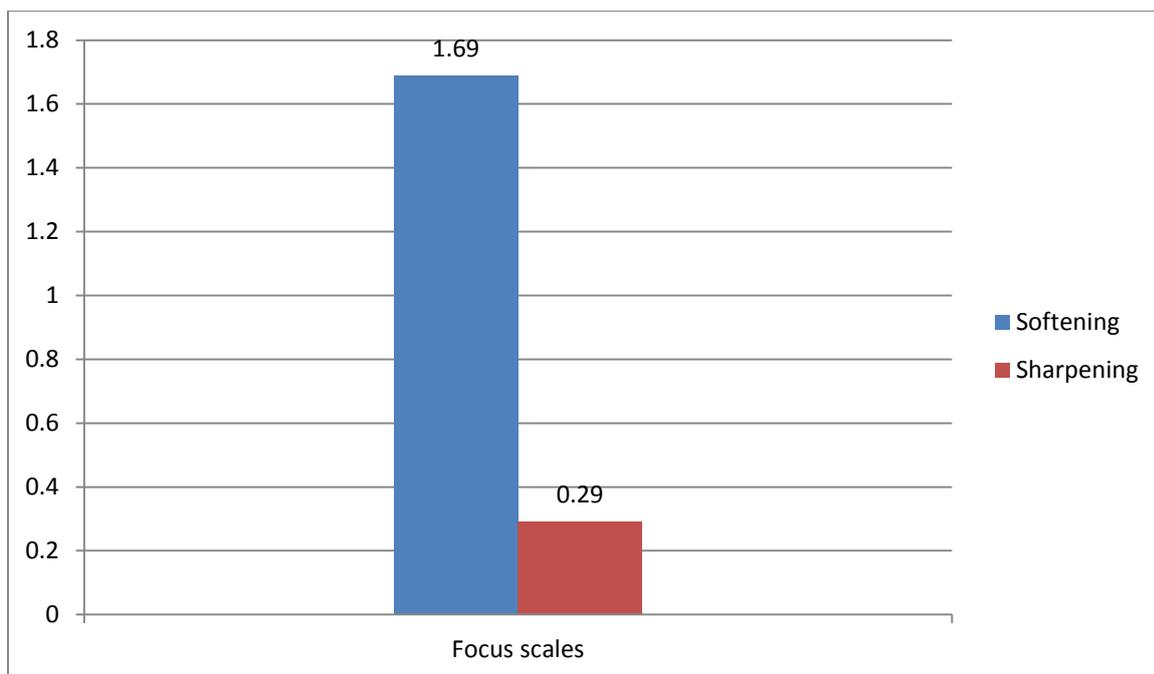


Figure 5-22: The proportions of Sharpening and Softening instances of Focus in the Vietnamese discussions

This result of the proportion of Focus scales in combination with Focus types above demonstrates that in the Vietnamese discussion, the participants predominantly deployed Softening of Specificity of Number. With a closer examination of the realisations of this Focus subtype in context which is presented in section 5.3.3.2, interpretation can be made about this deployment, which will be discussed in chapter 7.

5.3.3.1.3. The proportions of realisation strategies of Focus in the Vietnamese discussions

The last dimension that instances of Focus were analysed against was realisation strategies which have only two options: (1) Isolated lexemes or (2) Semantic Infusion. Results of the analysis demonstrated that the proportion of Isolated lexemes instances of Focus was much greater than the proportion of Semantic Infusion instances, as shown in Figure 5-23.

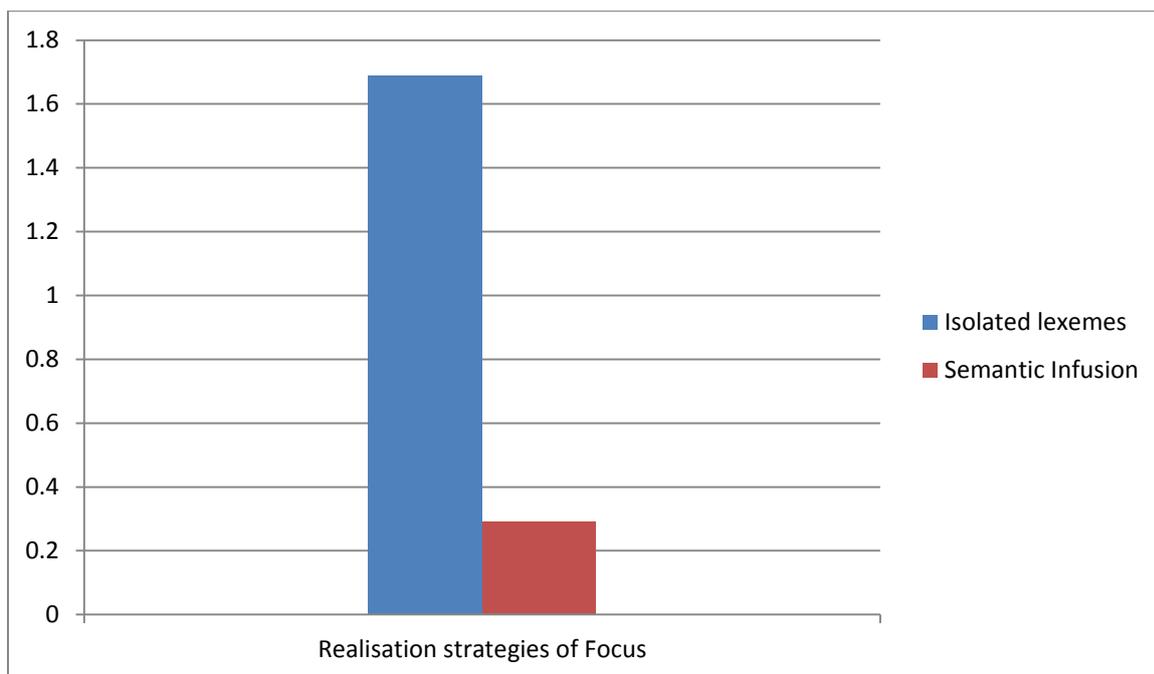


Figure 5-23: The proportions of realisation strategies of Focus in the Vietnamese discussions

5.3.3.2. The realisations of Focus in the Vietnamese discussions

As indicated in section 5.3.3.1.1, the realisations of Focus will be illustrated by the Focus subtype that had the highest proportion, which is Valeur-Specificity of Number. In addition, as Valeur-Authenticity of Entities is the dominant Focus subtype in the English data, its corresponding subtype in the English data will also be used to illustrate realisations of Focus for later comparison between the English and Vietnamese data sets. Realisations of other Focus types can be found in Appendix 9.

5.3.3.2.1. Realisations of Valeur-Authenticity of Entities in the Vietnamese discussions

There were three instances of Valeur-Authenticity of Entities in the Vietnamese discussions, two of which were realised via Isolated lexemes and the other via Semantic Infusion (i.e. Reduplicative), which is the distinctive resource in the Vietnamese language. The realisations of Valeur-Authenticity of Entities are presented in Table 5-43.

Table 5-43: Realisations of Authenticity-Entities in the Vietnamese discussions

| Scale | Realisation strategies | Instances | Realisations of Authenticity-Entities in context |
|---------|------------------------|--|---|
| Sharpen | | gốc <i>original</i> | ...tức là dân toàn nói tiếng Anh gốc , không phải nói tiếng Anh là ngôn ngữ thứ hai. <i>...which means all the people who speak original (authentic) English, not people who speak English as a second language.</i> |
| Soften | Isolated Lexemes | kiểu <i>short of</i> | ...trước đây em có ở, có ở mấy ngày thôi, ở một cái – kiểu một cái nhà cho thuê ấy ạ <i>Before I used to live-just for a few days-in a sort of rental house.</i> |
| | Semantic Infusion | gần gần <i>close close</i> <i>(nearly similar)</i> | ...Nhưng mà mình như này mình thích sống ở trong kiểu homestay hoặc là cái môi trường nào gần gần như thế . <i>...But like me I prefer living in a homestay or some environment nearly similar to that.</i> |

5.3.3.2.2. The realisations of Valeur-Specificity of Number in the Vietnamese discussions

There were 6 different realisations of Valeur-Specificity of Number in the Vietnamese discussions among 19 instances, all of which were for softening the Focus realised via Isolated Lexical items as shown in Table 5-44. Distinctive realisations of Vietnamese are marked with an asterisk (*).

Table 5-44: Lexical instantiations of Valeur-Specificity of Number in the Vietnamese discussions

| | |
|--------------------------------------|----|
| khoảng <i>about</i> | 13 |
| một hai* <i>one two</i> | 2 |
| bảy tám* <i>seven eight</i> | 1 |
| ba bốn* <i>three four</i> | 1 |
| khoảng độ <i>around</i> | 1 |
| gần <i>approximately/close to</i> | 1 |

Realisations of Valeur-Specificity of Number in context are presented in Table 5-45.

Table 5-45: Realisations of Specificity-Number in the Vietnamese discussions

| Scale | Realisation strategies | Instances | Realisations of Specificity-Number in context |
|---------|------------------------|--|--|
| Soften | Isolation | Khoảng <i>About</i> | Nhà em ở gần trường, khoảng 5 phút đi bộ. <i>My house is close to uni, about 5 minutes walk.</i> |
| | | *Ba bốn <i>Three four</i> <i>(three or four)</i> | Mình học nguyên một khóa học ba bốn tháng. <i>I studied the whole course (which is) three four (three or four) months</i> |
| Sharpen | NONE | | |

One of the notable features of Vietnamese is the use of two consecutive numbers such as “Ba bốn” (*three four*) together as a means of softening the specificity of numbers. In the instances presented in Table 5-45, the specificity of the duration of the course was softened to avoid the precise statement of three months or four months.

5.3.3.3. Summary of the deployment of Focus in the Vietnamese discussions

This section has demonstrated the deployment of Focus in the Vietnamese discussions, which is distinguished by the dominant utilisation of the Softening of Valeur-Specificity of Number realised by equivalent resources to English such as “khoảng” (*about*), as well as distinctive features of Vietnamese language - the use of two consecutive number expressions “ba bốn” (*three four*). The section has also presented how the Vietnamese distinctive realisation, Reduplicative as a Semantic Infusion strategy can soften Focus.

Conclusion

In conclusion, the chapter has addressed the second research question examining the deployment of Attitude and Graduation resources in the Vietnamese language by reporting the data analysis from two perspectives (i.e the proportions of Attitude and Graduation instances and the range of realisations of Attitude and Graduation) with initial discussions of the findings and indication of possible refinement of the theorisation of the Attitude and Graduation systems of the Appraisal framework. It is very clearly noticeable that in the deployment of Attitude and Graduation in the Vietnamese discussions by Vietnamese graduate students in Australia there was a diverse range of realisations of Attitude and Graduation resource. For Attitude, the lexical instantiations of inscribed Attitude were plentiful, rich and very diverse with less repetitive use of one particular item than in the English data and with very frequent utilisation of non-core words. The grammatical realisations were quite varied in terms of functional and formal linguistic description. Invoked Attitude, particularly Provoked and Flagged Attitude, was realised by a variety of resources, especially figurative language and non-core vocabulary, which enabled a refinement of the theorisation of realisations of invoked attitude in the Appraisal framework.

Graduation-Force was expressed mostly by isolated lexemes with equal deployment of grammatical and lexical items. In cases where isolated lexical items or semantic infusion

items were deployed, the realisations were very diverse with relatively frequent use of figurative meaning. Graduation-Focus was also deployed mostly for softening of numbers.

Similarly to the English data, results of the analysis of the Vietnamese data either are suggestive of or provide evidence for a refinement of the theorisation of various Attitude and Graduation types such as Normality, Capacity, Impact, Quality, and Complexity (for Attitude) and Intensification of Negation, Intensification of Quantity, an extension of Repetition types and the inclusion of Repetition as a realisation strategy of Quantification, and a possible extension of Focus types to include Valeur-Specificity of Process. Furthermore, the analysis of the Vietnamese data has enabled an understanding of additional resources for Intensification (i.e. Exclamation) and for Provoking Attitude (i.e. Irony and Exaggeration).

Most importantly, the chapter has demonstrated important distinctive Attitude and Graduation resources of the Vietnamese language such as the person reference terms and categorisers (for Attitude) and reduplicatives and compound words (for Graduation). In addition, the chapter also displayed distinctive grammatical realisations of Attitude and Graduation in Vietnamese, including the use of Mental process “cảm thấy” (*feel*), the use of adjectives as realisations of Circumstance of Manner, the intensification of the negative polarity particle “không”, the realisation of Modulation via modal particles “có thể” and “được”, and so on. By presenting results of the distinctive Vietnamese Appraisal resources and realisations, the chapter has also addressed the fourth research question:

4. To what extent does the theorizing of appraisal resources in English have application to the understanding of appraisal resources in Vietnamese?

A detailed discussion of the distinctive Vietnamese Appraisal resources and realisations will be pursued in chapter 7. The subsequent chapter, chapter 6, will report results of comparison between the deployment of Attitude and Graduation resources in the English and Vietnamese discussions, which will address research question 3.

CHAPTER 6: COMPARING THE DEPLOYMENT OF ATTITUDE AND GRADUATION RESOURCES IN ENGLISH AND VIETNAMESE DISCUSSIONS

Introduction

The deployment of Attitude and Graduation resources in the English and Vietnamese discussions was analysed and reported in chapters 4 and 5 respectively from two perspectives: (1) the proportions of Attitude and Graduation instances and (2) the range of realisations of Attitude and Graduation instances. This chapter reports results of the comparison between the deployment of Attitude and Graduation resources in English and Vietnamese discussions from the same perspectives. This chapter will address the third research question:

What are the differences in the deployment by Vietnamese graduate students of Attitude and Graduation resources in Vietnamese and in English discussions?

The chapter will begin in section 6.1 with a comparison of the proportions of Attitude instances deployed in the two languages, which will immediately be followed by the illustrations of the lexical and grammatical realisations of the categories that have the highest proportions in each corpus. The chapter will then present in section 6.2 the comparison of the proportions of Graduation instances deployed in the two languages, which will also be followed by the illustrations of the realisations of the categories that have the highest proportions in each corpus. The aspect of non-standard English expressions indicated in chapter 4 and the aspect of distinctive Appraisal resources of Vietnamese indicated in chapter 5 will be discussed in detail in chapter 7.

The comparisons will show a large gap between the capacity to deploy evaluative language in English as a second or foreign language (L2) in comparison to Vietnamese as the first language (L1) of highly competent Vietnamese speakers of English who had already satisfied the English language proficiency requirements to enroll in an Australian university. Furthermore, the differences will also indicate that there are distinctive resources of

Appraisal in the Vietnamese language as well as in spoken language that the theorisation of the current Appraisal framework in English helps recognise.

6.1. A comparison of the deployment of Attitude in the English and Vietnamese discussions

The deployment of Attitude in the English and Vietnamese discussions was compared from two perspectives: (1) the proportions of Attitude instances and (2) the realisations of Attitude, which will be presented in sections 6.1.1 and 6.1.2 respectively.

6.1.1. A comparison of the proportions of Attitude instances in the two corpora

The comparison between the proportions of Attitude instances in the two corpora was investigated in three respects: (1) the proportions of Attitude types, (2) the proportions of inscribed and invoked Attitude, and (3) the proportions of negative and positive instances.

Results of the analysis revealed that in the same amount of time (approximately 4 hours of discussions), the participants produced 1931 instances of Appraisal (consisting of both Attitude and Graduation) in the English discussions and 2413 instances of Appraisal in the Vietnamese discussions. This difference is indicative of a gap in the capacity to produce a rich evaluative discussion in English as L2 and in Vietnamese as L1.

The data analysis also demonstrated that although there were differences in the proportions of inscribed and invoked, positive and negative Attitude in the English and Vietnamese discussions, the trends of these two aspects in the two corpora were the same. In other words, in both corpora, the participants deployed much higher proportions of inscribed and positive Attitude than invoked and negative Attitude.

Different trends, however, were found in the proportions of Attitude types in the two languages. In the English discussion, Appreciation was the most frequently deployed Attitude type while it was Judgement in the Vietnamese discussion even though the proportion of Judgement was not much higher than Appreciation in the Vietnamese discussions. This difference is illustrated in [Figure 6-1](#).

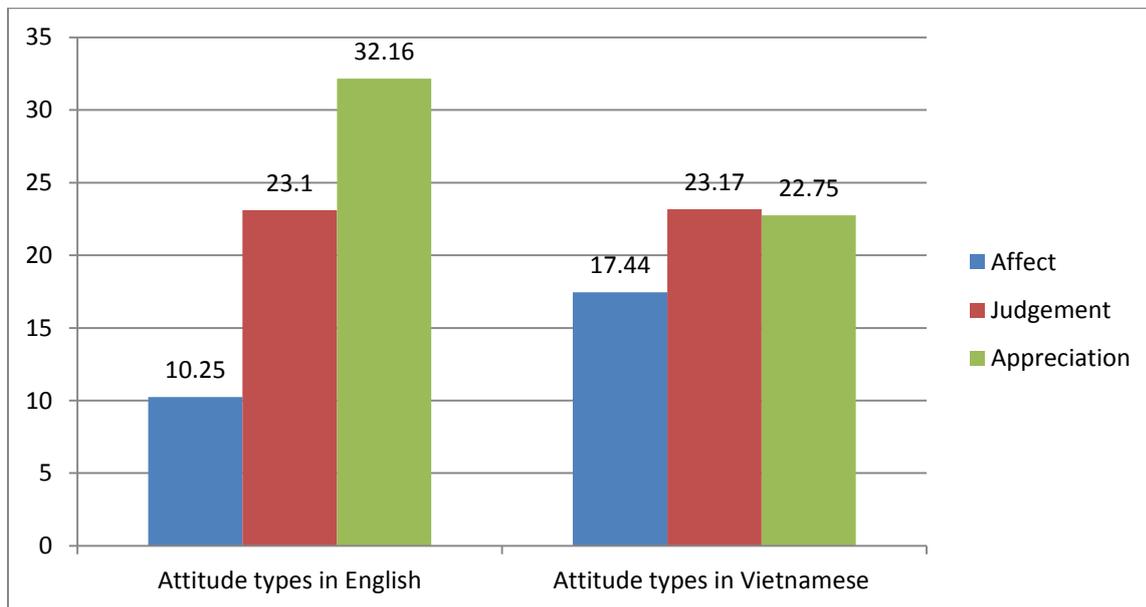


Figure 6-1: The differences in the proportions of Attitude types in the English and Vietnamese discussions

As can be seen from Figure 6-1, the deployment of Attitude types in the English discussions was much more disproportional compared to the Vietnamese discussions. The deployment of Attitude types in the English discussions was skewed towards Appreciation, a relatively more impersonal type of Attitude than Affect. In the Vietnamese discussions, however, the proportions of the three types of Attitude were more even, even though Affect is also the least frequently deployed Attitude type. This is suggestive of the possibility that the participants were not familiar with expressions of personal feelings- Affect in English as the result of their EAP oriented English language instruction.

In terms of Attitude subtypes (i.e. Affect types and subtypes, Judgement types, and Appreciation types and subtypes), the two corpora were similar in the largest proportion of Judgment types (i.e. Capacity) and Appreciation types (i.e. Reaction-Quality), but were different in the largest proportion of Affect types. In the English discussions, the most frequently deployed Affect type was Dis/Inclination-Desire while it was Dis/Satisfaction-Dis/Pleasure in Vietnamese. A combination of the result of the difference in the proportions of Attitude types and subtypes with the difference in realisations of these subtypes between the two corpora will enable a more insightful interpretation of this difference. In the following sections, realisations of Displeasure and Desire (for Affect), Capacity (for

Judgement) and Quality (for Appreciation) will be compared to illustrate the differences in the range of realisations of Attitude between two data sets.

6.1.2. A comparison of the realisations of Attitude in the two corpora

The comparison of the range of realisations of Attitude in the English and Vietnamese data was undertaken separately for inscribed and invoked Attitude. The realisations of inscribed Attitude in the two corpora are compared in section 6.1.2.1 in relation to: (1) lexical instantiations, (2) core/non-core-ness of the lexical instantiations, and (3) grammatical realisations described in terms of function and form. The differences in the lexical instantiations of Attitude in the English and Vietnamese discussions are revealed from the comparison of (1) the ratio of the number of lexical instantiations per number of instances and (2) the ratio of the number of non-core realisations per number of lexical instantiations in the two data sets.

Invoked Attitude will be compared in section 6.1.2.2 according to the invocation strategies (i.e. Provoke, Flag and Afford).

6.1.2.1. A comparison of the realisations of inscribed Attitude in the two corpora

The realisations of inscribed Attitude in the English and Vietnamese discussions were compared by examining the differences in the realisations of Affect, Judgement and Appreciation respectively in sections 6.1.2.1.1, 6.1.2.1.2, and 6.1.2.1.3. The comparison will be illustrated by the differences in the realisations of the most frequently deployed types of Affect, Judgement and Appreciation in each corpus.

6.1.2.1.1. A comparison of the realisations of inscribed Affect in the two corpora

As indicated in section 6.1.1, the most frequently deployed Affect subtype in the English discussions was Desire and in Vietnamese was Dis/Pleasure, and these categories are used to illustrate the differences in the realisations of Affect in the two corpora. Overall, the difference in the realisations of Affect in the two corpora is that in the Vietnamese discussions, lexical instantiations were more diverse with frequent utilisation of non-core

words and the grammatical realisations were more flexible with greater variety in terms of function and form.

a. Differences in realisations of Desire in the English and Vietnamese discussions

- **Differences in lexical instantiations of Desire**

Lexical instantiations of Desire in the English and Vietnamese discussions are presented in [Figure 6-1](#), in which non-core realisations are bolded and underlined. In the English discussions, the ratio of the number of lexical instantiations per number of instances was 15/55, which is slightly higher than the ratio in the Vietnamese discussion, which was 12/47. However, the ratio of the number of non-core realisations per number of lexical instantiations in the Vietnamese discussions (i.e. 5/12) is much higher than in the English discussions (i.e. 2/15).

Table 6-1: Differences in lexical instantiations of Desire in the English and Vietnamese discussions

| Lexical instantiations of Desire in English | Lexical instantiations of Desire in Vietnamese |
|---|--|
| want 24 | muốn 21 |
| hope 8 | <i>want</i> |
| need 4 | nhu cầu 5 |
| wants 3 | <i>demand</i> |
| would like 3 | cần 4 |
| expect 2 | <i>need</i> |
| expectation 2 | <u>mong muốn</u> 3 |
| didn't feel miss 2 | <i>desire</i> |
| open to answer 1 | tò mò 3 |
| expects 1 | <i>curious</i> |
| curious 1 | <u>kì vọng</u> 2 |
| <u>ambitious</u> 1 | <i>expect strongly</i> |
| curiosity 1 | sẵn sàng 2 |
| <u>desire</u> 1 | <i>willing</i> |
| look forward to 1 | <u>đòi</u> |
| | <i>insist</i> |
| | yêu cầu 1 |
| | <i>require</i> |
| | <u>mong ước</u> 1 |
| | <i>strong wish/ expect+wish</i> |
| | <u>thèm</u> 2 |
| | <i>be crave for</i> |
| | nhớ 1 |
| | <i>miss</i> |

A closer examination of the lexical instantiations of Desire in the two corpora reveals that some different lexical instantiations in the English corpus actually originate from the same root word with derivation of tenses and number only. For example, “want” and “wants” were recorded to be two different lexical instantiations but they are actually the same verb with derivations in tense and number. The same phenomenon is observed in other pairs of lexical instantiations such as “expect” and “expects”. As a result, Desire in the English discussions only had 13 different lexical instantiations instead of 15. In contrast, all the lexical instantiations in the Vietnamese discussions are different from each other.

- **Differences in grammatical realisations of Desire**

The grammatical realisations of Desire in the English and Vietnamese discussions are represented in [Table 6-2](#) and [Table 6-3](#) respectively.

Table 6-2: Grammatical realisations of inscribed Desire in the English discussions

| Grammatical Realisations | | Forms | Instances | Realisations of inscribed Desire in context |
|--------------------------|-----------------------|---------|-------------------|--|
| Functions | | | | |
| Gen | Spec | | | |
| Pro | Mental | V | want | They really want to communicate. |
| Par | Goal | N | hope | I really put high hope on this subject*. |
| Pro | Mental | V | need | We need real case study, real lessons, from real business. |
| Par | Goal | N | expectation | I put too much expectation on the course. |
| Modulation | Inclination | Modal V | would like | I would like to study more. |
| Par | Attrib | VG | open to answer* | When I went out to interview people here, everyone open to answer your questions. |
| Par | Attrib/ Possessive | Adj* | ambitious* | So when I came here, I just have my own desire, my own ambitious , my own knowledge from my self-study. |
| Par | Attrib/ Possessive | N | curiosity | Some kind of- some students say you really have a curiosity* . |
| Par | Attrib/ Possessive | VG | look forward to | They have [[something to... to look forward to]] and they need to understand the fact and everything and they expect a lot from the course like practical but for me everything is not,== can't be perfect |

Table 6-3: Grammatical realisations of inscribed Desire in the Vietnamese discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed Desire in context |
|--------------------------|--------|-------|---|---|
| Functions | | | | |
| Gen | Spec | | | |
| Pro | Mental | V | muốn want | Nếu mà muốn ăn cá thì mua cá khô về nướng cũng được. <i>If (we) want to eat fish, we will buy dried fish and grill it, that'll be OK.</i> |
| Par | Value | N | nhu cầu demand | ...nói chung nhu cầu của mình chỉ cần pass. <i>...in general my demand (is) just to pass.</i> |
| | Attrib | | | Khi bạn ấy sang xong thì bạn ấy lại có nhu cầu chuyển đến Canberra. <i>After she arrived, she again had the demand to move to Canberra.</i> |
| Pro | Mental | V | cần need | Khi ốm đau thì cần có người Việt vì họ có thể hiểu, có thể chăm sóc được mình. <i>When (we are) sick, (we) need Vietnamese (friends) because they can understand and take care of us.</i> |
| Pro | Men | V | mong muốn desire | Cái mà em mong muốn thay đổi rất nhiều nhất chính là cái lối tư duy. <i>The thing that I desire to be changed the most is the way of thinking.</i> |
| Par | Attrib | Adj | tò mò curious | ...em chọn những cái môn chủ yếu là do mình cảm thấy rất là tò mò . <i>...I chose those units mainly because I felt very curious.</i> |
| Pro | Mental | V | kì vọng hope with strong conviction | ...nói chung thì mình kì vọng hơn rất nhiều so với những cái mình gặp ở đây. <i>...generally speaking I had hoped with strong conviction (about what I will study here) much more than what I see here.</i> |
| Par | Attrib | Adj | sẵn sàng willing | ...chỉ cần họ thấy anh đúng là đang viết cho vấn đề cần của họ thì họ sẵn sàng tiếp để họ trả lời phỏng vấn. <i>...providing that they see that you are truly writing about</i> |

| | | | | |
|-----|--------|---|--|--|
| | | | | <i>their problems they will be willing to welcome you and answer your interview questions.</i> |
| Pro | Verbal | V | đòi <i>insist</i> | Nó hỏi một loạt những công ty của Úc mà em còn chẳng hiểu những công ty đó ... làm về cái gì mà lại đòi so sánh. <i>It (the exam question) asks about a series of Australian enterprises while I don't even understand what areas these enterprises work in (how can I) insist on making comparison among them.</i> |
| Pro | Verbal | V | yêu cầu <i>require</i> | ...người ta lại phải yêu cầu mình chứng minh tài chính rất nhiều. <i>...they have to require me to have lots of financial proofs.</i> |
| Par | Attrib | N | cái mong ước <i>strong desire and wish</i> | ...mọi thứ thay đổi thành ra mình cũng thay đổi cái... môn học của mình một chút nhưng nó vẫn giữ tinh thần của cái... mong ước của mình trước khi mình sang đây. <i>...every thing has been changing so I also change the subjects I learn a bit, but they still remain the same strong desire and wish as before I came here.</i> |
| Pro | Mental | V | thèm <i>crave for</i> | Hồi em mới sang thì rất là thèm đồ Việt, thật sự rất là thèm đồ Việt. <i>When I just newly arrived I very much craved for Vietnamese food, really very much craved for Vietnamese food.</i> |
| Pro | Mental | V | nhớ <i>miss</i> | Ví dụ như cuối tuần mà không có nhậu nhẹt gì cũng thấy nhớ . <i>For instance if there's no drinking at the weekend, I will also feel I'm missing it.</i> |

As can be seen from the two tables, the grammatical realisations of inscribed Desire in the English discussions are less diverse than in the Vietnamese discussions. In the English discussions, the realisation in functional terms was mostly as Participant (Attributes), then Participant (Goal), Mental Process and Modulation (“would like”). The realisations in forms were noun groups, adjectives and verb groups including a modal verb. However, the adjectival realisation in form is incorrect usage. In the Vietnamese discussions, the functional realisations were more diverse with Processes (Mental and Verbal), Participants (Attribute)

and Participants (Value). In terms of form, the realisations were via verbs, nouns, and adjectives.

Desire in the English discussions was deployed mostly in the discussion of the course that the participants enrolled in. In the Vietnamese data, Desire was deployed in a variety of topics, from the course the participants enrolled in, similarly to the English data, to experiences with accommodation and flat mates and the participant’s professional standing in Vietnam. A closer examination of the grammatical realisations of inscribed Desire in the two corpora reveals that when expressing the same idea - the course the participants enrolled in - the realisations of Desire were much more sophisticated in the Vietnamese data than in the English data. This difference is illustrated in Table 6-4, in which the participants were discussing the same idea about what they expected from their course.

Table 6-4: Differences in realisations of Desire in the two languages when expressing the same idea

| Realisations of Desire in English | Realisations of Desire in Vietnamese |
|--|---|
| I put too much expectation on the course. | ...nói chung thì mình kì vọng hơn rất nhiều so với những cái mình gặp ở đây. |
| I really put high hope on this subject*. | (...generally speaking I had hoped with strong conviction (about what I would be studying) much more than what I see here). mọi thứ thay đổi thành ra mình cũng thay đổi cái... môn học của mình một chút nhưng nó vẫn giữ tinh thần của cái... mong ước của mình trước khi mình sang đây. (...everything has been changing so I also change the subjects I learn a bit, but they still remain the same strong-desire-and-wish as before I came here.) |

As can be seen from Table 6-4, in terms of lexical instantiations, the Appraisal items expressing Desire in English were core words “expectation” and “hope”. In contrast, in Vietnamese, infused manner lexical item “**kì vọng**” (*hope with strong conviction*) and compound word “mong ước” (the *strong-desire-and-wish*) were deployed.

In terms of grammatical realisations, in Vietnamese, Desire was realised as a Mental process and a Participant –Attribute via a verb and a noun group, while both instances in the English discussions were Participants-Goal via nouns, not to mention the non-standard English expression of one of the instances.

b. Differences in realisations of Dis/Pleasure in the English and Vietnamese discussions

The Affect subtype, Dis/Pleasure, has two more delicate choices: Pleasure and Displeasure. As there are more instances in Displeasure than in Pleasure in the Vietnamese discussions, realisations of Displeasure will be used to illustrate the differences in the deployment of Affect in the two corpora.

- **Differences in lexical instantiations of Displeasure**

Lexical instantiations of Displeasure in the English and Vietnamese discussions are presented in [Table 6-5](#), in which non-core realisations are bolded and underlined. In the English discussions, the ratio of the number of lexical instantiations per number of instances was 7/14, which is slightly higher than the ratio in the Vietnamese discussion, which was 15/53. However, the ratio of the number of non-core realisations per number of lexical instantiations in the Vietnamese discussions (i.e. 7/15) is higher than in the English discussions (i.e. 1/7).

Table 6-5: Differences in lexical instantiations of Displeasure in the English and Vietnamese discussions

| Lexical instantiations of Displeasure in English | | Lexical instantiations of Displeasure in Vietnamese | |
|--|---|--|----|
| hate | 4 | không thích <i>negation in the mood</i> + like | 18 |
| disappointed | 4 | bực mình <i>disturbed</i> | 3 |
| don't like | 2 | xung đột <i>conflicts</i> | 3 |
| didn't like | 1 | khó chịu <i>annoyed</i> | 3 |
| doesn't like | 1 | không hài lòng <i>not pleased</i> | 4 |
| do not enjoy | 1 | thất vọng <i>disappointed</i> | 2 |
| aggressive | 1 | tức <i>angry</i> | 2 |
| | | ca than <i>whinge</i> | 2 |
| | | bực xúc <i>frustrated</i> | 1 |
| | | đánh nhau <i>fight</i> | 1 |
| | | ghét <i>hate</i> | 1 |
| | | than vãn <i>moan and groan</i> | 1 |
| | | sự khó chịu <i>annoyance</i> | 1 |
| | | không khoái <i>not happy</i> | 1 |

A closer examination of the lexical instantiations of Displeasure in the two corpora reveals that some different lexical instantiations in the English corpus actually originate from the same root word with derivation of tenses and number only. For example, “don’t like”, “didn’t like” and “doesn’t like” were recorded to be three different lexical instantiations but they are actually the same verb with derivations in tense and number. As a result, Displeasure in the English discussions only had 5 different lexical instantiations instead of 7. In contrast, all the lexical instantiations in the Vietnamese discussions are different from each other.

- **Differences in grammatical realisations of Displeasure**

The grammatical realisations of Displeasure in the English and Vietnamese discussions are represented in Table 6-6 and Table 6-7 respectively.

Table 6-6: Grammatical realisations of inscribed Displeasure in the English discussions

| Grammatical Realisations | | Forms | Instances | Realisations of Displeasure in context |
|--------------------------|----------|----------------|--------------------|--|
| Functions | | | | |
| Gen | Specific | | | |
| Par | Attrib | Adj | disappointed | I feel I'm very disappointed with this course. ...the course that I'm following is not so helpful, because I put too much expectation on the course before I came, before I come to Sydney. And the after just only 3 weeks I recognised that it's not a good choice for me.... And I find disappointed for the course that I'm following. |
| Pro | Mental | V | Hate | I hate exam....I hate writing essays in three hours. I think it's just hard. And the mark is (quite) low, so I hate it. |
| Par | Attrib | Adj | aggressive* | I can't suffer any problems, maybe I really aggressive , I think so. |
| -ve Mood + Pro | Mental | -ve Aux + V | doesn't like | But if the management doesn't like aggressive decisions towards profit at the end of the year like everyone is, I have to ...[laugh]. Because when you look at the other (...) "Wow that guy has so much profit" and because we got kind of chats. I have many friends from other companies, so we kind of know their salaries or bonus. So many times, "why you get much higher than mine?" [laugh]. |
| -ve Mood + Pro | Mental | -ve Aux + V | didn't like | There was one question I didn't like because the question was...-one questions covers the whole chapter and I have to write a summary for the whole chapter. |

Table 6-7: Grammatical realisations of inscribed Displeasure in the Vietnamese discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed Displeasure in context |
|--------------------------|----------|---|--|---|
| Functions | | | | |
| Gen | Specific | | | |
| Pro | Mental | -ve polarity particle “không” + V | không thích <i>do not like</i> | ...lắm khi người ta ăn uống người ta cứ để bừa ra thì thực sự là mình cũng không có thích . <i>Very often they eat and they just leave a mess, so really I don't like it.</i> |
| Par | Attrib | Adj | khó chịu <i>annoyed</i> | ...học nguyên cả 1 học kì 3,4 tháng mà chỉ nhồi nhét vào trong 3 tiếng đồng hồ thì em cảm thấy rất là khó chịu , không viết được. <i>...studying for the whole 3 or 4 month semester but then being shoved in a 3 hour exam makes me feel so very annoyed, I can't write</i> |
| Par | Phenom | N | sự khó chịu <i>annoyance</i> | Sau một thời gian nó cảm thấy rõ sự khó chịu của mình... <i>After some time, she clearly felt my annoyance...</i> |
| Pro | Material | V | xung đột <i>to conflict</i> | Mà mình thấy là phụ nữ mà xung đột với phụ nữ thì lâu giải tỏa hơn là nam giới với nam giới. <i>Yet I think if women have a conflict with women, it takes longer to resolve than men with men</i> |
| Cir | Matter | Pre.Phrase/ N | xung đột <i>conflicts</i> | Đây là vấn đề về tiền nhà còn những vấn đề khác thì xung đột khác thì ...em sẽ tổ chức họp cả nhà. <i>That is the issue with the rental fee, but about other issues-other conflicts, I will organise a house meeting.</i> |
| Par | Attrib | Adj | thất vọng <i>disappointed</i> | ...môn mình cảm thấy cực kì thất vọng là môn Micro ở ngay kì đầu tiên mình học. <i>...the unit I feel extremely disappointed in is Micro right from the first semester I was enrolled.</i> |
| Par | Attrib | -ve polarity particle | không hài lòng | Đây là giáo viên mà mình cảm thấy rất là không hài lòng . |

| | | | | |
|-----|----------|---|--|--|
| | | “không” + Adj | <i>not pleased</i> | <i>That is the lecturer that I feel very not pleased with.</i> |
| Pro | Verbal | V | ca thán <i>whinge</i> | ...mọi khi mình hay ca thán là tại sao mình phải học những thứ trong sách vở vậy, thế nhưng khi gặp lại môn base on common sense này thì em lại cần phải xem lại những điều mà mình ca thán đấy. <i>...every time I often whinge about why I have to learn things from books, but when I come across units that are based on common sense like this one I need to reconsider the things I have whinged about.</i> |
| Pro | Mental | V | ghét <i>hate</i> | Còn khi làm bài thi về Marketing thì em làm thường không tốt vì em rất ghét kiểu suy nghĩ 7,8 câu hỏi và viết theo đoạn ấy. <i>When doing exams on Marketing, I usually do not do well because I very much hate the kind of thinking about 7 or 8 questions and writing in paragraphs.</i> |
| Pro | Material | V | đánh nhau <i>fight</i> | Còn người Việt thì mình cứ nể nang, tức quá thì đánh nhau . <i>Yet the Vietnamese are often deferential, but when getting too angry, they fight with each other.</i> |
| Pro | Verbal | V | than vãn <i>moan and groan</i> | Có nghĩa là những cái gì mà cao xa quá thì mình cũng không với tới được. Còn những cái gì mà tèn tèn tèn thì mình lại than vãn . <i>That means for what is too high, I can't reach, but for what is (too low), I moan and groan.</i> |
| Par | Attrib | -ve polarity particle “không” + Adj | không khoái <i>not delighted</i> | Nhưng mình cũng không khoái gì cái mùi.. cái mùi...tức là vì nó lạ với mình thôi. Thế đâm ra là vì nó lạ nên nó đâm ra thành khó chịu. <i>But I'm not delighted with the smell either..the smell... I mean because it's strange to me. So because it's strange, it becomes annoying.</i> |
| Par | Attrib | Adj | bức xúc <i>frustrated</i> | ...mọi người trả cho mình hơi chậm cho nên là nhiều lúc mình cũng hơi bức xúc . <i>...people pay me the rent a bit late so sometimes I'm also a bit frustrated.</i> |

As can be seen from the two tables, the grammatical realisations of inscribed Displeasure in the English discussions are much more limited compared to the Vietnamese discussions. In the English discussions, the realisation in functional terms was as Participants (Attribute) and Processes (Mental). The realisations in forms were adjectives and verb or the combination of negative auxiliary with verbs. In contrast, in the Vietnamese discussions, the functional realisations were much more diverse with Processes (Mental, Material and Verbal), Participants (Attribute and Phenomenon) and Circumstance of Manner. In terms of forms, the realisations were via verbs, nouns, adjectives, a noun within a prepositional phrase, and the combination of negative polarity particle “không” with verbs or adjectives.

Displeasure in the English discussions was deployed mostly in the discussion of assessment and course the participants enrolled in. In the Vietnamese data, Displeasure was deployed mostly in discussions of accommodation, the course the participant enrolled in and the assessment. A closer examination of the grammatical realisations of inscribed Displeasure in the two corpora reveals that when expressing the same idea - the assessment, the realisations of Displeasure were much more sophisticated in the Vietnamese data than in the English data. This difference is illustrated in [Table 6-8](#), in which the participants were discussing the same idea about their experience with assessment in their course.

Table 6-8: Differences in realisations of Displeasure in the two languages when expressing the same idea

| Realisations of Displeasure in English | Realisations of Displeasure in Vietnamese |
|---|--|
| <p>I hate exam...I hate writing essays in three hours. I think it's just hard. And the mark is (quite) low, so I hate it.</p> <p>There was one question I didn't like because the question was...-one questions covers the whole chapter and I have to write a summary for the whole chapter.</p> | <p>...học nguyên cả 1 học kì 3,4 tháng mà chỉ nhồi nhét vào trong 3 tiếng đồng hồ thì em cảm thấy rất là khó chịu, không viết được.</p> <p><i>...studying for the whole 3 or 4 month semester but then being shoved in a 3 hour exam makes me feel so very annoyed, I can't write.</i></p> <p>Có nghĩa là những cái gì mà cao xa quá thì mình cũng không với tới được. Còn những cái gì mà tèn tèn tèn thì mình lại than vãn.</p> <p><i>That means for what is too high, I can't reach, but for what is (too low), I moan and groan.</i></p> <p>...mọi khi mình hay ca thán là tại sao mình phải học những thứ trong sách vở vậy, thế nhưng khi gặp lại môn base on common sense này thì em lại cần phải xem lại những điều mà mình ca than đấy.</p> <p><i>...every time I often whinge about why I have to learn things from books, but when I come across units that are based on common sense like this one I need to reconsider the things I have whinged about.</i></p> |

As can be seen from Table 6-8, in terms of lexical instantiations, the Appraisal items expressing Displeasure in English were core and high frequency words “hate” and “didn’t like”. In contrast, in Vietnamese, the realisations were all non-core words. In terms of grammatical realisations, in Vietnamese, Displeasure was realised as Verbal processes and a Participant –Attribute via a verb and an adjective, while both instances in the English discussions were Mental processes via verbs.

6.1.2.1.2. A comparison in the realisations of inscribed Judgement in the two corpora

Capacity was the most frequently deployed Judgement subtype in both the English and Vietnamese discussions. Therefore, the realisations of Capacity will be used as illustrations of the differences in the realisations of Judgement in the two data sets. As there were more instances in positive Capacity than in negative Capacity, the positive category is selected for comparison. In general, Capacity is the only Attitude type in which the English data had a larger variety of lexical instantiations than the Vietnamese data although the number of non-core expressions was smaller than the Vietnamese data. The diversity of grammatical realisations in the two languages was almost the same.

- **Differences in lexical instantiations of inscribed positive Capacity**

Lexical instantiations of inscribed positive Capacity in the English and Vietnamese discussions are presented in Table 6-9 and Table 6-10 respectively, in which non-core realisations are bolded and underlined. In the English discussions, the ratio of the number of lexical instantiations per number of instances was 33/88, which is much higher than the ratio in the Vietnamese discussion, which was 28/101. However, the ratio of the number of non-core realisations per number of lexical instantiations in the Vietnamese discussions (i.e. 10/28) is higher than in the English discussions (i.e. 10/33).

Table 6-9: The lexical instantiations of inscribed positive Capacity in the English discussions

| | |
|----------------------------|----|
| can+V | 22 |
| good | 17 |
| <u>professional</u> | 5 |
| well | 4 |
| better | 3 |
| <u>talented</u> | 2 |
| interesting | 2 |
| have experience | 5 |
| could +V | 2 |
| fluently | 2 |
| improve | 2 |
| understanding | 1 |
| suitable | 1 |
| <u>skillful</u> | 1 |
| ok | 1 |
| experienced | 1 |
| <u>expert</u> | 1 |
| successful | 1 |
| <u>humour</u> | 1 |
| practical | 1 |
| <u>creative</u> | 1 |
| understands | 1 |
| <u>critically</u> | 1 |
| <u>wonderful</u> | 1 |
| intelligent | 1 |
| strong | 1 |
| <u>excellent</u> | 1 |
| <u>open-minded</u> | 1 |
| concentrated | 1 |
| smart | 1 |
| ability | 1 |
| knowledge | 1 |
| socially | 1 |

Table 6-10: The lexical instantiations of inscribed positive Capacity in the Vietnamse discussions

| | |
|------------------|----|
| giỏi | 14 |
| có thể + V | 14 |
| V + được | 12 |
| tốt | 12 |
| dễ + V | 5 |
| hiểu | 3 |
| hay (adv) | 3 |
| biết | 3 |
| hiểu biết | 2 |
| thành công | 1 |

| | |
|-------------------------|---|
| <u>năng động</u> | 1 |
| tốt nhất | 1 |
| <u>chuẩn</u> | 1 |
| tiết kiệm | 1 |
| kĩ năng | 1 |
| khá | 1 |
| có khả năng | 1 |
| <u>tâm lý</u> | 1 |
| <u>hoạt bát</u> | 1 |
| <u>ôn</u> | 1 |

| | |
|----------------------------|---|
| có quyền hạn | 1 |
| <u>tâm tam</u> | 1 |
| được | 1 |
| <u>khéo</u> | 1 |
| <u>đô hiểu biết</u> | 1 |
| <u>khá</u> (adv) | 1 |
| có kiến thức | 1 |
| có kinh nghiệm | 1 |

- **Differences in grammatical realisations of inscribed positive Capacity**

The grammatical realisations of inscribed positive Capacity in the English and Vietnamese discussions are exemplified in Table 6-11 and Table 6-12 respectively.

Table 6-11: Grammatical realisations of inscribed positive Capacity in the English discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed positive Capacity in context |
|--------------------------|---------|------------|-----------------|---|
| Functions | | | | |
| Gen | Spec | | | |
| Modulation | Ability | Auxi V | can | *And she's can but I can't play as example or model." |
| | | | could | ... so you can- you could do it better. |
| | | N | ability | I don't think that it's- you have to have the ability for something like that to play music. |
| Cir | Manner | Adv | well | I did it quite well . |
| Par | Attrib | NG/ Adj | good | *He's a good guy, he explain very clearly, and he is very patient. |
| | | Adj | | *They are good English, very better than me. |
| Par | Attrib | Adj | interesting | They help me to choose the subject, the, the right subject, the suitable subject for me and also interesting teacher, lecturer for me. |
| Pro | Relat | VG | have experience | I have previous experience . |
| Pro | Mater | V | improve | I just want to improve my English right now because I don't have much time to live here |

Table 6-12: Grammatical realisations of inscribed positive Capacity in the Vietnamese discussions

| Grammatical realisations | | Instances | Realisations of inscribed Capacity in context |
|--------------------------|---------|-----------|--|
| Functions | | | |
| Gen | Spe | | |
| Modulation | Ability | *Particle | <p>có thể <i>can</i></p> <p>Trong 1 số điều kiện cụ thể, ví dụ như ốm đau chẳng hạn thì cũng phải cần có người Việt bởi vì họ có thể hiểu, có thể chăm sóc được mình.</p> <p><i>In certain situations, for example sickness, (it is) necessary to have Vietnamese people because they can understand us and can take care of us.</i></p> |
| | | *Particle | <p>Được</p> <p>Vấn đề là mình bảo vệ được ý kiến của mình tức là mình đúng.</p> <p><i>The thing is if we can defend for our own opinions, that means we are right.</i></p> |
| Par | Attrib | Adj | <p>giỏi</p> <p><i>highly</i></p> <p>Ông giỏi quá nên ông ấy nghiêm nhiên ông ấy expect là mình biết rồi, đấy. Có những người giỏi quá thì người ta ... nghĩ là sinh viên quốc tế cũng phải biết tất cả mọi cái sự vật hiện tượng ở trong nước Úc.</p> <p><i>He is so highly competent that he certainly expects that we have already known (the things he didn't teach). There are people who are so highly competent that they think international students must know every single phenomenon in Australia.</i></p> |
| Par | Value | Adj | <p><i>competent</i> <i>/excellent</i></p> <p>Người thầy xây dựng được cái giáo án cho mình, và người ta xây dựng một cái kiến thức rất cần thiết cho học sinh chỉ tóm gọn trong hai tiếng thôi mà cả một chương sách, thì phải nói là sự tổng hợp kiến thức rất là giỏi.</p> <p><i>The lecturer who can construct the teaching materials for us, they construct very necessary knowledge for us which sums up the whole chapter in only two hours, that is such an excellent knowledge synthesis.</i></p> |
| | | | <p>tốt</p> <p><i>good/</i></p> <p>Mình cảm thấy đó là 1 người giáo viên rất là tốt kể cả trong cái việc chuẩn bị bài cho đến việc tiếp xúc với sinh viên cho đến việc đứng nói ở trên lớp và tổ chức các cái bài thi.</p> |

| | | | | |
|-----|--------|-----------|---|---|
| Par | Attrib | NG/Adj | <i>well*</i> | <i>*I feel that is a very good teacher both in lesson preparation as well as in contacting with students and in class performance and organizing exam questions.</i> |
| Cir | Manner | Adj* | | Có nhiều người dạy tốt , có nhiều người chỉ lý thuyết thôi. <i>There are many people who teach well, (and) there are many people who only (knows) the theories.</i> |
| Par | Attrib | N | kỹ năng <i>skills</i> | Thì sau đó em học về Marketting thì khi mà... làm bài thi của Tài chính ấy thì điểm em cũng khá là tốt, giống như là có kỹ năng mình làm ấy. <i>After studying Marketing, I earned quite good marks for Finance, it's like I have had the skills to do it.</i> |
| Par | Phenom | NG Adj | hoạt bát <i>energetic</i> | Và cô giáo thì thực sự là 1 người rất là năng động trong lớp...Em thấy thích giáo viên hoạt bát 1 chút, đi lại, nói chuyên và trao đổi vân vân. <i>And the teacher is really a very active person in the class...I feel I like teachers who are a bit energetic, walking around, talking, discussing, etc.</i> |
| Pro | Mental | VG | biết làm <i>know how to do</i> | Bản thân mình cũng là người biết làm (assignment). <i>I myself am the one who knows how to do the assignment.</i> |
| Pro | Relat | VG | có kinh nghiệm <i>have experience</i> | ...các chuyên viên tín dụng của City Bank ấy thì thường là những người có kinh nghiệm rất là lâu năm rồi. <i>...the credit experts at City Bank are normally people who have many years of experience.</i> |

As can be seen from the two tables, the grammatical realisations of inscribed positive Capacity in the English discussions are much more limited compared to the Vietnamese discussions in terms of function. In the English discussions, the realisation in functional terms was as Modulation (Ability), Circumstance (Manner), Participants (Attribute) and Processes (Relational and Material). In the Vietnamese discussions, the functional realisations were Modulation (Ability), Circumstance of Manner, Participants (Attribute, Value and Phenomenon), and Processes (Mental and Relational). The difference in the functional

realisations of the two data sets is in the diversity of types of Participants in the Vietnamese discussion. In terms of forms, the English data had more diverse realisations with Auxiliary verbs, nouns, adjectives, adverbs, verbs and verb groups while the Vietnamese data only had particles, adjectives, nouns and verb groups. This is due to the fact that in Vietnamese adjectives can be used to realise Circumstance of Manner.

Inscribed positive Capacity in both corpora was deployed mostly in the discussion of the performance of the participants' lecturers, the participant's academic ability and the participant's flat mates. When describing the same idea, the realisations in English and Vietnamese were equally sophisticated in the deployment of lexical and grammatical realisations, except that in the English data, some realisations were non-standard English expressions and the idea was not well elaborated as in Vietnamese. This difference is illustrated in Table 6-13, in which the same participant, Ha, was discussing the same idea of the performance of her lecturers in English and Vietnamese. This table illustrates the use of non-core lexical instantiations in both languages but the lack of elaboration of idea in English.

Table 6-13: Differences in realisations of inscribed positive Capacity in the two languages when expressing the same idea

| Realisations of inscribed positive Capacity in English | Realisations of inscribed positive Capacity in Vietnamese |
|---|--|
| I know she's skillful , yeah, very professional . | <p>Và cô giáo thì thực sự là 1 người rất là năng động trong lớp...Em thấy thích giáo viên hoạt bát 1 chút, đi lại, nói chuyện và trao đổi vân vân.</p> <p><i>And the teacher is really a very active person in the class...I feel I like teachers who are a bit energetic, walking around, talking, discussing, etc.</i></p> |

6.1.2.1.3. A comparison in the realisations of inscribed Appreciation in the two corpora

As indicated in section 6.1.1, the most frequently deployed Appreciation subtype in both corpora was Quality, which will be used to illustrate the difference in the realisations of Appreciation in the English and Vietnamese discussions. As the number of instances in positive Quality was much larger than negative Quality in both corpora, the positive category

was selected for the comparison. Similarly to the deployment of Affect, the deployment of Quality in the Vietnamese discussions was more diverse and sophisticated than in the English discussions in terms of lexical and grammatical realisations.

- **Differences in lexical instantiations of inscribed positive Quality**

Lexical instantiations of inscribed positive Quality in the English and Vietnamese discussions are presented in Table 6-14 and Table 6-15 respectively, in which non-core realisations are bolded and underlined. In the English discussions, the ratio of the number of lexical instantiations per number of instances was 36/159, which is much smaller than the ratio in the Vietnamese discussion, which was 32/91. The ratio of the number of non-core realisations per number of lexical instantiations in the Vietnamese discussions (i.e. 19/32) is much higher than in the English discussions (i.e. 8/36).

Table 6-14: Lexical instantiations of inscribed positive Quality in the English discussions

| | |
|-------------|----|
| Good | 65 |
| Ok | 12 |
| Better | 7 |
| interesting | 7 |
| suitable | 6 |
| convenient | 6 |
| alright | 5 |
| not too bad | 5 |
| practical | 4 |
| relevant | 4 |
| strong | 4 |
| so-so | 3 |

| | |
|------------------------|---|
| clean | 2 |
| comfortable | 2 |
| beautiful | 2 |
| quiet | 2 |
| <u>perfect</u> | 2 |
| tidy | 1 |
| <u>best</u> | 1 |
| handsome | 1 |
| fine | 1 |
| young | 1 |
| successful | 1 |
| <u>high end</u> | 1 |

| | |
|-------------------------|---|
| clever | 1 |
| <u>fantastic</u> | 1 |
| general | 1 |
| right | 1 |
| <u>huge</u> | 1 |
| nice | 1 |
| <u>modern</u> | 1 |
| fashion | 1 |
| tidiness | 1 |
| new | 1 |
| <u>spacious</u> | 1 |
| <u>blooming</u> | 1 |

Table 6-15: Lexical instantiations of inscribed positive Quality in the Vietnamese discussions

| | |
|---|----|
| tốt <i>good</i> | 26 |
| hiệu quả <i>effective</i> | 4 |
| được <i>OK</i> | 4 |
| hợp lí <i>appropriate</i> | 4 |
| cao <i>high</i> | 3 |
| ngon <i>tasty</i> | 2 |
| phát triển <i>develop</i> | 2 |
| chất lượng <i>quality</i> | 2 |
| chuyên môn hóa <i>specialised</i> | 2 |
| hay <i>interesting</i> | 2 |
| phù hợp <i>suitable</i> | 2 |
| tiện | 2 |

| | |
|---|---|
| <i>convenient</i> | |
| hoàn hảo <i>perfect</i> | 1 |
| gọn gang <i>tidy</i> | 1 |
| lành mạnh <i>healthy</i> | 1 |
| sinh động <i>lively</i> | 1 |
| chuẩn <i>precise</i> | 1 |
| rộng <i>broad</i> | 1 |
| trong sang <i>pure and bright</i> | 1 |
| đúng <i>correct</i> | 1 |
| sạch sẽ <i>very clean</i> | 1 |
| chuyên nghiệp <i>professional</i> | 1 |
| khách quan <i>objective</i> | 1 |

| | |
|---------------------------------------|---|
| gắn kết <i>connected</i> | 1 |
| sáng sủa <i>very bright</i> | 1 |
| sạch <i>clean</i> | 1 |
| yên tĩnh <i>quiet</i> | 1 |
| ôn <i>alright</i> | 1 |
| lí tưởng <i>ideal</i> | 1 |
| yên bình <i>peaceful</i> | 1 |
| đàng hoàng <i>proper</i> | 1 |
| khá hơn <i>better</i> | 1 |

- **Differences in grammatical realisations of inscribed positive Quality**

The grammatical realisations of inscribed positive Quality in the English and Vietnamese discussions are exemplified in Table 6-16 and Table 6-17 respectively. The grammatical realisations of inscribed positive Quality in the English discussion were restricted to Participants (Attributes) while in the Vietnamese discussions, the realisations were much more diverse.

Table 6-16: Grammatical realisations of inscribed positive Quality in the English discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed positive Quality in Context |
|--------------------------|--------|------------|-------------------------|--|
| Functions | | | | |
| Gen | Spec | | | |
| Par | Attrib | NG/ Adj | good | We should remain the good relationship so that we can get the better offer next time. |
| Par | Attrib | Adj | | And sometime that I-I think that my article is good . |
| Par | Attrib | NG/ Adj | beautiful | Thu: Do you like Coogee Beach? |
| | | | | Nhung: It's very beautiful scenery*. Yeah. |
| Par | Attrib | Adj | spacious comfortable | And the dining room is quite spacious so it's very comfortable to sit, sit around. |
| Par | Attrib | Adj | relevant | I think something relevant for me is financial report analysis, fixed income security. |
| Par | Attrib | NG/ Adj | high end | It is really a high end university in South of Vietnam. |
| Par | Attrib | Adj | successful | We have got good cooperation, so it's (the project) so successful . |
| Par | Attrib | Adj | convenient | Because it's very near my university. It's very comfortable and convenient for me to commute. |

Table 6-17: Grammatical realisations of inscribed positive Quality in the Vietnamese discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed positive Quality in context |
|--------------------------|----------|----------------------|---|--|
| Functions | | | | |
| Gen | Spec | | | |
| Par | Attrib | Adj | khá <i>good</i> (downscale) | Bài dễ thì kết quả sẽ khá hơn. <i>(If) the exam is easy, the result will be a bit better.</i> |
| Par | Phenom | Adj | <u>sinh động</u> <i>lively</i> | Những cái cô có thể thực hiện được chứ không phải chỉ nói bằng miệng không, thì làm cho người ta cảm thấy rất là sinh động . <i>The things that the teacher can actually do rather than just talk makes people feel (think) (it's) very lively.</i> |
| Par | Value | Adj | <u>lí tưởng</u> <i>ideal</i> | ...môi trường lí tưởng là gì? Xung quanh nó, cách đó vài bước chân là có người Việt. <i>...what would be the ideal (living) environment? (It would be) around it (nearby), within walking distance, there are Vietnamese people.</i> |
| Par | Value | NG/ Adj | <u>hợp lí</u> <i>appropriate</i> | ...đây (on-going assessment) là cái hợp lí hơn. <i>That (on-going assessment) is a more appropriate thing.</i> |
| Par | Goal | NG/ Adj | | ...người ta xây dựng 1 cái tiêu chí khá là đầy đủ, rất hợp lí để đánh giá học trò. <i>They build up quite adequate and very appropriate criteria to assess students.</i> |
| Cir | Manner | Adj | đúng <i>correct</i> | Khi mà tập, yêu cầu hôm nay anh viết về thể loại này chẳng hạn thì sinh viên sẽ biết cách viết như thế nào cho đúng thể loại ấy đấy. <i>When practising, if you require the students to write in a certain genre, they will know how to write to match correctly with that genre.</i> |
| Pro | Material | V | phát triển <i>develop</i> | Nhưng nhìn chung là các mảng về ngân hàng bây giờ phát triển rất là kinh. <i>In general, sectors in banking nowadays develop very well.</i> |
| Cir | Manner | Pre. Phrase/ N | <u>chuyên môn</u> <u>hóa</u> <i>specializa- -tion</i> | ...bây giờ theo các công ty, họ tổ chức công việc là theo chuyên môn hóa <i>...at present, according to the companies, they are organizing the work according to specialisation.</i> |

As can be seen from the two tables above, in contrast to English data, in which the inscribed positive Quality had only one functional realisation, which is Participant (Attribute), the functional realisations of inscribed positive Quality in the Vietnamese discussions was much more diverse as various types of Participants (i.e. Goal, Attributive, Phenomenon, Value), as Circumstances (Manner) and Material Processes. The realisations in forms in the Vietnamese data were also much more flexible with mostly individual words in adjectival and verbal forms and some noun groups. On the contrary, the realisations in forms in the English data were only via adjectives or adjectives in noun groups. The differences in realisations of inscribed positive Quality in the English and Vietnamese discussions are the most notable illustration of the differences in realisations of Attitude in both lexical and grammatical realisations in the two corpora.

6.1.2.1.4. Summary of the comparison of the realisations of inscribed Attitude in the English and Vietnamese discussions

The comparison of the lexical and grammatical realisations of inscribed Attitude in the English and Vietnamese discussions demonstrates that although the number of instances of Attitude types and subtypes in the Vietnamese discussions is not necessarily higher than in the English discussion in every category, the realisations in the Vietnamese discussions were much more flexible and diverse in lexical and grammatical realisations, except for Capacity where the lexical and grammatical realisations in the two corpora were about the same in terms of diversity.

Lexical instantiations in the Vietnamese data were usually marked with a variety a lexical expressions and frequent deployment of non-core expressions. In regards to grammatical realisations, the functional realisations in the Vietnamese data were always more varied than in the English data but this is not always the case for realisations in forms as in Vietnamese language, a word does not change its form when it conveys either Circumstance of Manner or Participant (Attribute). The frequent use of non-core words in the Vietnamese expressions enabled the speaker to have a sophisticated evaluative position as well as to convey experiential precision about what they wanted to say. The diversity in grammatical realisations in the Vietnamese data is indicative of the availability of Appraisal resources in the Vietnamese language that were accessible to the participants. On the contrary, the limited grammatical realisations in the English data are suggestive

of a limited repertoire of evaluative language of the participants in the English discussion, which makes them less effective communicators of evaluative stance in English.

6.1.2.2. A comparison of the deployment of invoked Attitude between the two corpora

The Vietnamese and English data differentiate most markedly in the deployment of Provoke and Flag among the three invocation strategies. Overall, in the Vietnamese corpus, Provoked and Flagged Attitude were deployed much more frequently than in the English data with a larger variety of resources for provoking and flagging Attitude. The differences in the deployment of Provoke and Flag resources in the two corpora are presented in sections 6.1.2.2.1 and 6.1.2.2.2 respectively.

6.1.2.2.1. Differences in the deployment of Provoke attitude

The differences in the deployment of Provoked Attitude in the two corpora are evident from (1) the proportions of Provoke instances, and (2) the realisations of Provoked Attitude.

a. The difference in the proportions of Provoke instances

There was a great difference in the proportions of Provoke Attitude deployed in the two corpora. As illustrated in Figure 6-2, the proportion of Provoke instances in the Vietnamese discussions represented in blue (with 61 instances) was much higher than the proportion in the English discussions represented in red (with only 9 instances).

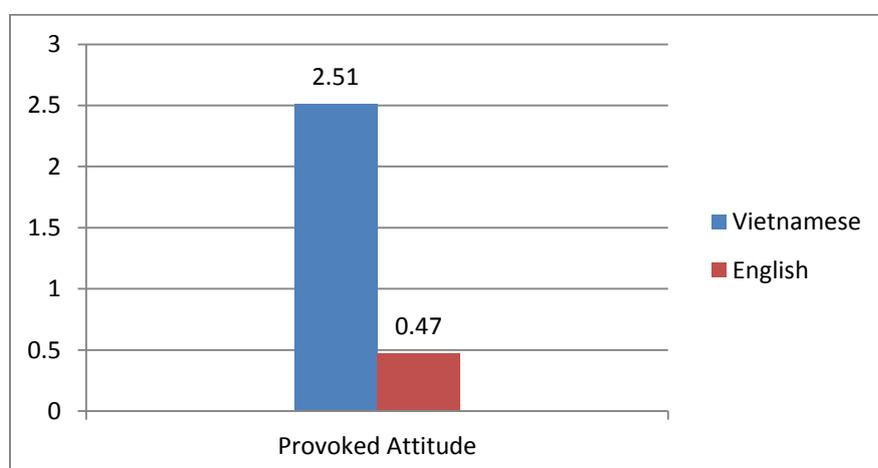


Figure 6-2: The difference in the proportions of Provoke instances in the English and Vietnamese discussions

b. Differences in realisations of Provoked Attitude

The realisations of Provoke in the Vietnamese discussions were also much more varied than in the English discussions. In the Vietnamese corpus, Provoked Attitude was realised by a variety of Figurative language resources (including lexical metaphor, similes, idiomatic expressions, exaggeration, and irony) and Swearing. In the English corpus, Provoked Attitude was only realised by lexical metaphor, similes, and idiomatic expressions. Figurative language resources such as exaggeration and irony were not found in the English data. Examples of resources for provoking Attitude in the English and Vietnamese discussions are presented in Table 6-18.

Table 6-18: Differences in resources of Provoke in the English and Vietnamese discussions

| Resources | Examples from the English data | Examples from the Vietnamese data |
|--|---|---|
| Figurative language/ Idiomatic expression | Even if you go to another university, maybe you see <i>the grass in another side is greener</i> like that so if I did study in another university, maybe the same because some of my friends from UK also said the same thing. | Người Việt vì hiểu nhau quá nên thành ra “ thân nhau lắm, cắn nhau đau ” đấy. <i>The Vietnamese because they understand each other so well that it becomes “the closer you are, the more painful you bite each other.”</i> |
| Figurative language/ Lexical Metaphor | “That is a good school to provide you very basically. But if you, if you want to follow the high level and in the long term, it’s hard to say because it depends on the children as well. If they love music, you know, don’t need to <i>tie it to the piano</i> .” | Nếu bây giờ sinh viên mình phải cày mặt ra đi làm như anh em mình làm, để trả tiền học, để trả tiền ăn ấy thì có khi cái trách nhiệm nó khác đi. <i>If now students have to plough their faces (put the nose to the grind stone) to work like us to pay the tuition fee and pay the food, their responsibility will be different.</i> |
| Figurative language/ Exaggeration | NONE | Nó hỏi một loạt những công ty của Úc mà em còn chẳng hiểu những công ty đó về cái gì mà nó chỉ đưa ra tên công ty, bắt so sánh với một công ty khác thì em chịu chết, bó tay . |

| | | |
|-------------------------------------|--|---|
| | | <p>(It (the exam question) asked about a series of Australian enterprises while I don't even understand what areas these enterprises work in. It only gave a hint about the names of the companies and asked (us) to compare (them) with another, so I surrendered to die, my hands were tied.)</p> |
| Figurative language/ Irony | NONE | <p>Thường là trong nhóm ba bốn người sẽ có một người “đặc biệt”, người đấy là người lười ấy.</p> <p><i>Usually in a three or four people group there will be one “special” person, that person is the lazy one.</i></p> |
| Figurative language/ Similes | I don't like exam because it's like a gamble . | <p>Hai chương cuối thì không thể nuốt thêm được nữa tại vì cảm giác như là không ăn cái gì cả mà nó cứ nôn hết ra chữ thôi.</p> <p><i>The last two chapters I couldn't swallow (them) any more because the feeling was like not eating anything but vomiting all letters out.</i></p> |
| Swearing | Whenever he gets pissed off outside with one of his customer, he just go back home and try to make the other get pissed off as well. | <p>Với cả ở đây có một cái rất là dở, đó là có cái môn gọi là foundation thì chỉ có ở kì một, mà em lại enroll học kì hai, thành ra là toàn học cái khỉ gió gì ấy.</p> <p><i>What is more there's a very bad thing here, that is there is a unit called foundation which is only available in semester one but I enroll in semester two, so I only study some “khỉ gió” (bloody) thing.</i></p> |

What was noticeable from the data analysis is that although Idiomatic expression is recorded to be a resource for provoking Attitude in the both of the data sets, in the English data it appeared only once, while it was deployed very much more frequently in the Vietnamese expressions to invoke both Affect and Judgement as presented in [Table 6-19](#), in which both English literal and semantic translation in English are provided.

Table 6-19: Idiomatic expression as a resource of Provoke in the Vietnamese discussions

| Attitude type | Attitude subtype | Instances of Provoke in the Vietnamese discussions |
|---------------|------------------|---|
| -ve Aff | Displeasure | <p>Người Việt vì hiểu nhau quá nên thành ra “thân nhau lắm, cắn nhau đau” đấy.</p> <p><i>The Vietnamese because they understand each other so well that it becomes “the closer you are, the more painful you bite each other.”</i></p> <p><i>(The closer people are, they more pain they cause to each other).</i></p> |
| -ve Jud | Capacity | <p>Các thầy ở Việt Nam cũng muốn học sinh học tốt nhưng “lực bất tòng tâm.”</p> <p><i>Teachers/lecturers in Vietnam also want the students to learn well but “strength does not match the heart” (being unable to do what one really wants to).</i></p> |
| -ve Jud | Propriety | <p>Có bới lông tìm vết xem nào.</p> <p><i>Try dig through the hair to find marks (be nit picking), come on.</i></p> |

This difference suggests that figurative language is a real challenge for second language learners. To be able to understand and use figurative meaning to provoke Attitude, one needs to understand the cultural concept embedded in the expressions. More discussion of figurative language will be pursued in chapter 7.

6.1.2.2.2. Differences in the deployment of Flagged attitude

The differences in the deployment of Flagged Attitude in the two corpora are evident from (1) the proportions of Flag instances, and (2) the realisations of Flagged Attitude.

a. The difference in the proportions of Flag instances

The proportions of Flag instances in the two corpora were actually not much different. As illustrated in Figure 6-3, although the proportion of invoked instances in the Vietnamese

discussions was smaller than in the English discussions, the proportion of Flagged instances deployed in the Vietnamese discussions was actually higher than in English.

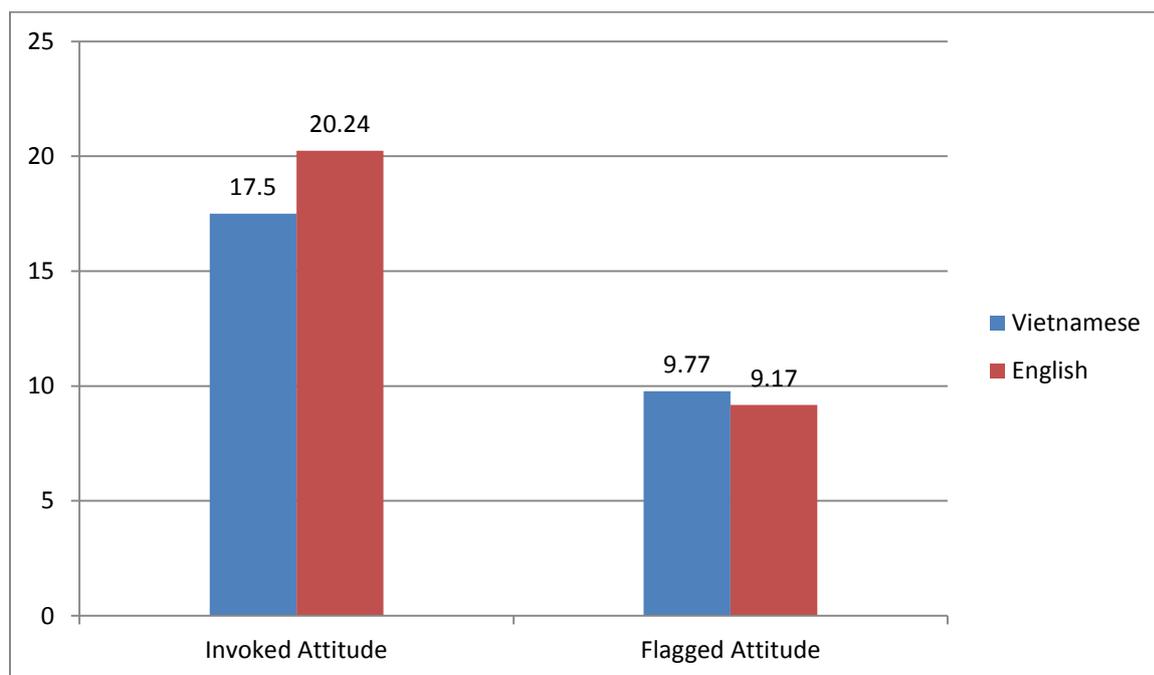


Figure 6-3: The difference in the proportions of Flagged instances in the English and Vietnamese discussions

b. Differences in realisations of Flagged Attitude

Acknowledging the distinctive Vietnamese resources for Flagging Attitude, the Vietnamese corpus had a larger variety of resources for this invoked Attitude strategy than the English corpus. The realisations of Flagged Attitude in the English and Vietnamese discussions are represented in [Table 6-20](#) and [Table 6-21](#) respectively.

Table 6-20: Realisations of Flagged Attitude in the English discussions

| Realisations | | Flagged Attitude | | Instances of Flagged Attitude |
|--------------|-------------------|------------------|--------------|--|
| Gen | Spec | Type | Subtype | |
| Inten | Semantic infusion | +ve Jud | Capacity | He's working as IT architect for IBM so he has really <i>huge</i> knowledge about IT. |
| | Isolated lexeme | -ve Aff | Displeasure | He has <i>very strong words</i> about the lecturer. |
| Quanti | Semantic Infusion | -ve Aff | Disquiet | You know, I dreamt about him twice, <i>always bad dream</i> . |
| | Isolated lexemes | +ve Jud | Tenacity | I forgot <i>everything</i> . |
| | Repetition | +ve Jud | Tenacity | At that time he read a lot, a lot of books, magazines and articles |
| Modality | Obligation | +ve Appre | Significance | We need to understand about customer behaviour. If it's very big, of course I will have to take some kind of actions... |

Table 6-21: Realisations of Flagged Attitude in the Vietnamese discussions

| Realisations | | Flagged Attitude | | Instances of Flagged Attitude |
|--------------|----------------------|------------------|---------|---|
| Gen | Spec | Type | Subtype | |
| Inten | Repeti- tion | -ve Aff | Insec | “Có cá thối chết. Có cá thối chết” <i>“There’s stinky dead fish. There’s stinky dead fish.”</i> |
| | | -ve Jud | Ten | Họ không làm việc, không đưa ra ý kiến, hoặc khi mình gặp nhau để bàn nhóm, họ cũng không thèm xuất hiện luôn. <i>They didn’t work, didn’t give any ideas, or when we meet for a group discussion, they just didn’t bother turning up either.</i> |
| | Semantic infusion | -ve Jud | Prop | Mình học nguyên cả 1 học kì 3,4 tháng mà chỉ nhồi nhét vào trong 3 tiếng đồng hồ thì em cảm thấy rất là khó chịu, không viết được. <i>I studied the whole semester in three or four months but being shoved in an exam for three hours, I felt very frustrated, I couldn’t write.</i> |
| | | -ve Jud | Prop | Khi người ta mang khách hàng về thì mình sẽ soi mới mình hỏi là khách hàng này là ai, khách hàng này từ đâu ra, khách hàng này cái lượng tiền của người ta như thế nào. <i>When they bring in customers, I will stare at and examine them closely and ask where this customer is from, how much money does this customer have.</i> |
| | Isolated lexeme | +ve Jud | Ten | ...đứa nào cũng học vất vả , học mệt mỏi . <i>...every one of us studied industriously, and studied until depleted.</i> |
| | Exclama- tion | -ve Jud | Cap | Cục phòng chống AIDS làm ăn thì thôi rồi! <i>The way the department of AIDS prevention works is unspeakable!</i> |
| | Compari- son | -ve Appre | Qua | ...lí thuyết thực sự đôi chỗ không thể bằng được kiến thức ở Vietnam. <i>...in terms of the theory some points cannot be equal to the knowledge in Vietnam.</i> |

| | | | | |
|----------|------------------|-----------|-------|--|
| Quanti | Repetition | -ve Aff | Insec | ...ông tìm khắp tất cả các tủ, gác ngõ, khắp cả. <i>...he searched every wardrobe, every corner, everywhere.</i> |
| | Isolated lexemes | -ve Jud | Ten | ...những cái ông quản lí ở ngoài có ai đánh giá đâu. Cũng chơi suốt ngày đây thôi, đến lúc ai cho điểm các ông ấy? <i>...managers outside of their office-there is no one to evaluate them. (They) also play all day, who is going to give them a mark?</i> |
| Negation | | -ve Jud | Ten | Khi làm bài theo nhóm thì bạn ấy không làm gì luôn. <i>When doing the group assignment, s/he didn't do anything at all.</i> |
| | | -ve Jud | Cap | Em làm bài không tốt . <i>I did not do the exam well.</i> |
| Modality | Chi (only) | -ve Appre | Sig | Nó chỉ là một bài kiểm tra thông thường. <i>It's only a customary test.</i> |
| | Obligation | +ve Appre | Sig | Em cũng cần phải biết quy tắc trong giao tiếp. <i>I also need to to know about the communication principles.</i> |

Realisations of Flagged Attitude in the English discussions were via resources of Intensification (Isolated Lexemes and Semantic Infusion), Quantification (Isolated Lexemes, Semantic Infusion and Repetition) and Modality. In addition to these resources (except for Quantification-Repetition), the Vietnamese corpus had other realisations of Flagged Attitude, including Intensification (Repetition, Exclamation and Comparison) and Negation. This difference is indicative of the participants' limited capacity to deploy a variety of realisations of flagged Attitude in English compared to Vietnamese. Particularly, the absence of Exclamation as a resource of Flagging Attitude in the English discussion suggests that the participants may not be familiar with the use of this distinctive spoken language resource in English.

6.1.2.2.3. Summary of the comparison in the deployment of invoked Attitude in the English and Vietnamese discussions

The deployment of invoked Attitude in the two corpora differed from each other in two dimensions: the proportions of invoked Attitude types and their realisations. The proportions

of Provoked and Flag instances deployed in the Vietnamese data were much higher than in the English data. In regards to the realisations of invoked Attitude, there were also resources of provoking Attitude in the Vietnamese that were not found in the English data, which are the figurative language resources - exaggeration and irony. There were also more resources for flagging Attitude deployed in the Vietnamese data than in English including resources for Intensification (i.e. Exclamation, Repetition and Comparison), and Negation, not to mention distinctive Vietnamese resources such as Reduplicatives and Categorisers.

6.1.3. Summary of the comparison in the deployment of Attitude in the English and Vietnamese discussions

Section 6.1 has presented a comparison in the deployment of Attitude in the English and Vietnamese discussions from two perspectives: (1) the proportions of Attitude instances and (2) the realisations of Attitude for inscribed and invoked instances.

In terms of the proportions of Attitude, results of the comparison revealed that the two corpora was similar in the trend of the deployment of Polarity and Explicitness of Attitude, which means more positive and inscribed instances than negative and invoked instances were deployed in both languages. However, the English and Vietnamese discussions were different in the proportions of Attitude types. In other words, in the English language, the proportions of Affect, Judgement and Appreciation were very uneven, with a much higher proportion skewed towards Appreciation. In contrast, the proportions of these three Attitude types in the Vietnamese discussions were more even, with Judgement accounting for the largest proportion but being only slightly larger than Appreciation. In terms of the proportions of Attitude subtypes, the two corpora was similar in the most frequently deployed Judgement and Appreciation types and subtypes, which were Capacity and Quality respectively. However, the most frequently deployed Affect type and subtype were different in the two corpora, in which Desire was the most predominant Affect subtype in English while it is Dis/Pleasure in Vietnamese. A close examination of the realisations of Desire and Dis/Pleasure in context in both languages was undertaken to determine whether there was commonality or dissimilarity in the fields related to expressions of Dis/Pleasure and Desire in the two languages in an attempt to explain this difference. However, no clearly discernible

underlining plausible explanation could be drawn from the analysis because the fields of Dis/Pleasure and Desire were very diverse, covering almost all topics of discussions.

In terms of the realisations of Attitude, this section has demonstrated a large gap in the lexical and grammatical realisations of Attitude between the English and Vietnamese discussions. While expressions of Attitude in the Vietnamese corpus were plentiful, rich and diverse with non-core words and figurative meaning, the expressions in English were rather repetitive, plain and simplistic in realisations with mainly core and non-figurative expressions, not to mention the frequent occurrence of non-standard English expressions. The result is indicative of the limited repertoire of evaluative language in English of the Vietnamese graduate students in Australia, some particularly challenging aspects of English to L2 learners and distinctive features of the Vietnamese language that do not have the equivalents in English.

6.2. A comparison of the deployment of Graduation in the English and Vietnamese discussions

Graduation has two main entries: Force and Focus. Results of the analysis revealed that there was a similar pattern in the deployment of Force and Focus in the Vietnamese and English discussions, in which the proportion of Force was dominant in both data sets. A comparison of the deployment of Force and Focus in the two corpora is presented in sections 6.2.1 and 6.2.2 respectively.

Similarly to Attitude, the differences in the deployment of Graduation in the English and Vietnamese discussions were examined from two perspectives: (1) the proportions of Graduation instances and (2) the realisations of Graduation.

6.2.1. A comparison of the deployment of Force in the two corpora

6.2.1.1. A comparison of the proportions of Force instances in the two corpora

The proportions of Force instances in four aspects as indicated in the coding scheme: (a) Force types, (b) Scale, (c) Realisation strategies, and (d) Meaning were compared across the two languages. The data analysis revealed that there were the same patterns in the two

corpora in the proportions of Force types, Force Scale, and types of Meaning. Specifically, in terms of Force types, in both languages, the participants deployed a larger proportion of Intensification than Quantification and Intensification of Quality-Degree had the highest proportion among all the Force subtypes. In terms of Force Scale, the proportion of upscale instances was much higher than downscale instances in the two corpora. In terms of Meaning of Force, the proportion of non-figurative meaning was dominant in both languages. The differences, however, were found in the proportions of types of realisation strategies of Force. The proportions of realisation strategies in the English and Vietnamese discussions are represented in Figure 6-4 and Figure 6-5 respectively.

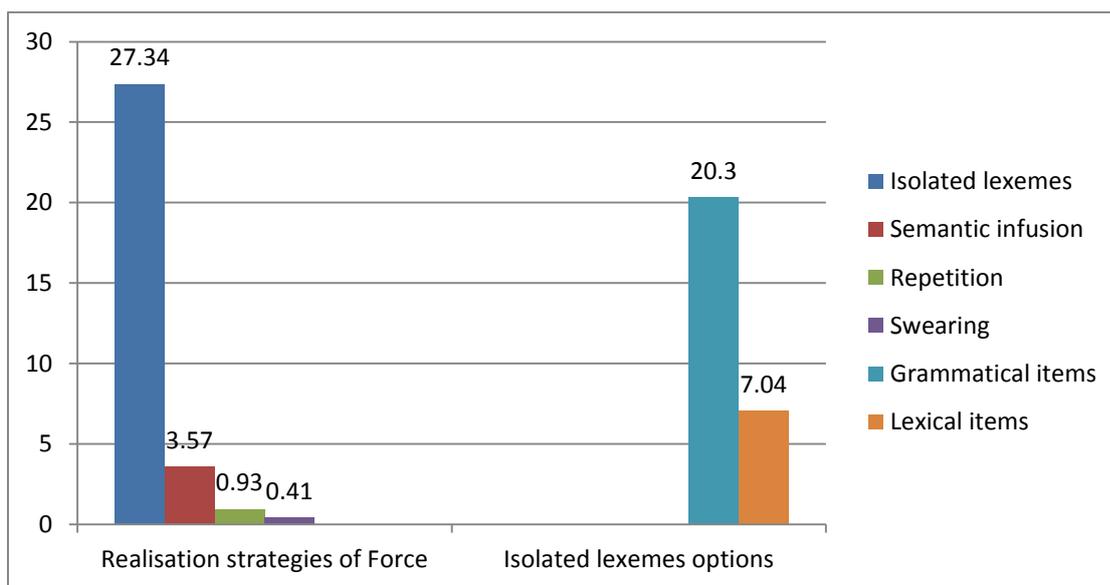


Figure 6-4: The proportions of realisation strategies of Force in the English discussions

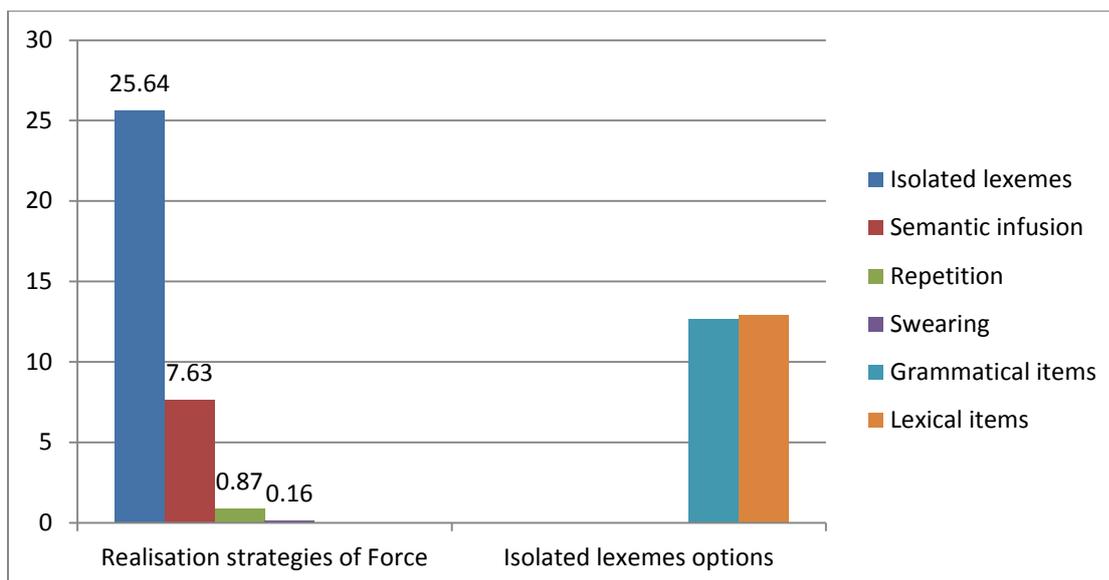


Figure 6-5: The proportions of realisation strategies of Force in the Vietnamese discussions

As can be seen from the two figures, the pattern of the deployment of realisation strategies of Force seemed to be similar in the two corpora, with Isolated lexemes accounting for the highest proportion, followed by Semantic Infusion, Repetition and Swearing. Nevertheless, the two corpora differed markedly from each other in the proportions of Semantic Infusion and Isolated lexemes options. In other words, the proportion of Semantic Infusion in the Vietnamese data was much higher than in the English data. The proportions of Grammatical items and Lexical items which are the two options of Isolated Lexemes were more even in the Vietnamese discussions while the deployment of Isolated Lexemes was more skewed towards Grammatical items in the English discussions. As indicated earlier in this section, as both data sets had Intensification of Quality-Degree as the most frequently deployed Force subtype, it will be used to illustrate the differences in the deployment of Gramamtical items, Lexical items and Semantic Infusion realisations in the two corpora in section 6.2.1.2.

6.2.1.2. A comparison of the realisations of Force in the two corpora

Differences in the realisations of Force in the English and Vietnamese discussions are illustrated by the realisations of Intensification of Quality-Degree.

6.2.1.2.1. Differences in the deployment of Isolated Lexemes-Grammatical items as a realisation of Force in the two corpora

The research findings revealed that although there was a much larger number of instances of grammatical items realising Intensification of Quality-Degree in the English discussions (321 instances) compared with the Vietnamese discussions (238 instances), the number of grammatical items deployed in the English discussions (N=12) was slightly smaller than in the Vietnamese discussions (N= 13). The grammatical items deployed in the two corpora are represented in Table 6-22, in which down-scale realisations are in **bold** and upscale realisations are in normal font. An approximate English translation for the Vietnamese data is provided in *italics*.

Table 6-22: Grammatical items realising Intensification of Quality-Degree in the English and Vietnamese discussions

| Grammatical items in the English discussions | | Grammatical items in the Vietnamese discussions | | | |
|--|-----|---|-----|---|---|
| very | 189 | rất là <i>(upscale of “very”)</i> | 108 | khá là <i>upscale of “khá”</i> | 6 |
| quite | 59 | rất <i>very</i> | 39 | khá <i>quite</i> | 2 |
| so | 23 | quá <i>too</i> | 24 | hơi bị <i>upscale of “hơi”</i> | 2 |
| too | 14 | hơi <i>a littl</i> | 23 | chỉ là <i>onl</i> | 2 |
| more | 10 | lắm <i>very</i> | 20 | chưa... lắm <i>not yet...very</i> | 1 |
| pretty | 6 | không... lắm <i>not..very</i> | 9 | không ... mấy <i>not...very</i> | 1 |
| most | 6 | | | | |
| just | 4 | | | | |
| at all | 3 | | | | |
| not very | 3 | | | | |
| almost | 1 | | | | |
| only | 1 | | | | |

As can be seen from the table above, in the English discussion, “very” was used most frequently, while “rất là” (an upscale expression of “rất”-an equivalent of “very”) was used in the Vietnamese discussion. Upscale expressions of grammatical items seem to occur quite frequently in the study such as “khá là” (upscale of “khá”-*quite*) and “hơi bị” (upscale of “hơi”-*a little*), which is a distinctive feature of spoken Vietnamese. Actually, the grammatical items deployed in the English discussions were more varied than in Vietnamese. This suggests that the English language may have more grammatical item resources for Intensification than Vietnamese. It also suggests that grammatical items, particularly those for upscaling Intensification could be an easy language aspect for second or foreign language learners to pick up. However, it is not necessarily the case that the participants could always produce these items in standard English expressions. Grammatical items as realisations of Quality-Degree in context in the English and Vietnamese discussions are exemplified respectively in Table 6-23. Non-standard English expressions and distinctive features of Vietnamese language are marked with an asterisk (*).

Table 6-23: Realisations of Quality-degree via grammatical items in the English discussions

| Scale | Grammatical items | Grammatical items realising Quality-Degree in context |
|-----------|-------------------|--|
| Upscale | very | ... our friend came there and she is very* enjoy ... and very nice house and seems to be very nice landlord. ...they are good English, very* better than me. He’s working an IT architect for IBM so he has really in general and very* huge knowledge about IT. I will study IT architect, which is very very technical. It is very focused I think. |
| | so | Yeah but I heard it so ...interesting, so noisy, music pop. |
| | too | She’s quite comfortable, and not too* much complex. |
| | more | I think maybe staying with someone who is quietly and maybe *more clean is better. |
| Downscale | quite | I think criteria is quite clear when you marking music. The IT industry in Vietnam have a quite not very appropriate point of view in IT investment. |
| | pretty | I’m not *pretty sure about my future yet. |

As can be seen from Table 6-23, there were quite a few non-standard English expressions of grammatical items “very”, “too”, “more” and “pretty”. Discussions of non-standard English expressions will be pursued further in chapter 7.

Table 6-24: Realisations of Quality-degree via grammatical items in the Vietnamese discussions

| Scale | Grammatical items | Grammatical items realising Quality-Degree in context |
|-----------|---|---|
| Upscale | *rất là <i>(upscale of “rất”-very)</i> <i>(casual expression)</i> | Em cảm thấy *rất là khó chịu. <i>I feel very very annoyed.</i> |
| | rất very | Lợi thế của mình là học thuộc rất tốt. My advantage is that I learn by heart very well. |
| | quá too | Không thể bình luận vì người ta quá* giỏi. <i>I can’t make any comments because they are too good.</i> |
| Downscale | *không... lắm <i>not...very</i> | Nhóm mình điểm không được cao lắm . <i>The mark of our group was not very high.</i> |
| | *không...mấy <i>not...very</i> <i>(downscale of “không...lắm”-not very)</i> | Thật ra mình cũng không bừa bộn mấy đâu. <i>Actually I’m not very messy.</i> |
| | hơi <i>a little/a bit</i> | Khu đây hơi xa so với trung tâm thành phố. <i>That area is a bit far from the city centre.</i> |
| | *hơi bị <i>a little bit</i> <i>(casual expression)</i> | Em nghĩ em *hơi bị lo sợ về nó. <i>I think I’m a little bit anxious about it.</i> |
| | khá <i>quite</i> | Cuộc sống của mình khá vui. <i>My life is quite fun.</i> |
| | khá là <i>upscale of “khá” (quite)</i> <i>(casual expression)</i> | Nó cũng phân tích khá là cụ thể. <i>It also analyses quite very (quite) specifically.</i> |

Table 6-24 has demonstrated how grammatical items in the Vietnamese language realise Intensification of Quality-Degree. The distinctive Vietnamese expressions will be discussed further in chapter 7.

6.2.1.2.2. Differences in the deployment of Isolated Lexemes-Lexical items as a realisation of Force in the two corpora

The research findings demonstrated a huge difference in the variety of lexical items realising Intensification of Quality-Degree in the English and Vietnamese discussions presented in Table 6-25, in which down-scale realisations are in **bold** and upscale realisations are in normal font. Figurative meaning instances are bolded and underlined. An approximate English translation for the Vietnamese data is provided in *italics*.

Table 6-25: Lexical items realising Intensification of Quality-Degree in the English and Vietnamese discussions

| Lexical items in the English discussions | | Lexical items in the English discussions | | | | | |
|--|---|--|----|---|---|--|---|
| extremely | 4 | hơn <i>more</i> | 60 | không chỉ... mà còn <i>not only...but also</i> | 2 | đến như thế <i>so much that</i> | 1 |
| a little bit | 2 | cực kì <i>extremely</i> | 19 | một tí <i>a little bit</i> | 2 | cao <i>high</i> | 1 |
| top | 2 | nhất <i>most/best</i> | 13 | đỡ <i>less</i> | 1 | <u>xi ngâu</u> colloquial expression | 1 |
| strongly | 1 | tương đối <i>moderately</i> | 6 | càng ...hơn <i>much more</i> | 1 | vô cùng <i>endlessly</i> | 1 |
| enough | 1 | hoàn toàn <i>entirely/completely</i> | 4 | vật <i>strikingly</i> | 1 | nói gì đến... <i>not to mention</i> | 1 |
| | | nhiệt tình <i>enthusiastically</i> | 3 | colloquial expression | | một cách... tuyệt đối <i>absolutely</i> | 1 |
| | | ngay <i>instantly/right</i> | 2 | nhăn nhở <i>grinning</i> | 1 | một chút <i>a little</i> | 1 |
| | | thật là <i>truly</i> | 2 | colloquial expression | | ngất ngưỡng <i>swaying, unsteady</i> | 1 |
| | | luôn <i>instantly</i> | 2 | lăn ra <i>fall out</i> | 1 | | |
| | | hết sức <i>extremely</i> | 2 | chẳng ... tí nào <i>not at ...all</i> | 1 | | |
| | | | | thực sự <i>really</i> | 1 | | |

The deployment of lexical items as realisations of Intensification of Quality-Degree in the two corpora contrasts in the number of lexical items, hence the variety of expressions, and the use of figurative meaning. As can be seen from Table 6-25, the number of lexical items in the

English data is minimal compared to the Vietnamese data with very simplistic high frequency lexical items such as “extremely” and “strongly”. None of the lexical items used in the English data are distinctively spoken language. No instances of figurative lexical items were found in the English corpus. On the contrary, the Vietnamese discussions were distinguished with a much larger variety of lexical items including both upscale and downscale instances and figurative expressions. Most of the figurative meaning instances in the Vietnamese corpus are colloquial expressions that are distinctive to spoken language. This difference is indicative of a challenging language area to second or foreign language learners of English, which is the use of distinctive spoken language resource- the figurative colloquial expressions as a realisation of Intensification. The deployment of lexical items as realisations of Intensification of Quality-Degree in the English and Vietnamese expressions are exemplified in [Table 6-26](#) and [Table 6-27](#) respectively. An approximate English translation is provided in italics. For figurative meaning expressions, a literal translation was provided to reflect the original figurative expressions in Vietnamese.

Table 6-26: Realisations of Quality-degree via lexical items in the English discussions

| Scale | Lexical items | Lexical items realising Quality-Degree in context |
|-----------|---------------------|--|
| Upscale | extremely | He's extremely patient even for me because when I made appointment with him and asking such a stupid question I think but I always receive a very clear explanation from him. He was extremely patient for us. |
| | Top | My top priority is to pass so that's alright. Any time I take the exam I always think that top priority is pass and any other will be bonus. |
| | Strongly | We are living in a very political society, very strongly controlled from the government. |
| | Enough | I think my English may be not good enough . |
| Downscale | a little bit | I think they are very comfortable, very easy but a little bit dirty. |

Table 6-27: Realisations of Quality-degree via lexical items in the Vietnamese discussions

| Scale | Lexical items | Lexical items realising Quality-Degree in context |
|-----------|---|--|
| Upscale | chẳng ... tí nào <i>not at ...all</i> | Khi học thì thấy hay mà khi thi xong thì thấy chẳng hay tí nào. <i>When I studied it I found it interesting but when I finished the exam I found it not interesting at all.</i> |
| | không chỉ... mà còn <i>not only...but also</i> | Họ không chỉ dạy ở trường mà còn làm ở nhiều nơi khác nữa. <i>They not only teach at uni but work in many other places.</i> |
| | nói gì đến... <i>not to mention</i> | ...chỉ cần liên hệ với giám đốc công ty đã khó, nói gì đến 1 vị quan chức cấp cao như thế. <i>...it's already difficult to contact a manager of a company, not to mention such a high-ranking official.</i> |
| | vật <i>strikingly</i> | Môn Marketing Management thì nó có một cái case study to vật . <i>In the Marketing Management unit, there is one strikingly big case study.</i> |
| | nhăn nhở <i>grinning/frowningly</i> | Môn đấy cực kỳ khó, khó nhăn nhở luôn. <i>That unit is extremely difficult, just frowningly (extremely) difficult.</i> |
| | ngất ngưỡng <i>swaying, unsteady</i> | Điểm bài assignment nào cũng cao ngất ngưỡng . <i>The marks for any assignments were swayingly (extremely) high.</i> |
| Downscale | tương đối <i>moderately</i> | Mình đang ở tương đối gần trường. <i>I'm living moderately close to uni.</i> |
| | một chút <i>a little</i> | Bực mình một chút thôi. <i>Just a little disturbed.</i> |

6.2.1.2.3. Differences in the deployment of Semantic Infusion as a realisation of Force in the two corpora

The comparison of the deployment of Semantic Infusion in the English and Vietnamese discussions demonstrated the largest gap in deployment of realisation strategies for Force between the two corpora. In other words, Semantic Infusion items as realisations of Intensification-Quality in the Vietnamese data were plentiful and varied with both upscale and downscale realisations and high frequency level of figurative meaning expressions being used. In contrast, the same realisation strategy of Intensification-Quality in the English data was very restricted in the number of instances as well as the variation in upscale and downscale realisation and figurative meaning expressions. The differences are illustrated in Table 6-28, in which the instances of Semantic Infusion realising Intensification of Quality in the Vietnamese data spread across 4 columns with 3 columns of upscale instances and 1 column of downscale instances, while instances of Semantic Infusion in the English data was presented only in one column. Down-scale realisations are in **bold** and upscale realisations are in normal font. Figurative meaning instances are bolded and underlined. Examples of Semantic Infusion items in the Vietnamese data will be translated in [Table 6-30](#).

Table 6-28: Semantic Infusion realising Intensification of Quality-Degree in the English and Vietnamese discussions

| Semantic Infusion in the English discussions | | Semantic Infusion in the Vietnamese discussions | | | | | | | | | |
|--|---|---|---|-----------------|---|-------------------|-----------|------------------|---|--|--|
| | | Upscale | | | | | Downscale | | | | |
| Better | 6 | may mắn | 7 | <u>cao siêu</u> | 1 | <u>kinh hoàng</u> | 1 | ổn | 4 | | |
| Horrible | 5 | tuyệt vời | 3 | thú vị | 1 | tối thui | 1 | đỡ | 3 | | |
| Ok | 5 | chăm chỉ | 3 | <u>loan lạc</u> | 1 | <u>gắn kết.</u> | 1 | được | 2 | | |
| Alright | 3 | khó khăn | 3 | tồi tệ | 1 | <u>sáng sủa</u> | 1 | <u>xích mích</u> | 2 | | |
| Best | 3 | hoàn hảo | 2 | <u>chối với</u> | 1 | tạm tạm | 1 | kho khó | 1 | | |
| Great | 3 | đầy đủ | 2 | độc tài | 1 | lạc quan | 1 | yếu | 1 | | |
| Perfect | 2 | sạch sẽ | 2 | vất vả | 1 | <u>chặt chẽ</u> | 1 | hay | 1 | | |
| Lower | 1 | lo sợ | 2 | dễ dàng | 1 | tận tình | 1 | trục trặc | 1 | | |
| Bigger | 1 | <u>đỡ hoi</u> | 2 | quý giá | | thảm hại | 1 | kém | 1 | | |
| Fine | 1 | căng thẳng | 2 | kín kẽ | 1 | hứng khởi | 1 | dễ dễ | 1 | | |
| wonderful | 1 | mệt mỏi | 2 | lí thú | 1 | tạm bợ | 1 | | | | |
| <u>Hot</u> | 1 | phấn khởi | 2 | chín chu | 1 | dữ dội | 1 | | | | |
| Favourite | 1 | <u>khủng khiếp</u> | 2 | <u>ghê gớm</u> | 1 | <u>chau chuốt</u> | 1 | | | | |
| Excellent | 1 | sợ hãi | 1 | vui vẻ | 1 | bừa bộn | 1 | | | | |
| Cheaper | 1 | <u>mềm mại</u> | 1 | đau khổ | 1 | kinh khủng | 1 | | | | |
| Desire | 1 | thiệt thòi | 1 | cực | 1 | gần gũi | 1 | | | | |
| Easier | 1 | rõ rệt | 1 | chuẩn | 1 | <u>rộng rãi</u> | 1 | | | | |
| Harder | 1 | kĩ càng | 1 | bận bịu | 1 | khô sở | 1 | | | | |
| | | | | | | gọn gàng | 1 | | | | |
| | | | | | | <u>nổi cộm</u> | 1 | | | | |

As can be seen from the table above, the Semantic Infusion in the English data was rather simplistic with only a few instances of non-core words such as “horrible” and “great”. Other instances were mostly comparative and superlatives. The non-core words for downscaling Intensification of Degree-Quality were high frequency spoken expressions such as “O.K”, “fine” and “alright”. In the Vietnamese data, however, the Semantic Infusion resources were diverse and can be categorised into three groups which are Reduplicatives, Compound words and non-core words. Reduplicatives and Compound words are distinctive resources of the Vietnamese language that do not have the equivalent in English. These distinctive resources may be one of the explanations for such a huge difference in the proportion and variety of Semantic Infusion items in the two languages in addition to the complicated nature of Semantic Infusion items which is a challenge for learners of English as a second or foreign language.

The deployment of Semantic Infusion as realisations of Intensification of Quality-Degree in the English and Vietnamese expressions is exemplified in Table 6-29 and 6-30 respectively. Non-standard or ineffective English expressions are marked with an asterisk (*). An approximate English translation is provided in italics. For figurative meaning expressions, a literal translation was provided to reflect the original figurative expressions in Vietnamese.

Table 6-29: Realisations of Quality-degree via Semantic Infusion in the English discussions

| Scale | Semantic Infusion | | Semantic Infusion realising Quality-Degree in context |
|-----------|-------------------|-----------|--|
| | Types | Instances | |
| Upscale | Comparatives | Better | So we should remain the good relationship so that we can get the better offer next time. |
| | | bigger | When I calm down I realise that I made mistake because the teacher that require a basic knowledge, not a *bigger knowledge. |
| | Superlative | best | So far I think my *best favourite in my class is my principle study. |
| | Non-core words | horrible | Whenever I meet the *horrible guy or girl in the assignment, I couldn't talk to them to do something. |
| | | great | I think it's great to learn the new culture, especially from the local. |
| Downscale | Non-core words | O.K | Thu: So how do you think of your performance today? |
| | | Fine | Nhung: Er, going to fine , I think. Yes, it will be ok . |
| | | Alright | It's just like as long as you can study hard, everything is alright . |

Table 6-30: Realisations of Quality-degree via Semantic Infusion in the Vietnamese discussions

| Semantic Infusion types | Scale | Instances | Semantic Infusion realising Quality-Degree in context |
|-----------------------------------|-------|--|---|
| Reduplicatives | Up | mệt mỏi <i>Very mentally exhausting</i> | Môi trường làm việc rất là mệt mỏi . <i>The work environment is very mentally exhausting.</i> |
| | Down | kho khó <i>Slightly difficult</i> | Cũng mâu thuẫn là muốn học môn nào nó kho khó một tí. <i>(There's) also a conflict that (I) want to study a unit which is a little slightly difficult.</i> |
| Compounds | Up | hứng khởi <i>excited and eager</i> | Trong: Sau khi viết xong cảm thấy rất là hứng khởi cho mấy môn sau. <i>Trong: After finishing the writing (I) felt very excited and eager for the following units.</i> |
| | Down | | NONE |
| Semantic Infusion /Non-core words | Up | tuyệt vời <i>fabulous</i> | Cảnh thì rất là tuyệt vời . <i>The scenery is very fabulous.</i> |
| | Down | trục trặc <i>hitch</i> | Khi sống chung với người khác thì thỉnh thoảng cũng có trục trặc . <i>When living with other people, there are sometimes hitches.</i> |

6.2.1.3. Summary of the comparison of the deployment of Force in the two corpora

The comparison of the deployment of Force in the English and Vietnamese discussions demonstrated a great difference in the use of Isolated Lexemes (i.e. Grammatical and Lexical items) and Semantic Infusion in the two languages. Overall, except for Grammatical items, the Vietnamese data had a much larger variety of realisations of Force compared to the English data. Lexical items and Semantic Infusion deployed in the Vietnamese corpus were plentiful and rich with frequent use of figurative meaning. On the contrary, in the English data, the Lexical items

and Semantic Infusion was limited and plain with dominant deployment of core lexical item and very seldom deployment of figurative meaning. However, grammatical items realising Force in the English data were more varied than in the Vietnamese data. These differences could be interpreted as resulting from several factors. Firstly, there can be more grammatical items resources for realising Force in English than in Vietnamese. Secondly, there are more resources of Semantic Infusion for realising Force in Vietnamese than in English which have been indicated in the study (i.e. Reduplicatives and Compound words). Finally, figurative lexical items and semantic infusion can indeed be very challenging aspects of English for L2 English learners. The possible interpretation of the differences will be further discussed in chapter 7.

6.2.2. A comparison of the deployment of Focus in the two corpora

The deployment of Focus in the English and Vietnamese discussions was compared from two perspectives: (1) the proportions of Focus instances and (2) the realisations of Focus, which will be presented respectively in section 6.2.2.1 and 6.2.2.2.

6.2.2.1. A comparison of the proportions of Focus instances in the two corpora

The proportions of Focus instances in three aspects as indicated in the coding scheme: (a) Focus types, (b) Scale, and (c) Realisation strategies were compared across the two languages. The data analysis revealed that there was a similar pattern in the two corpora in the proportions of Force Scale. In other words, in both the Vietnamese and English discussions, the proportion of Softening instances was much higher than the Sharpening ones. However, there were substantial differences in the proportions of the realisation strategies of Focus and Focus types. The realisation strategies were different in that in the English data, only the Isolated Lexeme strategy was deployed while in Vietnamese both the Isolated Lexemes and the Semantic Infusion strategy was deployed. This is due to the fact that the Semantic Infusion resources consisting of Reduplicatives and Compound words are distinctive to the Vietnamese language and were added to the Appraisal coding scheme to accommodate for the distinctive Appraisal resources of the Vietnamese language. The differences in Focus types in the two corpora are that in the English data, Authenticity of Entities was the most frequently used Focus subtype as illustrated in [Figure 6-6](#). In the Vietnamese data, Specificity of Number was most frequently used as illustrated in [Figure 6-7](#).

The deployment of Isolated Lexemes as a realisation strategy of Authenticity of Entities and Specificity of Number was compared across the two corpora in section 6.2.2.2.

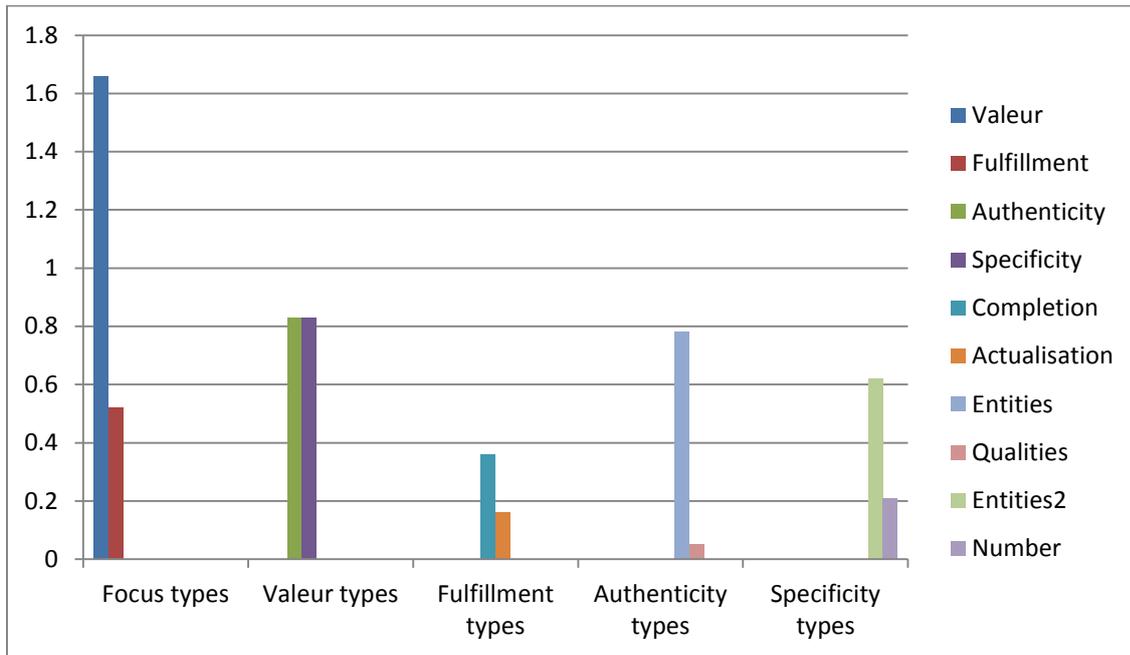


Figure 6-6: The proportions of Focus types and subtypes in the English discussions

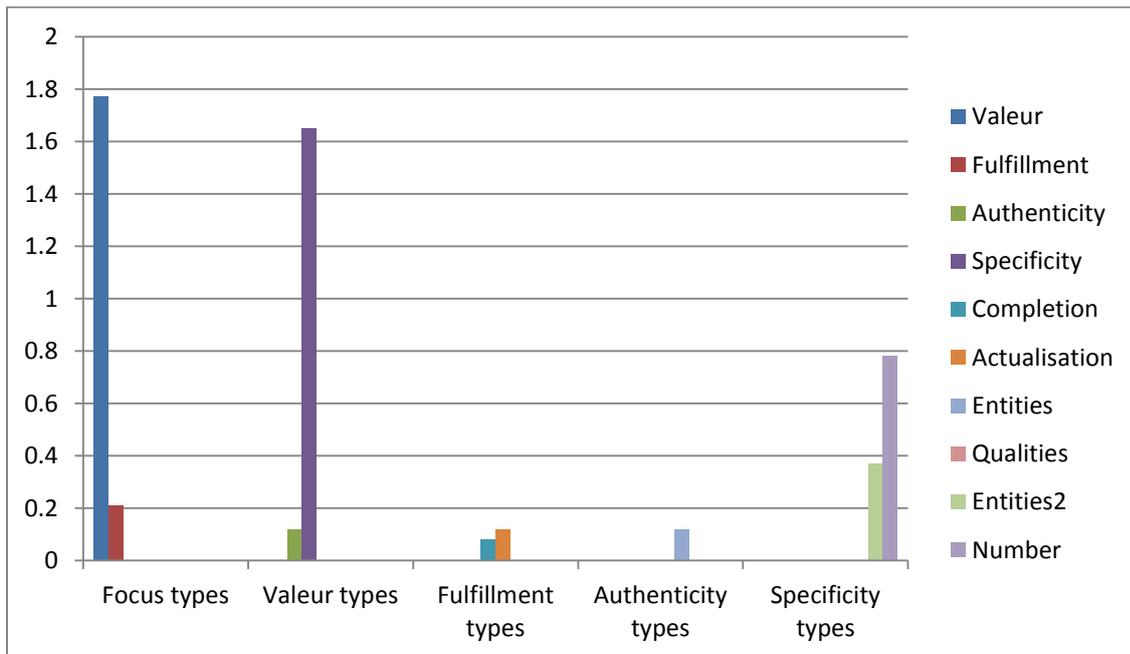


Figure 6-7: The proportions of Focus types and subtypes in the Vietnamese discussions

6.2.2.2. A comparison of the deployment of Focus in the two corpora

6.2.2.2.1. Differences in the deployment of Isolated Lexemes as a realisation of Authenticity-Entities in the two corpora

There was a great difference in the deployment of Isolated Lexemes as a realisation of Authenticity-Entities between the English and Vietnamese data. This realisation of Authenticity of Entities was much more frequently deployed in the English corpus (15 instances) than in the Vietnamese corpus (2 instances). The Isolated Lexemes deployed in the two corpora are represented in Table 6-31, in which sharpening realisations are in **bold** and softening realisations are in normal font. An approximate English translation for the Vietnamese data is provided in *italics*.

Table 6-31: Isolated Lexemes realising Authenticity-Entities in the English and Vietnamese discussions

| Isolated Lexemes in the English discussions | | Isolated Lexemes in the Vietnamese discussions | |
|---|---|--|---|
| real | 9 | gốc | 1 |
| kind of | 2 | <i>original</i> | |
| like | 1 | kiểu | |
| something | 1 | <i>sort of</i> | 1 |
| something like | 1 | | |
| something like that | 1 | | |

As can be seen from the table above, the Isolated Lexemes items in the English discussions are more diverse than in the Vietnamese discussions in the variety of instances. However, the realisations of Authenticity-Entities in context in the English discussions presented in Table 6-32 suggests a possibility that not all instances of softening Authenticity-Entities were deployed for a genuine softening purpose as they were closely associated with hesitations marked by the "...". In contrast, although there were only two instances of softening Authenticity-Entities in the Vietnamese discussions as presented in Table 6-33, they seemed to

be deployed genuinely for the softening of the authenticity of the entities. More discussion of this will be pursued in chapter 7.

Table 6-32: Realisations of Authenticity-Entities in the English discussions

| Scale | Instances | Realisations of Authenticity-Entities in context |
|---------|----------------|--|
| Sharpen | real | Is he a real journalist in his life or in her life? |
| Soften | kind of | If it's big problem, I will have to take some kind of actions. |
| | like | (1) So I have to move to somewhere that have a ... like ... a private room so I can study. |
| | something | (2) But what I want to talk about the Vietnamese government organisation is *something... corruption, because it's very high. |
| | something like | (3) I have an own room, so I have something like ...an individual space. |

Table 6-33: Realisations of Authenticity-Entities in the Vietnamese discussions

| Scale | Instances | Realisations of Authenticity-Entities in context |
|---------|------------------------|---|
| Sharpen | gốc <i>original</i> | ...tức là dân toàn nói tiếng Anh gốc , không phải nói tiếng Anh là ngôn ngữ thứ hai. <i>...which means all the people who speak original (authentic) English, not people who speak English as a second language.</i> |
| Soften | kiểu <i>sort of</i> | ...trước đây em có ở, có ở mấy ngày thôi, ở một cái – kiểu một cái nhà cho thuê ấy ạ <i>Before I used to live-just for a few days-in a sort of rental house.</i> |

6.2.2.2.2. Differences in the deployment of Isolated Lexemes as realisations of Specificity-Number in the two corpora

There were also substantial differences in the deployment of Isolated Lexemes as realisations Specificity of Number in the two corpora in terms of the number of instances of the Isolated Lexemes items as well as the variety of the instances. Table 6-34 presents the Isolated Lexemes deployed in the two corpora, in which all of the instances in both languages are

softening realisations. An approximate English translation for the Vietnamese data is provided in *italics*.

Table 6-34: Isolated Lexemes realising Specificity-Number in the English and Vietnamese discussions

| Isolated Lexemes in the English discussions | Isolated Lexemes in the Vietnamese discussions | | | | | | | | | | | | | | | | | | | | |
|---|--|---|-------|---|--------|---|---------------|---|--|------------------------|----|----------------------------|---|--------------------------------|---|------------------------------|---|----------------------------|---|--------------------------------------|---|
| <table border="1"> <tr> <td>almost</td> <td>1</td> </tr> <tr> <td>about</td> <td>1</td> </tr> <tr> <td>around</td> <td>1</td> </tr> <tr> <td>approximately</td> <td>1</td> </tr> </table> | almost | 1 | about | 1 | around | 1 | approximately | 1 | <table border="1"> <tr> <td>khoảng <i>about</i></td> <td>13</td> </tr> <tr> <td>một hai* <i>one two</i></td> <td>2</td> </tr> <tr> <td>bảy tám* <i>seven eight</i></td> <td>1</td> </tr> <tr> <td>ba bốn* <i>three four</i></td> <td>1</td> </tr> <tr> <td>khoảng độ <i>around</i></td> <td>1</td> </tr> <tr> <td>gần <i>approximately/close to</i></td> <td>1</td> </tr> </table> | khoảng <i>about</i> | 13 | một hai* <i>one two</i> | 2 | bảy tám* <i>seven eight</i> | 1 | ba bốn* <i>three four</i> | 1 | khoảng độ <i>around</i> | 1 | gần <i>approximately/close to</i> | 1 |
| almost | 1 | | | | | | | | | | | | | | | | | | | | |
| about | 1 | | | | | | | | | | | | | | | | | | | | |
| around | 1 | | | | | | | | | | | | | | | | | | | | |
| approximately | 1 | | | | | | | | | | | | | | | | | | | | |
| khoảng <i>about</i> | 13 | | | | | | | | | | | | | | | | | | | | |
| một hai* <i>one two</i> | 2 | | | | | | | | | | | | | | | | | | | | |
| bảy tám* <i>seven eight</i> | 1 | | | | | | | | | | | | | | | | | | | | |
| ba bốn* <i>three four</i> | 1 | | | | | | | | | | | | | | | | | | | | |
| khoảng độ <i>around</i> | 1 | | | | | | | | | | | | | | | | | | | | |
| gần <i>approximately/close to</i> | 1 | | | | | | | | | | | | | | | | | | | | |

As can be seen from Table 6-34, the instances of Isolated Lexemes realising Specificity-Number in the Vietnamese discussions far outnumbered those in the English discussion. Moreover, apart from the equivalent resources to the English data such as “*khoảng-about*”, “*khoảng độ-around*” and “*gần-approximately*”, the Vietnamese discussions had distinctive Isolated Lexemes expressions of softening Focus of Specificity-Number, which are the use of the combination of consecutive numbers such as “*bảy tám -seven eight*” to soften the precision of the number. Realisations of Specificity-Number in context in the English and Vietnamese discussions are presented in Table 6-35 and Table 6-36 respectively.

Table 6-35: Realisations of Specificity-Number in the English discussions

| Scale | Instances | Realisations of Specificity-Number in context |
|----------------|---------------|--|
| Soften | almost | Before that I lived one year in Ki and almost a year in Hus and I've just moved to Mu since February the fifteen. |
| | about | When we lived there (for) about two or three months and the landlords came back |
| | around | Thu: How long have you been in Australia for? Tuan: approximately 2 years. |
| | approximately | I have just been here for around one month. |
| Sharpen | NONE | |

Table 6-36: Realisations of Specificity-Number in the Vietnamese discussions

| Scale | Instances | Realisations of Specificity-Number in context |
|----------------|---|---|
| Soften | khoảng | Nhà em ở gần trường, khoảng 5 phút đi bộ. |
| | <i>about</i> | <i>My house is close to uni, about 5 minutes walk.</i> |
| | *ba bốn | Mình học nguyên một khóa học ba bốn tháng. |
| | <i>three four</i> <i>(three or four)</i> | <i>I studied the whole course (which is) three four (three or four) months</i> |
| Sharpen | NONE | |

6.2.2.2.3. Summary of the comparison of the deployment of Focus in the two corpora

The comparison of the deployment of Focus in the English and Vietnamese discussions demonstrates a similarity between the two corpora in the proportions of Focus scale and differences in the deployment of realisation strategies and Focus types. The similarity was that in both data sets, the proportion of Softening instances was much higher than the Sharpening ones. The difference in the realisation strategies was due the fact that originally, Semantic Infusion is not a realisation strategy for Focus in English; therefore, all the Focus

instances in the English corpus were realised via Isolated Lexemes. Semantic Infusion is a distinctive realisation of Focus in Vietnamese. The difference in Focus types was that the most frequently deployed Focus subtype in English was Authenticity of Entities, but it was Specificity of Number in the Vietnamese data. A comparison of the Isolated Lexemes realisations of these two Focus subtypes in context demonstrates that there were resources for realisations of Authenticity of Entities and Specificity of Number in Vietnamese that were equivalent to English. At the same time, there were also Vietnamese resources that are not equivalent to English, such as the use of consecutive numbers for softening authenticity of number. This may contribute to the difference in the deployment of Focus types in the two languages.

6.2.3. Summary of the comparison in the deployment of Graduation in the English and Vietnamese discussions

Section 6.2 has presented a comparison of the deployment of Graduation in the English and Vietnamese discussions from two perspectives: (1) the proportions of Force and Focus instances and (2) the realisations of Force and Focus.

Regarding the proportions of Graduation, the two corpora shared a commonality in the trend of the proportions of Force and Focus scales, Force types, and proportions of figurative versus non-figurative meaning instances, but were differentiated in the trend of the proportions of Force and Focus realisation strategies. The substantial differences in the realisations of Force between the two corpora were that in the English data, the proportions of the realisation strategies were skewed towards Isolated Lexemes- Grammatical items and the proportion of Semantic Infusion in the English was much smaller than in the Vietnamese data. In the Vietnamese corpus, however, the proportion of Isolated Lexemes was distributed quite evenly between Grammatical items and Lexical items.

Regarding the realisations of Graduation, the data analysis demonstrated a large gap in the realisations of Force between the two corpora in terms of the diversity in lexical items and semantic infusion items as well as in the frequency of the utilisation of figurative meaning, in which the English data were distinguished with repetitive, limited and plain resources of Graduation which is the opposite of the Vietnamese data. The realisation of Focus in the

English corpus was also markedly different from the Vietnamese corpus in that in the English corpus one realisation strategy - Isolated Lexemes was deployed.

Conclusion

This chapter has addressed research question 3 by outlining substantial differences in the deployment of Attitude and Graduation resources in the English and Vietnamese discussions in the proportions of Attitude and Graduation instances and realisations of Attitude and Graduation, which demonstrate a large gap in the evaluative meaning making potential of Vietnamese graduate students in English as L2. Overall, the participants in the Vietnamese discussions conveyed an effective and sophisticated evaluative stance with evaluative expressions of flexibility and precision. In contrast, the same participants in the English discussions were not so successful in expressing their evaluative stance due to the limited, plain and simplistic expressions, not to mention that many of them were non-standard forms in English. The factors that contributed to this difference in the effectiveness of evaluative expressions in the two languages included: the limited capacity of the participants in the deployment of evaluative language in English in lexical and grammatical realisations; the complexity of certain language aspects such as non-core expressions, semantic infusion and figurative language, which are indeed challenging to L2 learners; and the availability of distinctive Attitude and Graduation resources of the Vietnamese language, which do not have equivalents in English. The next chapter will discuss these differences in greater detail.

CHAPTER 7: DISCUSSION OF PRINCIPAL FINDINGS

Introduction

In this study, the deployment of Attitude and Graduation in the English and Vietnamese discussions were examined and compared from the perspectives of (1) the proportions of Attitude and Graduation instances and (2) the realisations of Attitude and Graduation. The study found that deployment of Attitude and Graduation in the English and Vietnamese discussions shared some similarities in the trend of the proportions of certain aspects of Attitude and Graduation, but differed substantially in realisations as indicated in chapter 6, where the discussions of these similarities and differences were briefly introduced. This chapter will provide further discussion of the principal findings in terms of the proportions and realisations of Attitude and Graduation in the two corpora.

As detailed in chapter 6, the comparison of the deployment of Attitude and Graduation in the English and Vietnamese discussions revealed that despite the difference in the total number of Appraisal instances in the two corpora, the participants were relatively consistent in their evaluative stance although the way they realised evaluative meanings in their first language, Vietnamese, was very different from the way they realised them in English. In this chapter, the similarities in the deployment of Attitude and Graduation will be briefly discussed in section 7.1 and the differences will be detailed in section 7.2. In addition, the distinctive Vietnamese Attitude and Graduation resources and their realisations in the Vietnamese discussions and the non-standard English expressions of Attitude and Graduation in the English discussions, which distinguished the two corpora will be discussed in section 7.3 and 7.4 respectively.

7.1. Similarities in the deployment of Attitude and Graduation in the two corpora

In general, there was quite a similar pattern in the deployment of Attitude types and polarity as well as Graduation types and scales in the two corpora, except for Affect and Focus subtypes. In terms of Attitude, the two corpora had the same most frequently deployed Judgement and Appreciation subtypes, which were Capacity for Judgement and Quality for Appreciation with dominant inscribed positive instances in both data sets. In terms of Graduation, Force accounted for a higher proportion in both corpora with the same most frequently deployed Force type- Intensification of Quality-Degree. Quantification of Amount also occupied the largest proportions among Quantification types in two corpora. There was the same pattern of upscale/downscale of Force and sharpen/soften of Focus in the two languages. These similarities demonstrate a relative consistency in the participants' evaluative stance in both languages.

7.2. Differences in the deployment of Attitude and Graduation in the two corpora

The study found substantial differences in the deployment of Attitude and Graduation in the two data sets, including differences in (1) the total number of Appraisal instances, (2) the proportions of Attitude and Graduation types and most significantly (3) the realisations of Attitude and Graduation. Each of these differences will be discussed in sections 7.2.1, 7.2.2 and 7.2.3 respectively.

7.2.1. Difference in the total number of instances of Attitude and Graduation in the two corpora

In the Vietnamese discussions, the participants deployed a considerable number of Attitude and Graduation resources. In the English discussions, however, the total number of instances of both Attitude and Graduation was much smaller. There may be three reasons for this. Firstly, the participants were not as fluent in English as in Vietnamese so there were more

hesitations in the English discussions, resulting in smaller total number of words in the discussions in English than in Vietnamese, thus the number of instances of Attitude and Graduation in the English discussions was smaller. Secondly, they had a smaller repertoire of Attitude and Graduation realisations in English. Thirdly, they were novices at developing ideas in English.

More hesitations

Predictably, the data showed that the participants were not as fluent in English as in Vietnamese. This is evident from the greater number of hesitations during their discussions in English. The hesitations are illustrated below in extracts from the speech of two participants, Lam and Cuong, who represent different English proficiency levels. Lam was a very competent English user, having an overall IELTS score of 8 out of 9. Cuong had a lower overall IELTS of 6.5 out of 9, but his IELTS score is regarded as meeting the proficiency requirement of English to enroll in an Australian university. Text 1 illustrates the hesitations of these two participants with this symbol (...). In the Vietnamese data, the hesitations were hardly present.

Text 1: Hesitations in the English discussions

Lam: But if the management doesn't like aggressive decisions towards profit at the end of the year like everyone is, I have to ...[laugh]. Because when you look at the other ... "Wow that guy has so much profit" and because we got kind of chats. I have many friends from other companies, so we kind of know their salaries or bonus. So many times, "why you get much higher than mine?" [laugh].

Cuong: Oh, I don't know... Actually I did film the gala but they...something happen very bad to the sound recorder so they just help us...er...er...image but they didn't get the sound so the record fail.

Smaller repertoire

Another reason contributing to the smaller number of instances of Attitude and Graduation in the English discussions was the participants' apparently smaller repertoire of Attitude and Graduation resources in English. As competent language users, however, they had

replacement strategies to compensate for their language deficiency. The replacement strategies often occurred when there were hesitations. Text 2 exemplifies how replacement strategies were used by three different participants, Hieu, Huong and Van, when the required language resource was lacking.

Text 2: Replacement strategies in the English discussions

Hieu: There was one question I didn't like because the question was...-one questions covers the whole chapter.

Huong: He always make a- the class very, very...a lot of fun in class and it's make the ...- our studying more interesting.”

Van: And they return all Pass, no C, no D, no HD. Oh my God! Unbelievable. This's such a...it's very stressful.”

As can be seen from text 2, in cases when the participants could not find the precise and succinct expression of Attitude or Graduation, they replaced it with an alternative expression that could help explain their meaning most closely. Specifically, Hieu and Huong were trying to use an adjective to describe the quality of the questions in Hieu's exam and the quality of teaching in Huong's class. Van was trying to use a nominal group in which the evaluative resource could be an epithet. The hesitation (...) shows the participants were struggling with their evaluative language repertoire. Even when they could use a replacement, the meaning of the replaced expressions may not have the same degree of delicacy as the meaning they had wanted to express because all the replaced expressions were either merely ideational, for example, 'one question covers the whole chapter', or realised by core meaning and high frequency words, for example, 'fun' and 'stressful'. The dominance of core meaning and high frequency expressions in the English discussions is one indicator of the participants' limited repertoire of Attitude and Graduation resources in English. It also is a marker of one of the key differences in the deployment of Appraisal resources between the two languages.

In addition to replacing an intended evaluative expression with a core and high frequency word, or clause without interpersonal meaning, the participants seemed to use another strategy to get around not being able to express exactly what they meant. This strategy was to use Focus to soften the Authenticity of the expressions they were using. This explains the

differences in the most frequently deployed Focus subtypes in the English data (i.e. Authenticity-Entities) and in Vietnamese (i.e. Specificity-Number). In the English discussion, many instances of the Focus of Authenticity-Entities were more like speech fillers rather than genuine Focus items, functioning to soften the authenticity of entities as described in the coding scheme. Text 3 provides some examples of the deployment of this kind of Focus from four different participants.

Text 3: The deployment of softening Focus as a replacement strategy

Huyen: And I used to live with a couple with a kids and yeah pretty good, yeah, not much happening. We went out quietly. We move out without fighting or **anything like that**.

Lam: But if the management doesn't like aggressive decisions towards profit at the end of the year like everyone is, I have to ...[laugh]. Because when you look at the other (...) "Wow that guy has so much profit" and because we got **kind of chats**. I have many friends from other companies, so we **kind of know** their salaries or bonus. So many times, "why you get much higher than mine?" [laugh].

Hung: ..it's very stressful, and it's even very difficult for me. It's marketing and I have to understand every-**something like** major because you can apply for technology companies, or hospital, or something like service in a hotel, everything.

Nhung: Well, in fact marking is not satisfied or unhappy or **something**. It's just the way I'm...know where I'm which level I am at. So the mark is just let me know and then guide me where to go.

These replacement strategies demonstrate Strategic competence, a component of Communicative Competence (Celce-Murcia, 2007; Celce-Murcia et al., 1995). As competent speakers of English as a second or additional language, the research participants made use of what Celce-Murcia et al. (2007) termed "achievement communication strategy" in which the participants used the "strategies of approximation" (p.50) to approximate the meaning they wanted to express when they do not have the precise language resources. Even though this is a viable strategy among language learners, it is less than optimally effective in real life communication because the delicate evaluative meaning is not precisely expressed.

Inexperience with developing ideas in English discussions

The research participants not being able to produce as much speech in English as in Vietnamese discussions, and thus using fewer instances of Appraisal, was also due to their limited experience with producing expanded responses in English discussions. Consider the participant named Huong and her discussion about the same topic, assessment, in the two languages. In her

discussion in the Vietnamese language, Huong's interaction was rich with elaboration, extension and enhancement even without any prompt questions directed to her. However, in her English discussion, Huong did not successfully develop ideas in her response. Text 4 presents an extract from Huong's discussion about assessment in Vietnamese. An approximate English translation is provided immediately below the Vietnamese script.

Text 4: Huong's discussion about assessment in Vietnamese

Thu: Anh Trọng ơi, anh thi từ năm ngoái đúng không? Năm nay anh không phải thi đúng không?

...

Trọng: Mình phát hiện ra một điều như thế. Mà đã có thi chỉ có 3 từ ở trong đó thôi, và mình chỉ cần tìm đúng 3 từ đó, viết ra là đủ trả lời. Nói chung là cái gì cũng có giá của nó, không nên tin thầy.

All: [laugh].

Trọng: Vì thầy bảo là “Yên tâm, tao cho đề mở sách rất là dễ.”

All: [laugh]

Huong: Em cũng có ý kiến là **không nên tin** thầy. Như thầy giáo em suốt ngày **đọa nạt** cả lũ, đũa nào cũng học văt vắ, học mết nhòai ra rồi mà cuối cùng thi như thế này, nên là cảm thấy thầy thật là quá đáng. ==

All: [laugh]

Huong: ==làm bọn em **đau khổ** và cuối cùng thi -nhưng mà anyway thi ấy thì mọi người đều **phấn khởi** là bài dễ thì kết quả sẽ *khá hơn*. [laugh]. Chỉ tội sao không nói là nó dễ như thế này đi để mình đỡ phải văt vắ [laugh].

Thu: Trong, you took the exam last year, didn't you? This year you don't have to take an exam, do you?

...

Trọng: I realised one thing like that. Sometimes we only need to find the three right words to put into an answer and we can have an adequate answer. Generally speaking, everything has its price, (we) shouldn't trust the lecturers.

All: [laugh]

Trọng: Because the lecturers said “Don't worry, I will give a very easy ~~an~~ open book exam.”

All: [laugh]

Huong: I also share the idea that we **shouldn't trust** the lecturers. For example, my lecturer always **threatened** the whole class so that each and every one of us had to work so hard and industriously, but in the end the exam was (*easy*) like this, so I think the lecturer was just so unbearable==

All: [laugh]

Huong: ==making us so **miserable and painful** and in the end-but anyway, everyone was so **cheerful and happy** because the *easy* exam meant *better* results [laugh]. The only thing is why didn't the lecturer say the exam was going to be as *easy* as this so that we did not have to work too hard.

As illustrated in the extract in Text 4, Huong was elaborating on Trong's idea of "not trusting in the lecturers". Her interaction was rich in attitudinal meaning with **Affect** bolded, Judgement underlined and *Appreciation* bolded and italicised.

In the same discussion about assessment in English, Huong seemed to be very reluctant to communicate. Even when there were prompt questions directed to her, apart from the answer in which she gave her opinion about doing a critical review, she produced mostly one-word answers as illustrated in Text 5, where instances of Appreciation are *bolded and italicised*.

Text 5: Huong's discussion about assessment in English

Thu: You are going to do a critical review for assessment this time, aren't you? How do you find it?

Huong: It's very *difficult* for me because it's quite new for me. When I was at the university in Vietnam, we didn't focus a lot on critical review. We just, I mean *the learning style it's very different*, (...) so we don't have to give our own ideas, we just follow the teacher's idea. And now when I come here, I have to learn a different approach so it can improve my thinking, my analysis ability. I think it's very *good*.

Cuong: So you are doing master course?

Huong: Yes

Cuong: This is your first semester?

Huong: Yes.

Cuong: But you said you didn't have exam.

Thu: Because she is just doing an English course.

Huong: Yes.

Cuong: So not the first semester of the course. That's only the ==

Huong: == I'm preparing for a Master in July.

Thu: So she hasn't enrolled yet. Have you-have you enrol yet?

Huong: Yeah.

Thu: Oh, ok. Nhung, how long have you been studying here?

The English discussion Huong participated in happened after her Vietnamese discussion, thus, she was already familiar with the topic and the prompt questions. Huong also had the same tenor relations with the other participants in the English discussion as in the Vietnamese discussion. Therefore, in terms of field and tenor, the participant had the same conditions. However, the extract above suggests that Huong was not very experienced with giving an expanded response in English.

In summary, the lower number of instances of Attitude and Graduation in the English discussions produced by the same participants when discussing the same topics was interpreted as being due to their lower degree of fluency in spoken English, their smaller repertoires of evaluative language in English and their inexperience in expanding on their ideas in English. A pedagogical implication which can be drawn from this is that in teaching evaluative language to L2 learners of English, it is important to teach it in spoken discourse in addition to written discourse which has been the focus of research in this field. The teaching of evaluative language in spoken discourse needs to be incorporated with teaching approaches for improving the learners' fluency in producing spontaneous responses with strategies for developing ideas, such as using elaboration, extension and enhancement.

7.2.2. Differences in the proportions of Attitude and Graduation in the two corpora

The proportions of Attitude instances were examined in three respects as indicated in the coding scheme, which are: (1) Attitude types, (2) Explicitness, and (3) Polarity. As indicated earlier in beginning of section 7.1, the English and Vietnamese discussions shared the same pattern of the proportions of Explicitness and Polarity of Attitude. Regarding Attitude types, the two corpora shared the same pattern of the proportions of Attitude subtypes which are Judgement and Appreciation but differed in the pattern of the proportions of Attitude types and the proportions of Affect types. Differences in the proportions of Attitude types and Affect types will be discussed in 7.2.2.1 and 7.2.2.2 respectively.

The proportions of Graduation instances were examined in four respects as indicated in the coding scheme: (1) Graduation types and subtypes, (2) Scale, (3) Realisation strategies, and (4) Meaning, in which the fourth aspect – 'Meaning' was only applied for Force, not Focus. As indicated in section 7.1, the two corpora shared the same patterns in all of these aspects, except for the proportion of one Graduation subtype which is Focus-Valeur. Differences in the proportions of Focus-Valeur will be discussed in 7.2.2.3.

7.2.2.1. Differences in the proportions of Attitude types in the two corpora

As detailed in chapter 6, the difference in the deployment of Attitude types in the English and Vietnamese discussions was that although Affect accounted for the smallest proportions in both

data sets, the distribution of Attitude types was more evenly spread across the three Attitude types in the Vietnamese data, but was more skewed towards Appreciation in the English data.

One interpretation of this difference may be that the participants were more experienced in expressing impersonal evaluations (Appreciation) in English because of their greater exposure to this particular area of the language when learning English. During interviews with the participants, it was established that all either had an average IELTS score (Academic module) of over 6.5, or attended and passed the exit test of an EAP course as proof of meeting the English proficiency requirements to enroll in an Australian university. Their English language learning experience was constrained by the language areas being taught in the EAP programs. As the purpose of EAP programs is “helping learners to study, conduct research or teach” in English (Flowerdew & Peacock, 2001, p.8), the language areas dealing with academic matters which focus on the objectivity are more encouraged in EAP programs while aspects of the language that deal with personal matters are neglected. This may explain why the research participants were able to express a high proportion of Appreciation instances in the English discussions. This disproportional deployment of Attitude types in the English discussions can be illustrated in the discussions of the same topic, assessment, in two languages by one of the participants, Huong. The extracts in text 4 and 5 are re-presented in text 6 and 7 below, where instances of **Affect** are bolded, Judgement underlined and *Appreciation* bolded and italicised. In Huong’s discussion in Vietnamese, the combination of all the three types of Attitude was used while only Appreciation was present in her English discussion.

Text 6: Huong's discussion about assessment in Vietnamese

Thu: Anh Trọng ơi, anh thi từ năm ngoái đúng không? Năm nay anh không phải thi đúng không?

...

Trọng: Mình phát hiện ra một điều như thế. Mà đã có thì chỉ có 3 từ ở trong đó thôi, và mình chỉ cần tìm đúng 3 từ đó, viết ra là đủ trả lời. Nói chung là cái gì cũng có giá của nó, không nên tin thầy.

All: [laugh].

Trọng: Vì thầy bảo là “Yên tâm, tao cho đề mở sách rất là dễ.”

All: [laugh]

Huong: Em cũng có ý kiến là **không nên tin** thầy. Như thầy giáo em suốt ngày **đọa nạt** cả lũ, đũa nào cũng học văt vắ, học mệт nhòài ra rồi mà cuối cùng thi như thế này, nên là cảm thấy thầy thật là quá đáng. ==

All: [laugh]

Huong: ==lâm bọn em **đau khổ** và cuối cùng thi -nhưng mà anyway thi ấy thì mọi người đều **phấn khởi** là bài **đễ** thì kết quả sẽ **khá hơn**. [laugh]. Chỉ tội sao không nói là nó **đễ** như thế này đi để mình đỡ phải văt vắ [laugh].

Thu: Trong, you took the exam last year, didn't you? This year you don't have to take an exam, do you?

...

Trong: I realised one thing like that. Sometimes we only need to find the three right words to put into an answer and we can have an adequate answer. Generally speaking, everything has its price, (we) shouldn't trust the lecturers.

All: [laugh]

Trọng: Because the lecturers said “Don't worry, I will give a very easy ~~an~~ open book exam.”

All: [laugh]

Huong: I also share the idea that we **shouldn't trust** the lecturers. For example, my lecturer always **threatened** the whole class so that each and every one of us had to work so hard and industriously, but in the end the exam was (*easy*) like this, so I think the lecturer was just so unbearable==

All: [laugh]

Huong: ==making us so **miserable and painful** and in the end-but anyway, everyone was so **cheerful and happy** because the *easy* exam meant *better* results [laugh]. The only thing is why didn't the lecturer say the exam was going to be as *easy* as this so that we did not have to work too hard.

Thu: You are going to do a critical review for assessment this time, aren't you? How do you find it?

Huong: It's very *difficult* for me because it's quite new for me. When I was at the university in Vietnam, we didn't focus a lot on critical review. We just, I mean *the learning style it's very different*, (...) so we don't have to give our own ideas, we just follow the teacher's idea. And now when I come here, I have to learn a different approach so it can improve my thinking, my analysis ability. I think it's very *good*.

Cuong: So you are doing master course?

Huong: Yes

Cuong: This is your first semester?

Huong: Yes.

Cuong: But you said you didn't have exam.

Thu: Because she is just doing an English course.

Huong: Yes.

Cuong: So not the first semester of the course. That's only the ==

Huong: == I'm preparing for a Master in July.

Thu: So she hasn't enrolled yet. Have you-have you enroll yet?

Huong: Yeah.

Thu: Oh, ok. Nhung, how long have you been studying here?

7.2.2.2. Differences in the proportions of Affect subtypes

The category of Affect consists of four Affect types: (1) Un/Happiness, (2) Dis/Satisfaction, (3) In/Security and (4) Dis/Inclination. Each of these Affect types has further options, referred to as Affect subtypes. For example, Dis/Satisfaction has two further options of Ennui/Interest and Dis/Pleasure; Dis/Inclination has Desire and Non-Desire. The study found that the English and Vietnamese discussions were differentiated in the most frequently deployed Affect subtype. In the English discussion, it was Desire while in the Vietnamese discussions, it was Dis/Pleasure. The differences in the deployment of Affect subtypes in the two corpora necessitated further investigation into the realisations of Desire and Dis/Pleasure in context. This was to identify whether the same ideational meaning was associated with the two different Affect types in the two languages and whether the use of Desire in English was a replacement of Dis/Pleasure that the participants did not have enough language resources to deploy. The use of Desire in replacement of Dis/Pleasure might have been, for example, "I *want* to be able to get more from the course than what I'm getting now" (Desire) versus "I'm

so *frustrated* with the quality of the course” (Dis/Pleasure). However, no particular pattern was found and therefore no plausible underlying interpretation could be made.

7.2.2.3. Differences in the proportions of Focus subtypes

Focus is one of the two Graduation types, which has further options of Valeur and Fulfillment, each of which again has further choices. Valeur has the choices of Authenticity and Specificity, and Fulfillment has the choices of Actualisation and Completion. The study found that the two data sets shared the same pattern of the proportions of Focus types (i.e. Valeur and Fulfillment) but were differentiated in the pattern of the most frequently deployed Focus subtypes. The most frequently deployed Focus subtype in English was Authenticity of Entities while it was Specificity of Number in Vietnamese.

The dominant use of Focus-Authenticity of Entities in the English corpus could be interpreted as being due to the strategy the participants used to get around with not being able to select a word that could convey the experiential precision as discussed in section 7.1.1. Examples of the dominant use of Authenticity of Entities are represented in text 8.

Text 8: The deployment of softening Focus as a replacement strategy

Huyen: And I used to live with a couple with a kids and yeah pretty good, yeah, not much happening. We went out quietly. We move out without fighting or **anything like that**.

Lam: But if the management doesn't like aggressive decisions towards profit at the end of the year like everyone is, I have to ...[laugh]. Because when you look at the other (...) “Wow that guy has so much profit” and because we got **kind of chats**. I have many friends from other companies, so we **kind of know** their salaries or bonus. So many times, “why you get much higher than mine?” [laugh].

Hung: ..it's very stressful, and it's even very difficult for me. It's marketing and I have to understand every-**something like** major because you can apply for technology companies, or hospital, or something like service in a hotel, everything.

Nhung: Well, in fact marking is not satisfied or unhappy or **something**. It's just the way I'm...know where I'm which level I am at. So the mark is just let me know and then guide me where to go.

In contrast, when communicating in their first language, Vietnamese, the participants had access to a rich repertoire of expressions in their own language; therefore, it could be that

they did not need to use as many instances of Softening Authenticity of Entities as in English for the same purpose.

7.2.2.4. Summary of the differences in the proportions of Attitude and Graduation in the two corpora

The differences in the proportions of Attitude and Graduation include the difference in the distribution of Attitude types and the most frequently deployed Affect and Focus types in the two corpora. The dominant utilisation of Appreciation in the English corpus can be explained as being due to the participants' familiarity with impersonal and objective evaluation which is the focus in the EAP programs that they had studied in. The most frequent use of Focus-Authenticity of Entities in the English discussions can be interpreted as a Strategic Competence strategy that the participants employed to get around not being able to convey experiential precision. For the differences in the proportions of Affect types, however, no plausible underlining interpretation could be made.

7.2.3. Differences in the realisations of Attitude and Graduation in the two corpora

Realisations of Attitude were investigated differently for inscribed and invoked instances. Realisations of inscribed Attitude were examined in five respects: (1) the lexical instantiations, (2) the core/non-coreness and high/low frequency of the lexical instantiations, and (3) the grammatical realisations in functions and forms, and (4) the non-standard English expressions of Attitude in the English discussions or (5) the distinctive realisations of Vietnamese in the Vietnamese discussions. Realisations of invoked Attitude were investigated in terms of the invocation strategies which are Provoke, Flag and Afford. Realisations of Graduation were examined according to the realisation strategies, which are (1) Isolated Lexemes, (2) Semantic Infusion, (3) Repetition and (4) Swearing, in which Repetition and Swearing were only applied for Force, not Focus.

The realisations of Attitude and Graduation in the English and Vietnamese discussions were substantially different, in that much richer realisations of Attitude and Graduation were deployed in the Vietnamese data compared to the English data. Differences in the realisations

of Attitude and Graduation in the two languages will be discussed in section 7.2.3.1 and 7.2.3.2 respectively.

7.2.3.1. Differences in realisations of Attitude

Realisations of Attitude in the English and Vietnamese discussions were very different in both inscribed and invoked expressions. Differences in inscribed Attitude will be discussed in section 7.2.3.1.1 and differences in invoked Attitude will be discussed in 7.2.3.1.2.

7.2.3.1.1. Differences in realisations of inscribed Attitude

The realisations of inscribed Attitude in the two corpora differed markedly in both **lexical** and **grammatical realisations**. As detailed in chapter 6, the differences in the lexical instantiations of inscribed Attitude of the two corpora were that while lexical realisation of Attitude in the Vietnamese corpus was plentiful, rich and diverse with non-core words and figurative meaning, the expression in English was rather repetitive, plain and simplistic with mainly high frequency, core and non-figurative expressions. The differences in grammatical realisations indicated that while the Vietnamese corpus had a more flexible variety of functions and forms, the English corpus was rather restricted in this respect.

- **Differences in lexical instantiations**

The limited **lexical instantiations** in the English corpus are indicative of the participants' limited repertoire of evaluative expressions in English. This is evident from the frequent repetitive use of the same lexical instantiations in a short turn illustrated in text 9 and the use of the same lexical instantiations for various evaluative purposes illustrated in text 10.

Text 9: Illustration of the repetitive use of the same lexical instantiations in a short turn

Trang: I **hate** exam....I **hate** writing essays in three hours. I think it's just hard. And the mark is (quite) low, so I **hate** it.

Huyen: And but actually some university they will be more **practical** because I think depends on...for example if you in a law, in a law course, may be more **practical** by seeing the law case or you may be, you may have to listen to the radio about the law case and you have to get evaluation and everything and it is I think more **practical** than economics.

As can be seen in text 9, in Trang's turn, the same lexical realisation of Affect- 'hate' was used repeatedly even though the triggers for the feeling were expanded from 'exam' to 'writing essays in three hours' to 'low mark'. A similar phenomenon was observed in Huyen's turn.

Text 10: Illustration of the use of the same lexical instantiations for various evaluative purposes

Hieu: One person is Indian, one is Chinese and other people are Aussie. The thing is the Chinese lecturer is quite **easy** for the students. They share the same problem with student before so they understand the students' problem. In the examination he's quite **easy**. Yeah, the Chinese lecturer is quite **easy**. And Indian lecturer. He's working an IT architect for IBM so he has really in general and very huge knowledge about IT. And he taught us about IT security. He expects that students have general understanding about IT security. So it's also very **easy** subject for me because thinking general, not specific, so why not.

As illustrated in text 10, the lexical realisation, 'easy', in Hieu's turn was used for Judgement of Propriety targeted at the lecturer. It was also used for Appreciation of Complexity targeted at the subject.

The limited range of **lexical instantiations** of inscribed Attitude in the English discussions was also reflected in the infrequent utilisation of non-core words that would have allowed the participants to express both experiential precision and amplify the attitudinal meaning committed in the words. The over-use of core and highly generalised expressions such as 'good' and 'like/hate' prevented the Vietnamese graduate students from being sophisticated and effective in communicating their attitudes in their English discussions. However, it is quite commonly acknowledged that being able to understand the subtlety in the meaning of non-core words and use them in appropriate contexts are really challenging aspects of English language learning to L2 learners, which have not been adequately and explicitly taught in many EAP and IELTS preparation programs. This emphasises the necessity for English teaching materials to be designed to facilitate teaching to address this need of L2 learners.

- **Differences in grammatical realisations**

In addition to the differences in lexical instantiations, the **grammatical realisations** of inscribed Attitude in the two corpora were also very different in that the Vietnamese corpus had more variety of choices of grammatical realisations, while the English corpus was rather restrained in this respect. There could be three possible reasons for this. One is that the flexibility in grammatical realisations correlates with the flexibility in lexical instantiations; hence, as the Vietnamese corpus had more diverse lexical instantiations of inscribed Attitude, it had more diverse grammatical realisations. The other reason could be in the Vietnamese corpus, there were more instances of grammatical metaphor, which contributes to the variety of grammatical realisations in the Vietnamese discussions. In the English data, however, there were hardly any instances of grammatical metaphor in the realisations of Attitude. Examples of grammatical metaphor in the Vietnamese corpus are presented in [Table 7-1](#).

Table 7-1: The flexibility in functions and forms in the Vietnamese discussions

| Grammatical realisations | | Forms | Instances | Realisations of inscribed Displeasure in context |
|--------------------------|--------|-------|--|--|
| Functions | | | | |
| Gen | Spec | | | |
| Par | Attrib | Adj | khó chịu <i>annoyed</i> | ...học nguyên cả 1 học kì 3,4 tháng mà chỉ nhồi nhét vào trong 3 tiếng đồng hồ thì em cảm thấy rất là khó chịu , không viết được. <i>...studying for the whole 3 or 4 month semester but then being shoved in a 3 hour exam makes me feel so very annoyed, I can't write.</i> |
| Par | Phenom | N | sự khó chịu <i>annoyance</i> | Sau một thời gian nó cảm thấy rõ sự khó chịu của mình... <i>After some time, she clearly felt my annoyance...</i> |

As can be seen from the table above, the nominalisation of '**khó chịu**' (*annoyed*) contributes to the diversity in both function and form of the grammatical realisations of Displeasure in the Vietnamese discussion.

The grammatical realisations of inscribed Attitude in particular in the two corpora had many differences in form. One of the reasons for this was that forms realise functions differently in Vietnamese compared to English. For example, in Vietnamese, Modulation of Ability was realised by particles 'có thể' and 'được' instead of by auxiliary verbs such as 'can' and 'could' as in English. Moreover, in Vietnamese, a word does not change its form when it realises different functions. For example, adjective 'tốt' (*good*) was used to realise both Participant-Attribute and Circumstance-Manner. For this reason, there was a substantial difference in realisations in form between the two corpora. More discussion of the distinctive realisations of Attitude in the Vietnamese language will be pursued in section 7.3.

7.2.3.1.2. Differences in realisations of invoked Attitude

The Vietnamese and English data differed most markedly in the deployment of Provoke and Flag among the three invocation strategies. Overall, in the Vietnamese corpus, Provoked and

Flagged Attitude were deployed much more frequently than in the English corpus with a larger variety of resources for provoking and flagging Attitude.

Provoked Attitude, as outlined by Martin and White (2005, pp. 65-67), can be realised by figurative language resources, including lexical metaphor (e.g. “they **fenced** us”) and comparable metaphors or similes (e.g. “We were brought **like a market**.”). From the Vietnamese data, a wide variety of figurative language expressions as resources for provoking attitude apart from those outlined in Martin and White (2005) were found, including idiomatic expressions, exaggeration and irony, while in the English data, only lexical metaphors and similes were found.

Figurative language is particularly challenging for L2 learners of English because the meaning of figurative expressions are “deeply embedded in our culture and the way culture causes us to see the world” (Lowery, 2013, p.13). Therefore, in order to understand and to be able to use figurative language in English, the L2 English learners must understand the cultural concepts embedded in it, which is not easy to attain for people who have very limited time living in an English speaking culture, not to mention people who never live in an English speaking culture. Additionally, figurative language is not often included in Academic English programs, which was the only type of language instruction that the participants were exposed to. These may be the reasons for the lower proportion and more restricted realisations of this aspect of language in the English discussions.

Flagged Attitude, as outlined in Martin and White (2005, p.65), can be realised by “non-core vocabulary that has in some sense lexicalised a circumstance of manner by infusing it into the core meaning of a word” (e.g. “gallop”-meaning “run like a horse”) is a resource for flagging Attitude. Additionally, intensification of degree or process can be another resource for flagging Attitude (e.g. “demolish”-an intensification of core word “break”). These two resources are what were described as the Semantic Infusion strategy of Force.

Although the study found more realisations of Flagged Attitude in the English discussions than were outlined in Martin and White (2005) including Isolated Lexemes, Repetition and Modality, the Vietnamese data were found to have more resources for realising Flagged Attitude than English, which includes Exclamation, Comparison and Negation.

The absence of the realisations of Flagged Attitude in the English corpus that were available in the Vietnamese corpus, particularly, Exclamation, suggests that the participants may not be as familiar with the use of this distinctive spoken language resource in English as they are in their first language, Vietnamese. This is indicative of the need to include spoken evaluative resources in the teaching of English to L2 speakers apart from the written language resources which have already had the attention of many scholars.

7.2.3.1.3. Summary of the discussions of the differences in realisations of Attitude

The differences in the realisations of Attitude between the two corpora were marked with rather repetitive, plain and simplistic lexical instantiations in English discussions with mainly high frequency, core and non-figurative expressions, which is the opposite to the Vietnamese discussions. The interpretation of this difference was that the participants had a limited repertoire of evaluative expressions, particularly non-core and figurative expressions as well as distinctive features of spoken language such as exclamation, which may be due to the lack of focus on these aspects of language in the English language programs in which they studied. The differences in the realisations of Attitude between the two corpora may also be due to non-core and figurative expressions being a genuine challenge for L2 English learners because of their complicated and delicate nature. This raises the need to incorporate this aspect of the language into languages programs and language teaching materials.

7.2.3.2. Differences in realisations of Graduation

The differences in the realisations of Graduation in the two corpora were twofold. First, the two data sets differed in the dominant use of Isolated Grammatical Items in the English corpus but the equal distribution of Isolated Grammatical items and Lexical items in the Vietnamese corpus. Second, realisations of Semantic Infusion were much more diverse in the Vietnamese corpus compared to English.

There may be three reasons contributing to these differences. First, Grammatical items such as ‘very’ and ‘quite’ are much easier to acquire than Lexical items and Semantic Infusion. They can be placed just before an adjective or an adverb to graduate its intensity. Therefore, for L2 English speakers, they are more accessible than Lexical items and Semantic Infusion

in terms of the delicacy in meaning. In contrast, Lexical items and Semantic Infusion can be quite sophisticated in meaning with experiential variation realised via non-core words and figurative meaning. As discussed earlier, this aspect of the language is particularly challenging for L2 English learners. Therefore, it is understandable that the participants could deploy a higher proportion of this feature in their mother tongue than in English. The complicated nature of Semantic Infusion in particular challenged the most English language competent participants in the study. This is illustrated in Figure 7-1 by the comparison of the proportions of the Isolated Lexemes and Semantic Infusion realisation strategies of Graduation in English and Vietnamese deployed by Lam and Ha, the two participants whose IELTS overall scores were 7.5 or above (out of 9) - scores considered to be between good and very good on the IELTS scale⁷.

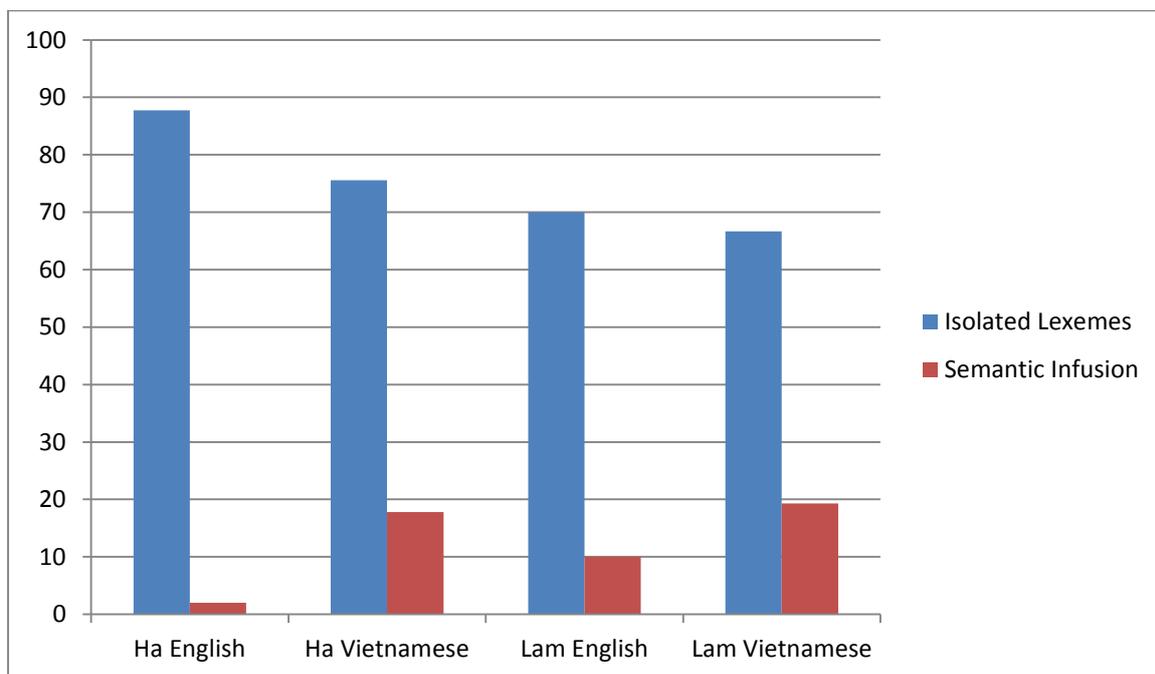


Figure 7-1: The proportions of Isolated Lexemes and Semantic Infusion by very good English language users

As can be seen from Figure 7-1, both Ha and Lam deployed many fewer instances of Semantic Infusion in English compared with Vietnamese.

⁷ Source: http://www.ielts.org/institutions/test_format_and_results.aspx

The other reason contributing to the more frequent use of Semantic Infusion as realisations of Graduation in the Vietnamese discussions may be that the Vietnamese language has more resources of this kind. In addition to the Semantic Infusion items equivalent to what is described in the English Appraisal framework, the Vietnamese language has other types of Semantic Infusion, which are Reduplicatives such as ‘kho khó’ (*a bit difficult*) and Compound words such as ‘mong muốn’ (*expect and desire*). Detailed description of these two distinctive Vietnamese language resources can be found in section 2.6 in chapter 2.

As indicated in chapter 5, Reduplicatives and Compound words were found to be realisations of both Force and Focus in the Vietnamese discussions. In the English discussions, however, these two resources of Semantic Infusion were not present, which can explain the much more frequent deployment of Semantic Infusion in the Vietnamese data compared to the English data. It can also explain the absence of Semantic Infusion as a realisation of Focus in the English corpus as Focus is described in Martin and White (2005) as being realised only by Isolated Lexemes.

In summary, the dominant use of Lexical items and minimal use of Semantic Infusion as realisations of Graduation in the English discussions compared with the Vietnamese discussions reflects the nature of L2 language learning in that L2 learners tend to get hold of the “low hanging fruits” - Isolated Lexical items first before they can attempt to acquire the more delicate language resources - Semantic Infusion items. In language education, more “low-hanging fruits” can be taught to lower language proficiency level students but higher language proficiency level students can be advanced with the teaching of more Semantic Infusion. The differences between the two corpora in the deployment of Semantic Infusion as a realisation of Graduation, particularly Focus were also due that the Vietnamese Semantic Infusion resources of Reduplicatives and Compound words are not present in the English language. For Vietnamese learners of English, alternative English expressions to Reduplicatives and Compound words can be highlighted so that the students can be aware of available resources in the English language.

7.3. Distinctive Attitude and Graduation resources and grammatical realisations in the Vietnamese discussions

As explicated in the previous sections, distinctive Vietnamese Attitude and Graduation resources and grammatical realisations contributed to the differences in the proportions and realisations of Attitude and Graduation in the two corpora. The distinctive Vietnamese Attitude and Graduation resources are explained in section 7.3.1 and distinctive grammatical realisations of Attitude and Graduation in the Vietnamese language are presented in section 7.3.2.

7.3.1. Distinctive Attitude and Graduation resources in the Vietnamese discussions

As discussed in section 2.6 in chapter 2, distinctive potential Appraisal resources in the Vietnamese language include the Person Reference system, Modal particles, Final Polite particles and Categorisers as resources for expressing Attitude, and reduplicatives and compound words as resources for expressing Graduation. In the current study, among the potential resources presented in the literature review, the following resources were actually found in the data including the person reference terms, categoriser “cái”, reduplicatives and compound words.

7.3.1.1. Distinctive resources for expressing Attitude

The distinctive Vietnamese resources for expressing Attitude found in the study are person reference terms and the categoriser “cái”.

7.3.1.1.1. Person reference terms

There were many instances of person reference terms flagging different types of Affect found in the data. The following extract taken from chapter 5 exemplifies how person reference terms flagged Affection and Displeasure. The use of “bạn ấy” (the friend) to refer to Lien’s house-mate flags her Affection towards the house-mate. The switch from “bạn ấy” (*the friend*) to “nó” (*it-she*) flags Lien’s Displeasure towards the house-mate when she brought strangers home.

(a) Liên: Ah...Bạn ở cùng với em thì **bạn ấy** gần như kiểu Tây rồi ấy nên là **bạn ấy** rất là thoải mái, mình thích làm gì thì **bạn ấy** cũng để cho làm, rất là vô tư và cũng rất là tôn trọng cuộc sống riêng tư của mình. Chỉ có điều là bạn ấy cực kỳ thoải mái vô tư nên **bạn ấy** rất hay rủ bạn bè về nhà. ...Cho nên là thỉnh thoảng cũng có những **đứa** hoàn toàn xa lạ, bất ngờ đến ở nhà em. Em không hề biết tí gì về **chúng nó**, mà cứ ở la liệt ở phòng khách thì em đương nhiên là không thể nào thấy thích được rồi. Thế sau một thời gian mình cũng cảm-....**nó** thấy rõ sự khó chịu của mình.

Lien: The “friend” living with me- “the friend” is almost like a Westerner so “the friend” is very flexible, “the friend” would let me do whatever I like to do, very not-bothered and also very respectful of my private life...The only thing is “the friend” is extremely flexible and not-bothered that “the friend” very often invites her friends home. ...So sometimes there are absolute strangers who suddenly appeared in my house. I don’t know a single thing about “chúng nó” (“the gang”- them), but (they) laid everywhere in the living room, so certainly I could not like it. So after some time, “nó” (“it”- she) could clearly see my annoyance.

Another example not presented in chapter 5 illustrates how the use of person reference terms flags attitude. In extract (b) below, the participant, Hung, was talking about a lecturer he was not satisfied with and in fact was very frustrated with and a lecturer he really admired. When referring to the lecturer he was not satisfied with, he used the kinship term “anh ấy” (that senior brother). In contrast, he used another kinship term “ông ấy” (that grandpa) to refer to the lecturer he really admired.

(b) Hung: Thì đến kì đầu tiên mình ... học- nói chung giáo viên thì ở mức độ bình thường và môn mình cảm thấy cực kì thất vọng là môn Micro ở ngay kì đầu tiên mình học. Giáo viên **anh ấy** là người Ấn Độ. Nói chung là tiếng Anh của **anh ấy** cực kì khó nghe. (...) Cái thứ 2 là cái việc chuẩn bị slide để giảng ngày hôm đấy anh ấy chuẩn bị cực kì là cầu thả. Và cái đấy mình cảm thấy rất là mất cảm tình (...). Bên cạnh đấy mình có 1 sô giáo viên cũng tốt như kì vừa rồi mình học môn Bank Management thì ... Giáo viên ông ấy là người vừa đi làm advisor cho mấy ngân hàng lớn ở Úc và buổi tối ông ấy đi dạy cho 1 lớp của mình thôi. Thế là ông ấy vừa thực tế, vừa lí thuyết ông ấy giảng rất là sâu sắc.(...) Khi mình ... gặp ông ấy để ... hỏi thì cực kì nhiệt tình, trả lời cực kì chi tiết. (...). Mình cảm thấy đó là 1 giáo viên từ trước đến giờ mình gặp có 1 người, rất ngưỡng mộ.

Hung: In the first semester that I enrolled in general the lecturers were at an average level and the unit that I felt extremely disappointed about is Micro Economic right in the first semester. The lecturer “anh ấy” (he) was an Indian. Generally speaking the English of “anh ấy” (he) was extremely difficult to understand. The second thing is the preparation of the lecture slides, “anh ấy” (he) prepared extremely carelessly. And that what made me very unimpressed. (...) On the other hand, there are good lecturers, for example, last semester, I studied Bank Management...The lecturer “ông ấy” (he) worked for some big Australian banks as well as taught our class in the evening. So “ông ấy” (he) was both practical and theoretical, “ông ấy” (he) explained very profoundly. I find that is only the lecturer I’ve met that I really admire.

In the Vietnamese culture, a lecturer or a teacher is regarded to be at the same rank as one’s parents. In the past, an educator used to be a man, no women were allowed to be involved in the profession. The reference term for an educator is “thầy” (meaning “a master”), which is also the term of address people in some regions of Vietnam still use to address or refer to their father at present. The participant, Hung, in the study did not use the conventional term of address, “thầy”, to refer to either of his lecturers. However, “ông ấy” (*that grandpa*) is a formal term referring to a male person high in the hierarchy apart from the usage of the term to refer to a male person who is at the age of a grandfather. Hung was referring to the lecturer he admired using the first meaning of this term in his speech. This choice of term of reference flags Hung’s respect for the lecturer so it can be coded as positive Affection. In contrast, Hung used “anh ấy” (*that senior brother*) to refer to the lecturer he was disappointed with. Although “anh ấy” is also a polite term of reference, the down-ranking in hierarchy of the lecturer from being equal to one’s parents to equal to one’s brother through the use of the kinship term “anh ấy” implies that Hung did not respect the lecturer at all, thus a negative Affection can be flagged without referring to the co-text. With the reference to co-texts, the use of “anh ấy” also flags Displeasure.

7.3.1.1.2. The categoriser “cái”

As discussed in section 2.6.2 in chapter 2, the categoriser “cái” can flag attitude when it is used to categorise human entities. There were a few instances of “cái” having attitudinal meanings found in the study. Two examples, (a) and (b) below, illustrate how the categoriser

“cái” flags Antipathy towards the landlord in instance (a) and towards “the abnormal friend” in instance (b). For a detailed explanation, please refer to section 5.2.2.2.2 in chapter 5.

(a) **Cái thằ**ng Trung Quốc chủ nhà ấy rất là hách dịch.

*The “thằ*ng” Chinese landlord is very dictatorial.

(b) Trời ơi, tự nhiên mình lại vướng vào cái bạn dờ hơi như thế này!

Oh, God, just out of the blue, I’m stuck to “cái” abnormal friend.

7.3.1.2. Distinctive resources for expressing Graduation

Distinctive Vietnamese resources for realising Graduation found in the study are Reduplicative and Compound words.

7.3.1.2.1. Reduplicatives

There were a large number of reduplicatives found in the Vietnamese data that both upscale and downscale Attitude (Force) and soften the proto-typicality of entities or process (Focus). Some instances of this function of reduplicatives are presented in [Table 7-2](#). The translation of reduplicatives is a semantic translation only; it cannot reflect the reduplication of the words.

Table 7-2: The function of reduplicatives as a Graduation resource

| Functions of reduplicatives | | Types of Graduation | Instances of reduplicatives as a Graduation resource |
|-----------------------------|-----------|---------------------|---|
| Force | Upscale | Intensification | Khi người ta mang khách hàng về thì mình sẽ soi mới mình hỏi là khách hàng này là ai, khách hàng này từ đâu ra, khách hàng này cái lượng tiền của người ta như thế nào. <i>When they bring in customers, I will stare at and examine them closely and ask where this customer is from, how much money does this customer have.</i> |
| | | Quantification | Có tất tần tật là 9 môn. <i>There are all together 9 units.</i> |
| | Downscale | Intensification | Cũng mâu thuẫn là muốn học môn nào nó kho khó một tí. <i>(There's) also a conflict that (I) want to study a unit which is a little slightly difficult.</i> |
| | | Quantification | Em cũng có một vấn đề nhỏ nhỏ . <i>I also have one smallish problem.</i> |
| Focus | Soften | Valeur | Nó... là các sản phẩm về ...vật chất, hàng hóa, chẳng hạn như là than, vàng, mấy cái dầu diếc gì đấy. <i>It is material and goods products, such as coal, gold and some oil and the similar things.</i> |
| | | Fulfillment | Đọc xong rồi cũng hiểu hiểu . <i>After finishing the reading, (I) understand understand (kind of understood).</i> |

7.3.1.2.2. Compound words

There were a large number of compound words found in the data that upscale the Intensification of Quality and Process, Quantification of Proximity-Time. Compound words are not a resource for realising upscaled Intensification of Proposal, Quantification of

Amount and Frequency, or downscaled Force and Focus. A compound word obtains its intensified meaning from the two components that constitute the compound word, thus, the meaning is always up-scaled, never down-scaled. Some instances of this function of compound words are presented in Table 7-3. The translation of compound words tries to reflect the compound nature of the meaning of the words by adding the conjunction “and” which does not exist in the original expressions.

Table 7-3: The function of the compound words as a Graduation resource

| Functions of reduplicatives | | Types of Graduation | Instances of compound words as a Graduation resource |
|-----------------------------|---------|---|---|
| Force | Upscale | Intensification Quality | Sau khi viết xong cảm thấy rất là hứng khởi cho mấy môn sau. <i>After finishing the writing (I) felt very excited and eager for the following units.</i> |
| | | Intensification Process | Cái mà em mong muốn thay đổi rất nhiều nhất chính là cái lối tư duy. <i>(The thing that I expect and want (desire) to be changed the most is the way of thinking.)</i> |
| | | Quantification Proximity-Time | Bạn bè muốn chơi được bền lâu với nhau... <i>Friends want to be in a friendship endurably and long.</i> |

7.3.2. Distinctive grammatical realisations of Appraisal in the Vietnamese discussions

The distinctive grammatical realisations of Appraisal in the Vietnamese language revealed in the study include the distinctive transitivity of Relational clauses, Mental clauses with the process “*cảm thấy*” (feel), and the realisations of Circumstance of Manner.

7.3.2.1. The distinctive transitivity of the Relational clause

As can be seen from chapter 5, a large amount of attitudinal meaning in the Vietnamese language data was realised as Participants (Attributes) in Relational clauses. In a Relational

clause in the Vietnamese language, the Relational process is very often ellipsed, as indicated by (Thai, 2004). Instances (a) and (b) taken from the data of the study illustrate this point.

(a)

| | |
|----------------------------------|----------------------------|
| Cái thẳng landlord Trung Quốc nó | (rất là) hách dịch. |
| <i>The Chinese landlord he</i> | <i>(very) dictatorial.</i> |
| Carrier | Process/Attribute |

*(The Chinese landlord is very **dictatorial**.)*

(b)

| | |
|------------------------------|---------------------|
| Bài giảng của họ (đều) | lí thú (cả) |
| <i>Their lecturers (all)</i> | <i>fascinating.</i> |
| Carrier | Process/Attribute |

(Their lectures are all fascinating.)

7.3.2.2. *The distinctive transitivity of Mental clauses with the process “cảm thấy” (feel)*

A mental clause realised by the mental process of perception “cảm thấy” (feel/think/believe) projecting an embedded Mental clause as a Phenomenon with an ellipsed participant is very common in Vietnamese. There were many instances of Affection being realised in this way. Instances (c) and (d) taken from the data illustrate this point.

(c)

| | | | |
|-----------|-----------------------------|---------------------------------------|----------------------------------|
| <i>Em</i> | <i>cảm thấy</i> | <i>rất là kính phục</i> | <i>những người thầy như thế.</i> |
| I | feel | (that I) very much respect and admire | lecturers like him. |
| Senser | Pro: Mental (Perception) | Phenomenon | |
| | | (Senser) Pro: Mental | Phenomenon |

*(I feel (that I) very much **respect and adore** lecturers like him.)*

(d)

| | | | |
|--------|-----------------------------|----------------------|-------------------------|
| (em) | <i>vẫn cảm thấy</i> | <i>yêu thích</i> | <i>cái môn Finance.</i> |
| I | still feel | (that I) really like | the Finance unit. |
| Senser | Pro: Mental (Perception) | Phenomenon | |
| | | (Senser) Pro: Mental | Phenomenon |

7.3.2.3. Realisations of Circumstance of Manner in the Vietnamese language

There were also many instances of Attitudinal meaning being realised as Circumstance of Manner. In English, at word level, the Circumstance of Manner is realised by adverbs. In the Vietnamese language, however, it is realised by adjectives because words in Vietnamese do not change their forms when they have different functions or in different tenses. Instances (e) and (f) taken from the data illustrate this point. In these instances, the word “**tốt**” (good, well) remain the same form when functioning as an Epithet in a nominal group (“*một người giáo viên rất là tốt*”- *a very good teacher*) or as a Circumstance of Manner (“*nhiều người dạy tốt*”- *many people teach well*).

(e) *Mình cảm thấy đó là một người giáo viên rất là tốt* kể cả trong cái việc chuẩn bị bài cho đến việc tiếp xúc với sinh viên cho đến việc đứng nói ở trên lớp và tổ chức các cái bài thi.

I feel that is a very good teacher both in lesson preparation as well as in contacting with students and in class performance and organizing exam questions.

(f) *Có nhiều người dạy tốt, có nhiều người chỉ lý thuyết thôi.*

There are many people who teach (good) well, (and) there are many people who only (know) the theories.

7.3.2.4. Summary of the discussions of distinctive Vietnamese Attitude and Graduation resources and grammatical realisations

The distinctive Attitude and Graduation resources and their realisations in the Vietnamese language reflect the great difference between the two language systems, English and Vietnamese, which causes enormous difficulties for Vietnamese learners of English and English speaking learners of Vietnamese when having to switch from one language code to

another. For Vietnamese learners of English in the current study in particular, the distinctive Vietnamese grammatical realisations were also reflected in or have great influence in their expressions of English, which causes their English expressions to be non-standard, thus creating barriers for them to be able to express their evaluative stance in the most effective way.

7.4. Non-standard English expressions in the English discussions

Another feature that distinguished the deployment of Attitude and Graduation in English data was the large number of non-standard English expressions of Attitude and Graduation. The non-standard expressions occurred in almost every category in the Appraisal framework for various reasons, including the following in order of frequency: (1) inappropriate word forms, (2) ineffective or inappropriate word choice or word collocation, (3) missing or inappropriate use of one part of a clause or group such as the auxiliary verb in a negative Mood element, a missing process, a missing preposition in a prepositional phrase, a missing deictic in a nominal group and (4) confusion between active and passive voice.

7.4.1. Inappropriate word forms

The most common problem with non-standard expression is the use of inappropriate word forms. The participants were very often confused between the form of a noun and an adjective, the form of an adverb and an adjective, and the different forms of adjectives. Each of these problems is illustrated in [Table 7-4](#).

Table 7-4: Problems with word forms in the English discussions

| Word form problems | Instances of word forms problems |
|-------------------------------|--|
| Nouns and Adjectives | <p>So when I came here, I just have my own desire, my own ambitious*, my own knowledge from my self-study.</p> <p>I like this teacher because he's very intelligent, open-minded and he's humour*.</p> <p>All the equipment- they are pretty modern and very fashion* like- I mean they change all the time and they was really good.</p> |
| Adverbs and Adjectives | <p>(A good flat-mate) can be socially*, easy to be with...</p> <p>I think staying with someone who is quietly*...is better.</p> |
| Different forms of Adjectives | <p>They not really interest* on the music.</p> <p>Well, in fact marking is not satisfied* or unhappy or something.</p> <p>But when I take the exam, it's so disappointed* because I get a lower mark.</p> |

It is very likely that this problem is partly due to the influence of the grammatical features of the participants' L1, Vietnamese. In the Vietnamese language, as stated in section 2.6 in chapter 2, a word does not change its form when performing different functions. The alternative forms of an adjective as a present participle such as 'disappointing' and as a past participle 'disappointed', for example, do not occur in the Vietnamese language. Therefore, being able to use appropriate word forms in spoken contexts where the L2 learners are required to have spontaneous responses can be really challenging for them.

7.4.2. Inappropriate/ineffective word choice

The second most common problem with non-standard expression in English is the use of inappropriate or ineffective word choice. Inappropriate or ineffective word choice, even when

grammatically correct, prevents the participant from effectively conveying the evaluative message to the listeners. Sometimes, the participant used a highly general word such as “good” to express a delicate evaluative meaning (as in (a), (b) and (c)). Sometimes, they used a word that represents a physical condition such as “comfortable” to describe the personality of a person (as in (d) and (e)). Sometimes, they used a word the meaning of which is not coherent with the rest of what they were trying to convey as in (f). In these cases, the listener must refer to the context in order to interpret the evaluative meaning. Some instances of ineffective word choice are presented below.

*(a) He’s a **good** guy, he explain very clearly, and he is very patient.*

*(b) He also very **good**. I mean he always talk about the morality and ethic in work place.*

*(c)They help me to choose the subject, the, the right subject, the suitable subject for me and also **interesting** teacher, lecturer for me.*

*(d) I think ...they are very **comfortable*** and very easy-going.*

*(e) She’s quite **comfortable** and not too much, you know, **not too much complex***.*

*(f) Yeah- but I heard it so...interesting, so **noisy*** music pop.*

Some expressions had unusual word collocations as in (g) and (h).

*(g)I **work so tough*** for the exam.*

*(h)I **feel many many strange** things here*

The ability to convey experiential precision effectively through the use of appropriate word choice requires the L2 English learners to have a rich language repertoire and a profound understanding of the delicacy of the meaning embedded in the words. This is a genuine challenge for L2 English learners who have very short time living in an English speaking environment and limited exposure to English in authentic contexts like the participants of this study.

7.4.3. Missing or inappropriate use of one part of a clause or group

The third most common problem with non-standard expressions of English is the lack of, or inappropriate use of, one part of a clause or group. [Table 7-5](#) exemplifies this point.

Table 7-5: The lack of, or inappropriate use of, one part of a clause or group

| The lack of/inappropriate use of | Instances of the lack of, or inappropriate use of, one part of a clause or group |
|--|---|
| Auxiliary verb in a negative Mood | <p>But some I know when the children doesn't like, they just attract on the paper.</p> <p>They not really interest* on the music.</p> |
| Process | <p>I can't suffer any problems, maybe I really aggressive, I think so.</p> <p>This semester only one exam so pretty not much pressure.</p> <p>When you're talking about journalist, talking about something that telling lie*.</p> |
| Deictic (articles) | <p>Some kind of- some students say you really have a curiosity*.</p> <p>In the interview I also got very important person from the council.</p> <p>You talk about very bad teacher*.</p> <p>It's very *beautiful scenery.</p> |
| Preposition | <p>Now I'd say my flat-mates should be good *English.</p> <p>They are good *English, very better than me.</p> <p>I just found a place *for relax.</p> |

Many of these non-standard expressions instances can again be explained as being due to the influence of L1. First, the ellipsis of a Relational process in an Attributive Relational clause resembles the grammar constituent in Vietnamese. As can be observed from the table above, there are many instances of lacking of a Relational process in an Attributive clause as in (a) and (b):

- (a) They not really interest on the music.
- (b)... maybe I really aggressive....

As indicated in section 2.6 in chapter 6, it is very common in the Vietnamese language that a Relational process is ellipsed in an Attributive Relational clause. This feature of Vietnamese is re-illustrated in (c):

(c) (*He is very wise*)

| | |
|---------|-------------------|
| Ông ta | (rất) thông thái. |
| He | (very) wise. |
| Carrier | Process/Attribute |

The functional constituents of (a) and (b) are very similar to (c). This demonstrates the influence of L1 on the L2 expressions.

Second, the inappropriate use of Deictic is another example of the incompatibility between English and Vietnamese grammar. As Vietnamese do not have the equivalent definite and indefinite articles as in English, the participants often showed confusion when using them, resulting in non-standard English expressions such as *'It's very beautiful scenery'*.

7.4.4. Confusion between active and passive voice

There was one instance in the study of confusion between the use of active and passive voice in relation to realisation of Appraisal as in (e).

(e)But some I know when the children doesn't like, they **just attract** on the paper.

The construction of passive voice in English is a real challenge for novice L2 English speakers because this grammatical realisation is very different from Vietnamese. In the Vietnamese language, passive voice is formed by adding modal particles 'bị' and 'được' in front of a verb without changing its form as explained in section 2.6 in chapter 2. When having to switch to English in which the expression of passive voice involves more complicated grammatical construction, it is understandable that the participants had this issue in oral communications when nearly no time at all is allowed for cognitive processing of the grammatical construction.

7.4.5. Summary of the discussions of the non-standard expressions in the English discussions

Non-standard expressions of Attitude and Graduation in the English discussions were interpreted as being mostly due to the lack of equivalence in many grammatical expressions between English and the participants' first language. This brings to light the areas of English grammar that are challenging for Vietnamese learners of English. The pedagogical implication that can be drawn from this is that in order to help Vietnamese learners of English to be able to effectively express their evaluative stance, besides teaching them a variety of lexical instantiations, the teaching of grammatical realisations are also of great importance.

Conclusion

The chapter has provided a discussion of the similarities and differences in the deployment of Attitude and Graduation in the English and Vietnamese discussions by Vietnamese graduate students in Australia. The similarities confirm the consistency in the participants' evaluative stance when discussing the same topics in different languages. The differences bring to light areas of language learning, particularly evaluative language, that are challenging to L2 language learners of Vietnamese and English. The next chapter, chapter 8, will assemble the pedagogical implications of this chapter and outline other practical and theoretical implications that can be drawn from this thesis followed by an indication of the limitations of the study and suggestions for possible topics for further research.

CHAPTER 8: THEORETICAL AND PRACTICAL IMPLICATIONS OF THE STUDY AND CONCLUDING COMMENTS

Introduction

The analysis and comparison of realisations of Attitude and Graduation in English and Vietnamese discussions has provided an insight into the understanding of the differences in the capacity to deploy Attitude and Graduation resources in English and Vietnamese by Vietnamese graduate students in Australia when participating in discussions in English and Vietnamese. The study has also highlighted some differences in the two language systems, English and Vietnamese, in terms of evaluative language; and as a corollary, has indicated aspects of the two languages that are particularly challenging to L2 language learners, as discussed in chapter 7. Furthermore, the analysis has provided important evidence suggesting possible refinements of the Appraisal framework in English and for the adaptation of the Appraisal framework for languages other than English, particularly Vietnamese, which will be discussed in the current chapter. This chapter will begin with a discussion of the implications of the study from theoretical and practical perspectives in section 8.1 before proceeding to the indication of the limitations of the study in section 8.2 and recommendations for future research in section 8.3.

8.1. Theoretical and practical implications of the study

The research findings of the current study contribute to theoretical accounts of the evaluative resources of language and to the applications of this aspect of language in the practice of language teaching. The theoretical implications of the study will be discussed in section 8.1.1 and the practical implications will be discussed in section 8.1.2.

8.1.1. Theoretical implications

The contributions to theory made by the study are the refinement of the theorisation of Attitude and Graduation in the Appraisal system and the recognition of Appraisal resources distinctive to the Vietnamese language. In this section, the refinements of Graduation will be

discussed before the refinements of Attitude as many resources of Graduation are realisations of invoked Attitude. Discussions of Graduation in section 8.1.1.1 will be the basis for discussions of realisations of Attitude in section 8.1.1.2. Discussions of the contribution to the recognition of distinctive Appraisal resources to the Vietnamese language will be presented in section 8.1.1.3.

8.1.1.1. Recommendations for the refinements of the theorisation of Graduation

As discussed in chapter 2 (section 2.4.2.2), Graduation consists of resources for amplifying Attitude (and Engagement). The current study focuses on Graduation of Attitude only. The system of Graduation was divided into Force and Focus, in which Force operates according to “intensity or amount” and Focus operates according to the “proto-typicality and preciseness by which category boundaries are drawn” (Martin & White, 2005, p. 137) . Force, more delicately, concerns choices of Intensification, dealing with the intensity of Quality, Process, or Proposal, while Focus, more delicately, concerns the choices of Valeur (dealing with the sharpening or softening of the proto-typicality of Quality) and Fulfillment (dealing with the sharpening or softening of the proto-typicality of Process).

The Graduation system for the English language, which has been adapted from Martin and White (2005) and Hood (2010), was presented in Figure 2-17 in section 2.4.2.2.3 in chapter 2 and represented here. In this system, Force has four dimensions including Force types, Scales, Realisation strategies and Meaning. Focus, on the other hand, only has Focus types and Scales because it is presumed that Focus can be realised via Isolated Lexical items in English.

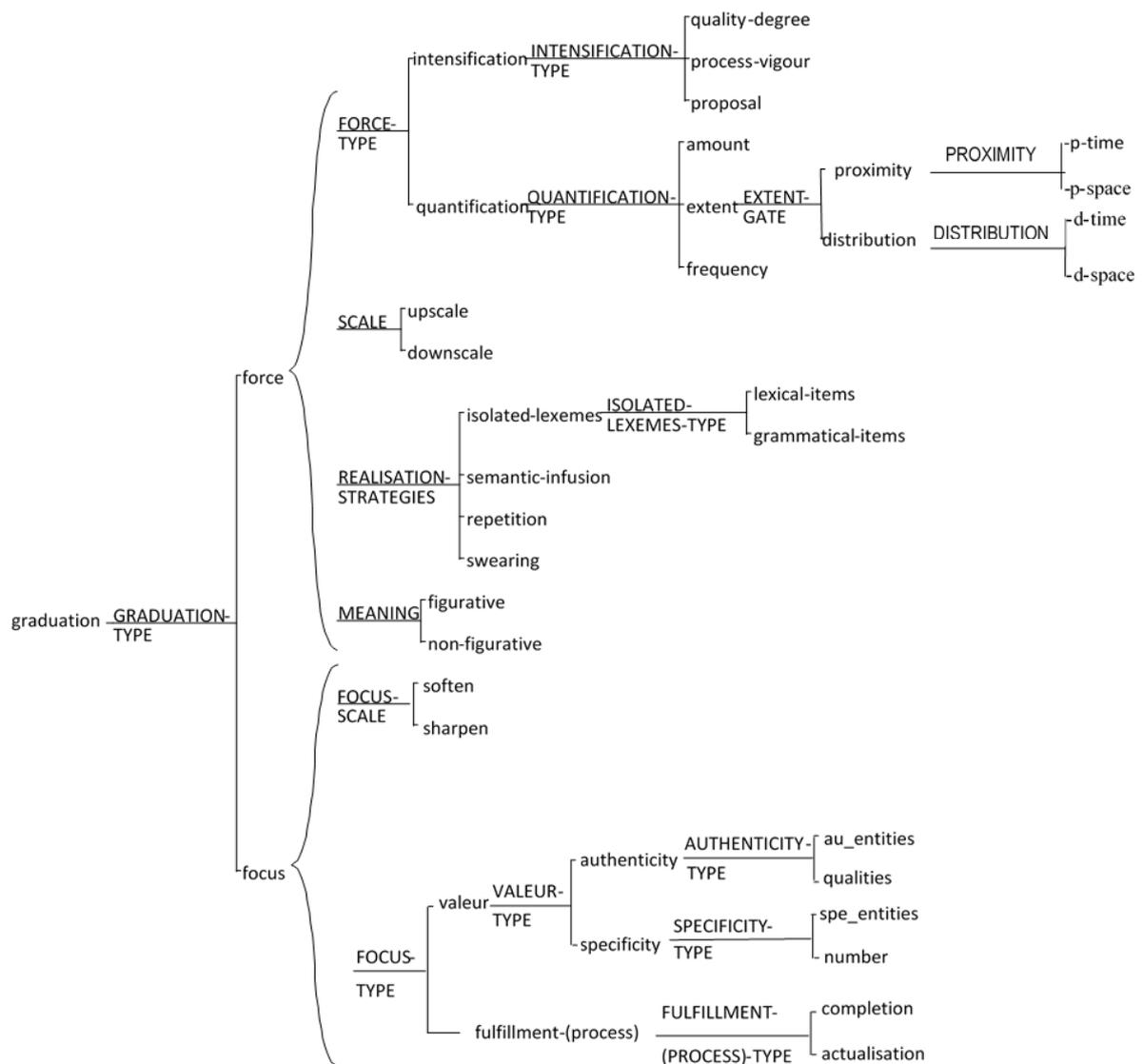


Figure 2-17: The Graduation system adapted from Martin and White (2005) and Hood (2010)

This study has provided evidence that supports a refinement of the theorisation of both Force and Focus to include more delicate Force and Focus types. Possible extension of realisation strategies of Force and Focus can also be made to capture the realisations of the newly extended Force and Focus types as well as to particularly accommodate for distinctive features of Focus in languages other than English. In the following sections, the recommended refinements of the Force-Intensification will be discussed in 8.1.1.1.1, of Force-Quantification in 8.1.1.1.2, and of Focus in 8.1.1.1.3.

8.1.1.1.1. The refinement of the theorisation of Force-Intensification

Two of the main dimensions of Intensification indicated in the Graduation system adapted from Martin and White (2005) are Intensification Types and Intensification Realisation strategies. In terms of Intensification Types, the findings of this study have confirmed the validity of the current categorisation of Intensification which includes Intensification of Quality, Intensification of Process and Intensification of Proposal.

Regarding the second dimension of Intensification, Realisation strategies, it has been revealed from the study that there is a wider range of realisation strategies of Intensification than those outlined by Martin and White (2005) and Hood (2010). One such additional strategy is Exclamation, as in:

(a) **Sướng thật!** Có mỗi mình mình mà phải tạo ra một ban.

How ecstatic! Only me myself create one department.

(b) Thời đó người ta giao tiền mặt hàng tỷ đồng luôn. **Kinh khủng!**

At that time people just brought billions of (Vietnamese) dong in cash to transact. Horrible!

In Martin and White (2005, p.69), Exclamation was only mentioned very briefly as being “associated with particular types of Attitude”. In instances (a) and (b) above, the exclamations intensify the associated attitudinal meanings which are Satisfaction in (a) and Surprise in (b). Although this strategy was only found in the Vietnamese data, it can be used in English as well. The English translations of these instances show the potential for this strategy to be used in both languages. With the addition of Exclamations, the Realisation strategies of Intensification can be presented as in Figure 8-1.

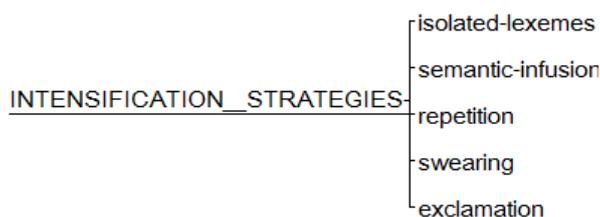


Figure 8-1: Extended realisation strategies of Intensification

Among the Realisation strategies for Intensification proposed in Figure 8-1, Isolated Lexemes, Semantic Infusion and Repetition can be refined or extended to include more delicate options. The extension of each of these realisation strategies is presented in section **a**, **b** and **c** respectively.

a. Isolated Lexemes

In addition to the Isolated Lexemes strategy outlined in Martin and White (2005), this study found that lexemes amplifying attitude include words intensifying negation, Text connectives and Colloquial Phrases.

Instances of **Intensification of Negation** were found in the Vietnamese language data, as illustrated in (c), (d) and (e) below.

(c) Nhóm mình điểm **không** được cao **lắm**.

*The mark of our group was **not very** high.*

(d) Thật ra mình cũng **không** bừa bộn **quá** đâu.

*Actually I'm **not too** messy.*

(e) Môn mình chọn **chẳng** có ích **tí nào** cho công việc của mình.

*The unit I chose was **not beneficial at all** to my work.*

In these exemplified instances, the degree of negation was adjusted in a cline from “không ...lắm” (not very), “không ...quá” (not too) to “chẳng... tí nào” (not...at all). Although these instances were found in the Vietnamese language data, the English translations indicate that this is a potential resource in English as well.

There were also several instances of **Text connectives** used to intensify Attitudes, for example, “không chỉ... mà còn” (not only...but also). One example of this can be found in (f) below.

(f) Họ **không chỉ** dạy ở trường **mà còn** làm ở nhiều nơi khác nữa.

*They **not only** teach at uni **but also** work in many other places.*

In (f) the meaning of invoked positive Tenacity was up-scaled by the Text connective “không chỉ... mà còn” (not only...but also). Other Text connectives of this kind such a ‘moreover’ and ‘in addition’ can also have the function of intensifying attitudes. However, in other cases, they only have logical or textual functions. Although all the above examples of Text connectives used to intensify Attitudes were found in the Vietnamese data, the English translations suggest that an equivalent use of Text connectives can occur in English as well.

Colloquial Phrases such as “nói gì đến...” (*not to mention that/let alone/not to say anything of ...*) can also function as upscale intensifiers of Quality-Degree as in instance (g).

(g) ...chi cần liên hệ với giám đốc công ty đã khó, **nói gì đến** 1 vị quan chức cấp cao như thế.

*...it's already difficult to contact a manager of a company, **not to mention** such a high-ranking official.*

In (g), the negative Complexity was up-scaled by the Colloquial Phrase “nói gì đến...” (*not to mention that/let alone/not to say anything of ...*).

With the additional lexical and grammatical resources having the function of amplifying attitudes, the Isolated Lexemes strategy can be modified to include the following categories: Individual Lexemes- equivalent to the original Isolated Lexemes category, Intensification of Negation and Colloquial Phrases. The network for the extended Isolated Lexemes strategy is presented in [Figure 8-2](#). Text connectives can be included in the option of Grammatical items under Individual Lexemes.

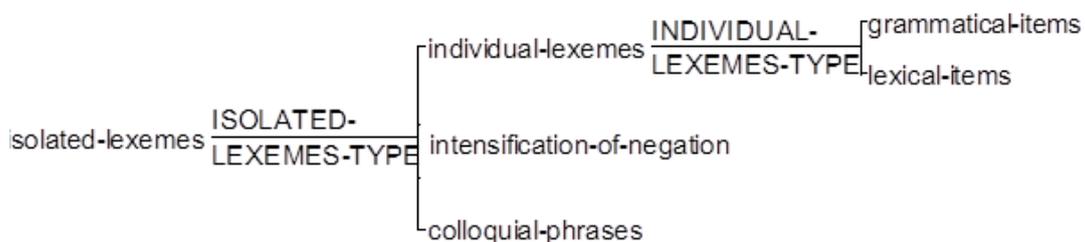


Figure 8-2: The extended Isolated Lexemes strategy

b. Semantic Infusion

The second Realisation strategy of Force-Intensification, Semantic Infusion, can also be extended to include Reduplicatives and Compound words, the two distinctive Graduation resources in the Vietnamese language as discussed in section 7.3. This extension can only be implemented for the Vietnamese language. For English, the original Semantic Infusion strategy remains the same as in Figure 2-17. The Semantic Infusion strategy for the Vietnamese language can be extended as in Figure 8-3.

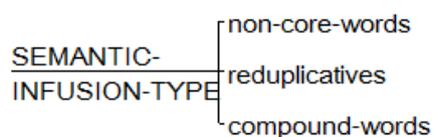


Figure 8-3: Extended Semantic Infusion for the Vietnamese language

c. Repetition

Repetition is another Realisation strategy of Force-Intensification, which is identified as a realisation of Intensification of Quality or Process in Martin and White (2005, pp.144-149). Repetition can be extended to include a further level of delicacy.

In this study, particularly in the Vietnamese data, there were several instances of a particular type of Repetition, *Linguistic Parallelism*, used by the speakers to intensify expressions of Attitude. The role of Linguistic Parallelism as a resource for Appraisal in spoken interactions was also noted by Humphrey (2008, p. 150) in her doctoral thesis. Parallelism, more commonly regarded as a rhetorical device used in written texts or in poetry (Fabb, 2008), refers to a relationship of partial identity between sections of a text. There are three types of parallelism: syntactic, phonological, and lexical (Fabb 2008, p.462). Phonological parallelism, a distinctive linguistic feature of poetry did not occur in either the English or Vietnamese data of this research. The other two types of linguistic parallelism, however, despite their association in the literature with written language, were found quite frequently in the oral discussions on which this study is based.

Syntactic parallelism refers to the same or similar syntactic structure of parts of a text. Examples from the Vietnamese data for this type of Parallelism are presented in (a) and (b) below. Example (a) is an instance of Repetition of the same syntactic structure and example (b) is an example of a similar structure being used:

(a) “**Có cá thối chết. Có cá thối chết**”. Nói thẳng “**Có cá thối chết**”.

“There’s stinky dead fish. There’s stinky dead fish.” He said straightforwardly “There’s stinky dead fish”.

(b) Khi người ta mang khách hàng về thì mình sẽ soi mói mình hỏi là **khách hàng này là ai, khách hàng này từ đâu ra, khách hàng này cái lượng tiền của người ta như thế nào.**

*When they bring in customers, I will stare at and examine them closely and ask **who this customer is, where is this customer from, how much money does this customer have.***

Lexical Parallelism in poetry involves ‘a pair of parallel words, one in each section of a text’ (Fabb 2008, p.463). The strategy of lexical parallelism corresponds to Martin and White’s Repetition category, which they define as ‘the repetition of the same lexical item’ (e.g. ‘**We laugh and laugh and laugh**’) or the assembling of closely related semantic terms (e.g. ‘In fact it was probably the most **immature, irresponsible, disgraceful and misleading** address given by a British Prime Minister’) (p.144).

In the Vietnamese data, lexical parallelism did not necessarily involve the parallel use of ‘one word in each section of a text’ as described by Fabb (2008, p.463), or as presented in the examples in Martin and White (2005, p.144), but instead usually involved the parallel use of a word group. Instance (c) below is an example of the repetition of the same word group, and instances (d) and (e) are examples of the repetition of semantically related groups.

(c) 10h sáng là làm việc rất tốt, sau đó **đuổi dần, đuổi dần** và cần phải nghỉ.

*10 a.m is (when we) work the best time for work), after that, **less effectively, less effectively** and (we) need to rest.*

(d) Một tuần cuối đúng là kinh hoàng, **không ăn, không ngủ** luôn.

*The last week was truly dreadful, just **no eating, no sleeping.***

(e) Em thì...em có thể nói là dễ nhất, **dễ ăn, dễ ngủ, cái gì cũng dễ, học hành cũng dễ.**

*I can say that I’m the easiest person in the house, **easy in eating, easy in sleeping, easy in everything,** and also **easy in studying.***

It was found in the English data that the participants often repeated the same Grammatical item to upscale their intensification, as in:

(f) *When you live in the Centre, it's **very very** crowded.*

(g) *The teacher is **very very** kind.*

(h) *I will study IT architect, which is **very very** technical.*

(i) *I think it's **really really** good chance for me.*

This kind of repetition is not precisely the linguistic-lexical parallelism discussed above because the items used are grammatical items, not the lexical items indicated by Martin and White (2005, p.144). Nevertheless, they also have the function of intensifying the Quality.

Although the function of Linguistic Parallelism and Repetition are the same in the Appraisal framework, that is, to intensify Attitude, the theorisation of Repetition cannot be applied to Linguistic Parallelism. Martin and White (2005, p.149) indicated that Repetition is a realisation of Intensification of Quality or Process. This is only applicable when the Repetition is Lexical Parallelism. However, for Syntactic Parallelism, it is hard to determine whether the parallelism intensifies a Quality or Process as it can spread over one clause and between clause complexes as in:

(j) **Tao bận lắm, tao phải đi làm, tao ở xa lắm, tao không tới được, tao bận.**

(As an excuse for not attending the group meeting, they always said) I'm very busy, I have to work far from here, I live very far from here, I can't come, I'm busy.

(k) **Có một cái group assignment nó giúp cho sinh viên vừa có group working skills, vừa có cái kĩ năng tự nghiên cứu và vừa sáng tạo đề xuất các cái kế hoạch.**

Having a group assignment helps students to both have group working skills and have independent research skills, as well as to be creative in planning a proposal.

In instances (j) and (k) above, the parallelism intensifies the negative Judgement of Tenacity towards those students who made excuses in (j) and positive Appreciation of the Benefit of group assignments in (k).

It is proposed in the current research that, among the four Intensification strategies being discussed in the literature, Repetition could be modified to include grammatical items in addition to the existing lexical items at word level, and also to include repetition at group and

clause level. Repetition should not be specified as intensifying a Process or Quality only. It should be understood more generally as a realisation of the Intensification of an attitudinal meaning. The options of Repetition are extended as in Figure 8-4.

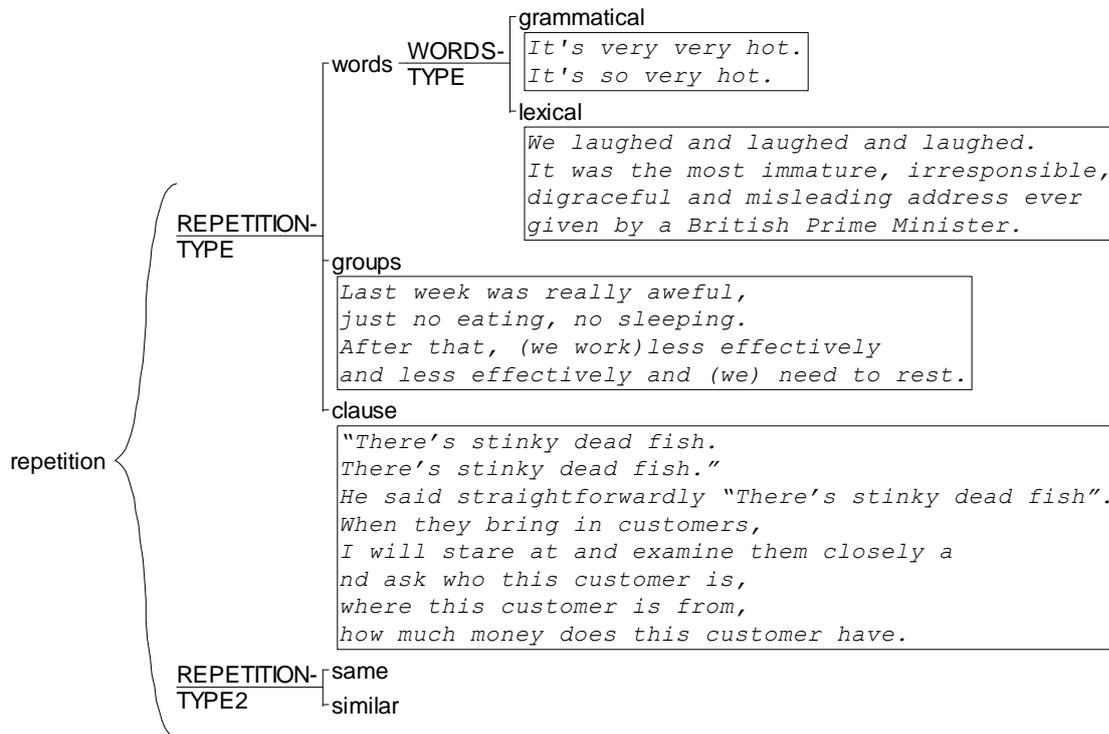


Figure 8-4: Extended options of Repetition as a realisation of Intensification of an attitudinal meaning

Summary

In summary, the Attitude category of Intensification can be more delicately extended for both the English and Vietnamese languages. Although, there were more resources for realisations of Intensification in Vietnamese, the present study indicates that many of these resources can also be found in English. The extended system networks of Intensification for the English and Vietnamese language are presented in Figure 8-5 and Figure 8-6 respectively. The difference between these two networks is that in the network for English, the Semantic Infusion was not extended, while in the network for Vietnamese, the realisation strategy was extended with three further options of non-core words, Reduplicatives and Compound words.

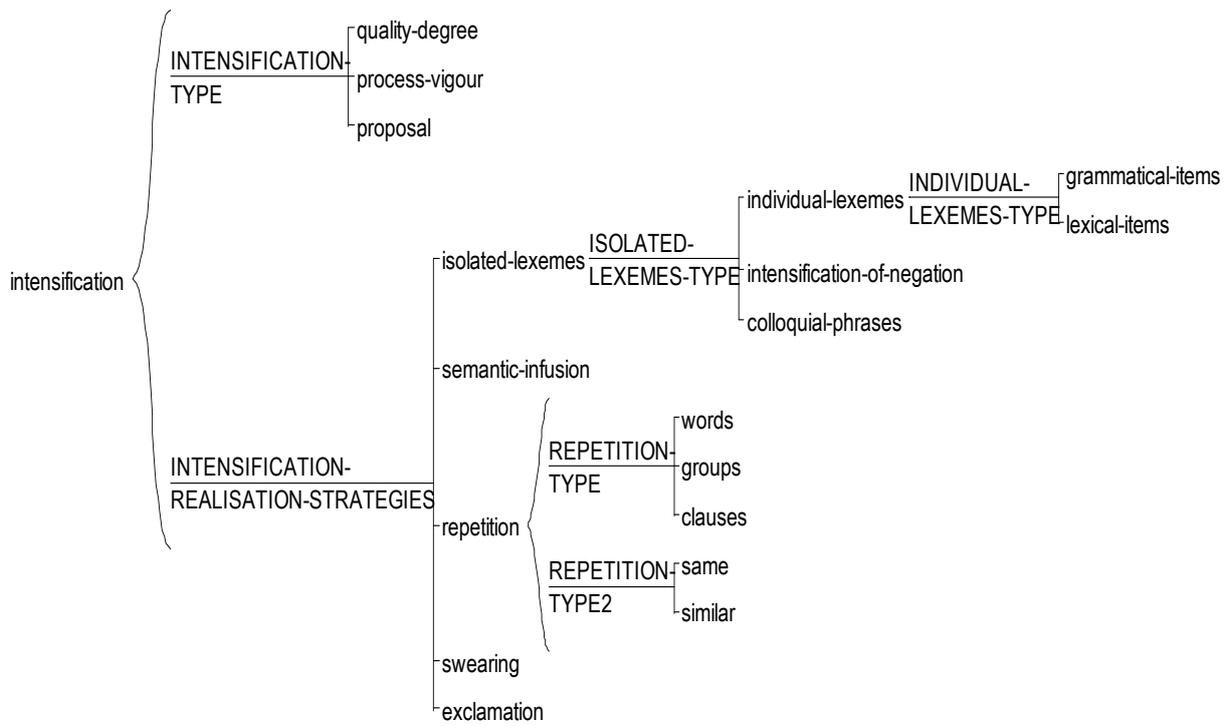


Figure 8-5: The extended system network for Intensification for the English language

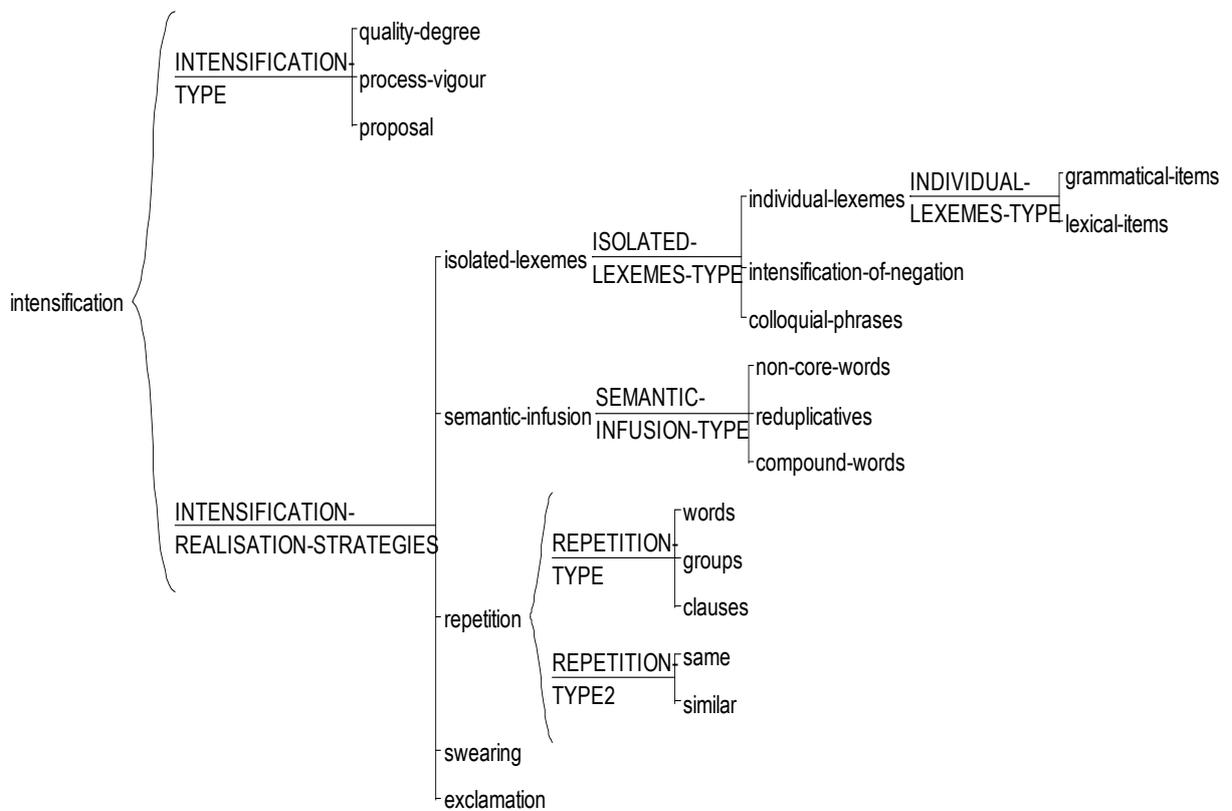


Figure 8-6: The extended system network for Intensification for the Vietnamese language

8.1.1.1.2. The refinement of the theorisation of Force-Quantification

In the current literature, the theorisation of Quantification has some similarities with Intensification as can be seen from Figure 2-17. The two values that mark the differences in the theorisation of the two types of Force are Quantification types and Quantification realisation strategies. Quantification types, as adapted and combined from the work of Hood (2010) and Martin and White (2005), include the options of Amount, Extent and Frequency. In terms of realisation strategies, Quantification is realised via Isolated lexemes and Semantic infusion but not Repetition as for Intensification (Martin & White, 2005, p.152).

With respect to the theorisation of Quantification, the research findings confirm the validity of the categorisation of Quantification types, but recommend refinements to Quantification Realisation Strategies. The Quantification types can remain unchanged with the options of Quantification of Amount, Quantification of Extent and Quantification of Frequency. The Quantification Realisation strategies can be extended to include Repetition, which was not indicated as a realisation option in Martin and White (2005). The Repetition found in the data was actually linguistic parallelism rather than the Repetition of individual words as indicated by Martin and White (2005). There were several instances of Repetition as realisations of Quantification found in both the English and Vietnamese data, as presented in Table 8-1. It is noticeable that Repetition can only up-scale the quantity but never down-scale it.

Table 8-1: Repetition as a realisation strategy of Quantification

| Quantification types | Instances |
|---------------------------|---|
| Extent-Distribution-Space | Trang: Yes, I set rules everywhere. I put note in the bedroom, I put note in the toilet, I put note in cooking, in the kitchen and dining space. |
| Amount | Hồi đấy thực ra là cả lớp nó đi kiện ông đấy. Cả bọn Ausie, lần sinh viên quốc tế, Việt Nam; tóc đen, tóc vàng, tóc đỏ [giggle] dắt díu nhau lên trường khoa. <i>At that time in fact the whole class went to sue him. All the Aussie, international students, and Vietnamese students; black hair, blond hair, red hair dragging each other to the Head of school.</i> Còn mình thấy trong môi trường sống chung ấy, thực ra cũng không tránh được chuyện nợ chuyện kia. <i>Yet I see that in a shared living environment, in fact we can't avoid that issue, this issue.</i> |

8.1.1.1.3. The refinement of the theorisation of Focus

In the current literature, the main types of Focus can be divided into two groups: Valeur and Fulfillment, which are realised only by Isolated lexemes such as “sort of” or “real” for softening or sharpening the proto-typicality of an entity or a process respectively (Hood 2010). The current system network of Focus is presented again in Figure 8-7.

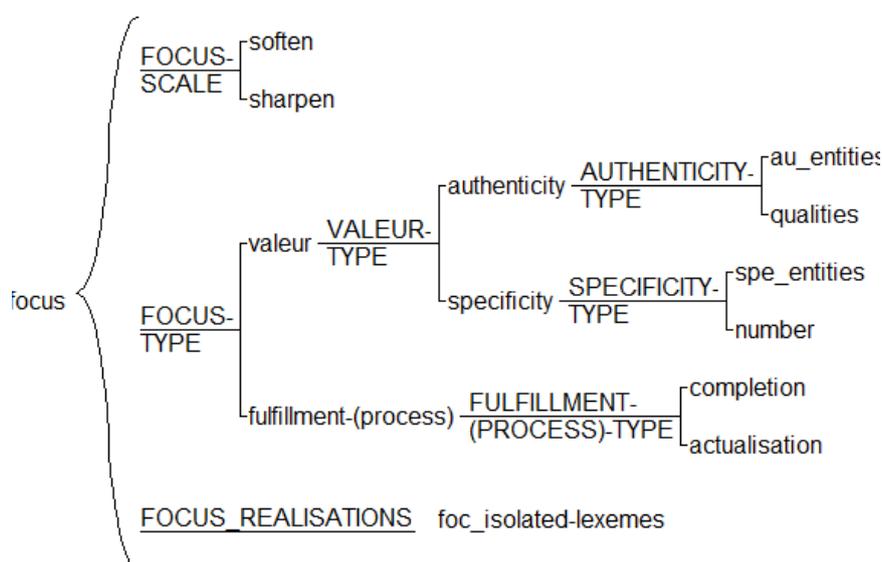


Figure 8-7: The current system network of Focus

The study reveals that the current system of Focus can be extended in two dimensions: (1) Focus subtypes and (2) Focus Realisation strategies. The Focus subtype to be extended is Specificity for both the English and Vietnamese language. The Focus Realisation strategies can be extended with Semantic Infusion, which is distinctively a Focus resource of the Vietnamese language.

As can be seen from Figure 8-7, in the current Graduation system, Valeur-Specificity has two further choices of Entities and Numbers. The study found in the English data one instance of Specificity but it does not fit under either Specificity of Entities or Specificity of Authenticity as in (a):

(a) *Lam: I will have to talk to him very straight forwards. If he doesn't listen, I will have to talk to the advisor or campus manager or something like that.*

The Target ‘something like that’ softens is ‘talk’, a Process, indicating, therefore, another type of Specificity - Specificity of Process. However, as mentioned earlier, only one instance of this type was found in the data, which is not sufficient ground to argue for an additional sub-type. This kind of meaning for Focus, however, is worth taking into account if it appears in other sets of data.

In the Vietnamese data, the study also found quite a number of other instances of Valeur-Specificity which do not fit in either of the categories, Specificity of Entities or Specificity of Authenticity. It is notable that all the instances found in the Vietnamese data were softening Focus. The instances of an additional type of Specificity are presented in Table 8-2. The Focus resources are in bold and the graduated meanings are underlined and in italics.

Table 8-2: Additional type of Specificity

| Scale/targets | Instances of Specificity | Meaning graduated |
|---------------|---|-----------------------|
| Soften | Em nghĩ dại thể nó cũng hơi <u>trẻ con</u> . <i>I think generally she is also quite <u>childish</u>.</i> | Jud: -ve Cap |
| | Người ta nhiều khi còn <u>không có cơ bản hơn mình, kiểu như thế</u> ạ. <i>People are sometimes <u>have less basic knowledge than me, or similar things like that</u>.</i> | Jud: -ve Cap |
| | Em thấy nói chung là ừ . <i>I think, generally speaking, (everything) is <u>OK</u>.</i> | Appre: -ve Quality |

The instances presented in the table above have the commonality that the targets of the Focus represent qualities such as “childish”, “not having basic knowledge” and “OK”. This necessitates the extension of Specificity types to include Specificity of Qualities apart from the current options of Entities and Number.

Regarding realisation strategies of Focus, in the Vietnamese data, many instances of Semantic Infusion as realisations of both sharpening and softening Focus were found. The semantic infusion resource was the distinctive feature of the Vietnamese language - Reduplicatives. It is notable that reduplicatives can only soften Focus. The instances are represented in Table 8-3.

Table 8-3: Semantic infusion-Reduplicatives as a realisation strategy of Focus

| Focus types | | Scale | Instances of Reduplicatives as a realisation strategy of Focus |
|-------------|---------------------------|--------|--|
| Valeur | Authenticity -Entities | Soften | ...Nhưng mà mình như này mình thích sống ở trong kiểu homestay hoặc là cái môi trường nào gần gần như thế . <i>...But like me I prefer living in a homestay or some environment nearly similar to that.</i> |
| | Specificity- Entities | Soften | Nó... là các sản phẩm về ...vật chất, hàng hóa, chẳng hạn như là than, vàng, mấy cái đầu điếc gì đấy. <i>It is material and goods products, such as coal, gold and some oil and the similar things.</i> |
| Fulfillment | Actualisation | Soften | Đọc xong rồi cũng hiểu hiểu . <i>After finishing the reading, (I) understand understand (kind of understood).</i> |

In short, for the English language, the system of Focus can be extended by adding an additional type of Specificity - Specificity of Qualities as in Table 8-8. For the Vietnamese language, the system can be stretched from the extended Focus system for the English language by the addition of Semantic Infusion as in Figure 8-9. The potential additional type of Specificity - Specificity of Process can only be confirmed if sufficient data to support the inclusion of this extra category emerges. For this reason, it is not included in the network at this stage. Basically, the systems of Focus for the English and Vietnamese language share the same entries of Focus Scale and Focus Types but differentiate in Focus Realisation strategy in that for the English language, there is only one Realisation strategy, Isolated Lexemes, but for the Vietnamese language, Semantic Infusion is an additional Realisation strategy.

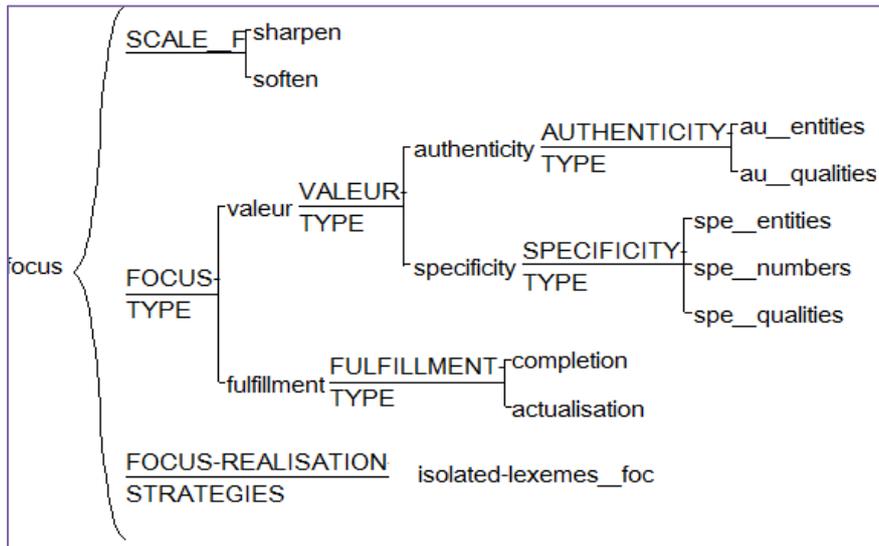


Figure 8-8: The extended system of Focus for the English language

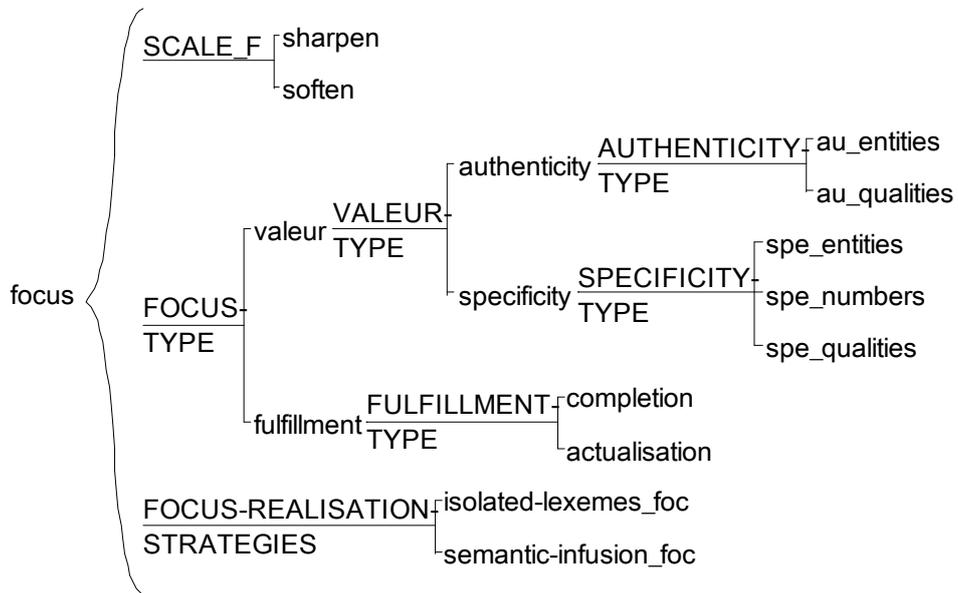


Figure 8-9: The extended system of Focus for the Vietnamese language

8.1.1.1.4. Summary

In conclusion, the study has provided an evidential basis for the refinement of the theorisation of Graduation relevant to both the English and Vietnamese language. For the English language, within Force, an additional sub-type of Intensification (i.e. Exclamation) can be added to the system. Moreover, the current realisation strategies of Intensification can be extended to include more delicate choices of Repetition and Isolated Lexemes. The Quantification types remain unchanged. Realisation strategies of Quantification can be extended to include Repetition. The system of Focus can be extended by the addition of Specificity - Qualities. The extended systems of Force and Focus for the English language are presented in Figure 8-10 and Figure 8-11 respectively.

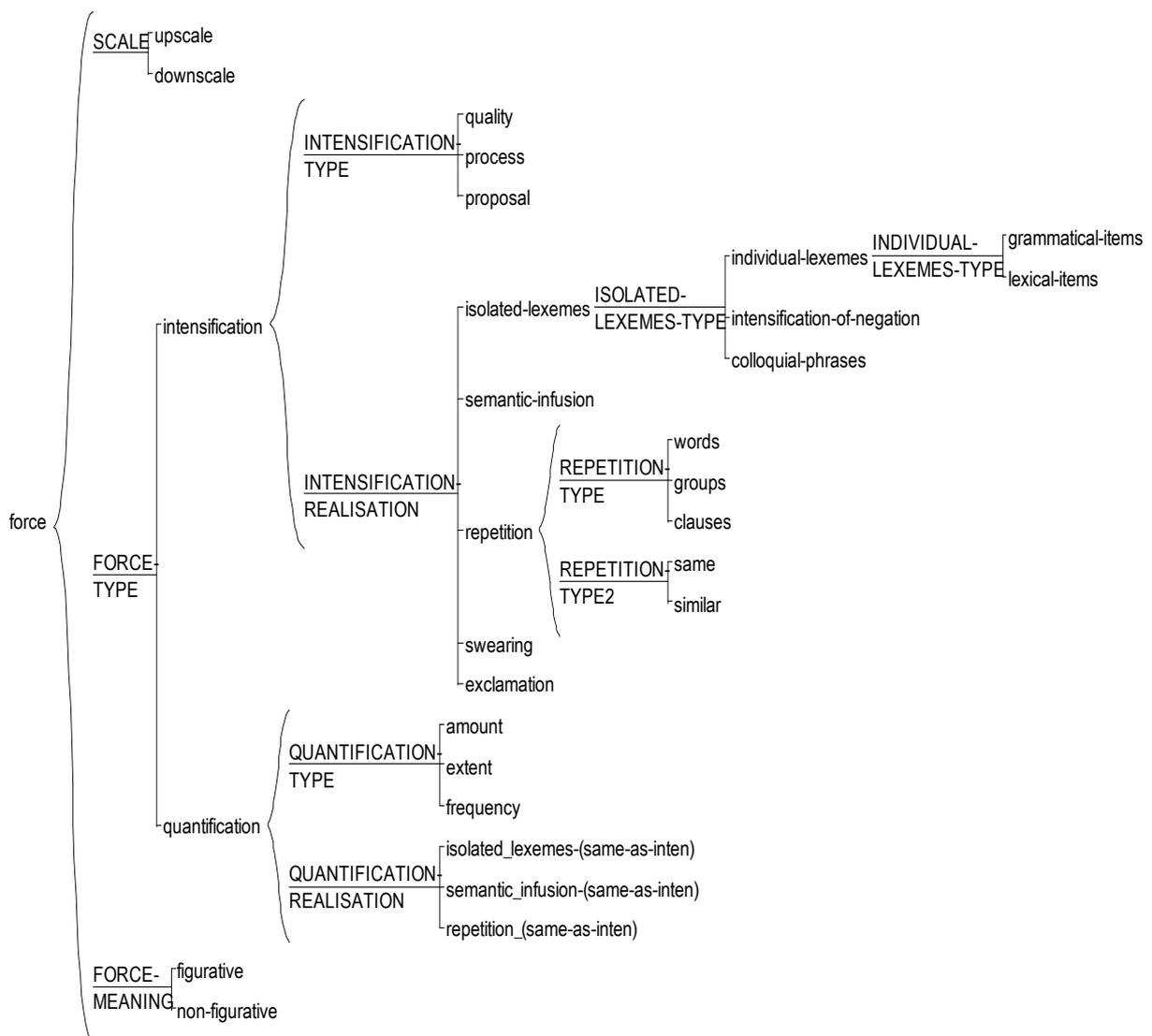


Figure 8-10: The extended system of Force for the English language

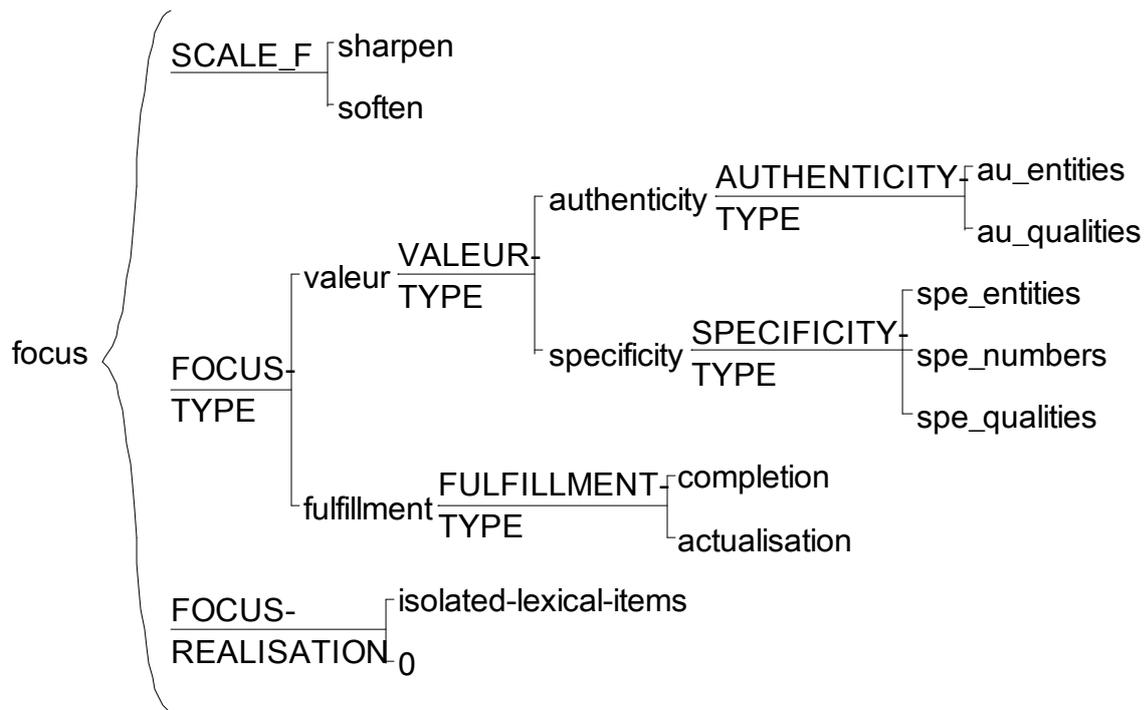


Figure 8-11: The extended system of Focus for the English language

For the Vietnamese language, more realisation strategies can be added to the extended Graduation system for the English language such as further options of Semantic infusion in Force and Semantic Infusion as a Realisation strategy of Focus. The extended systems of Force and Focus for the Vietnamese language are presented in Figure 8-12 and Figure 8-13 respectively.

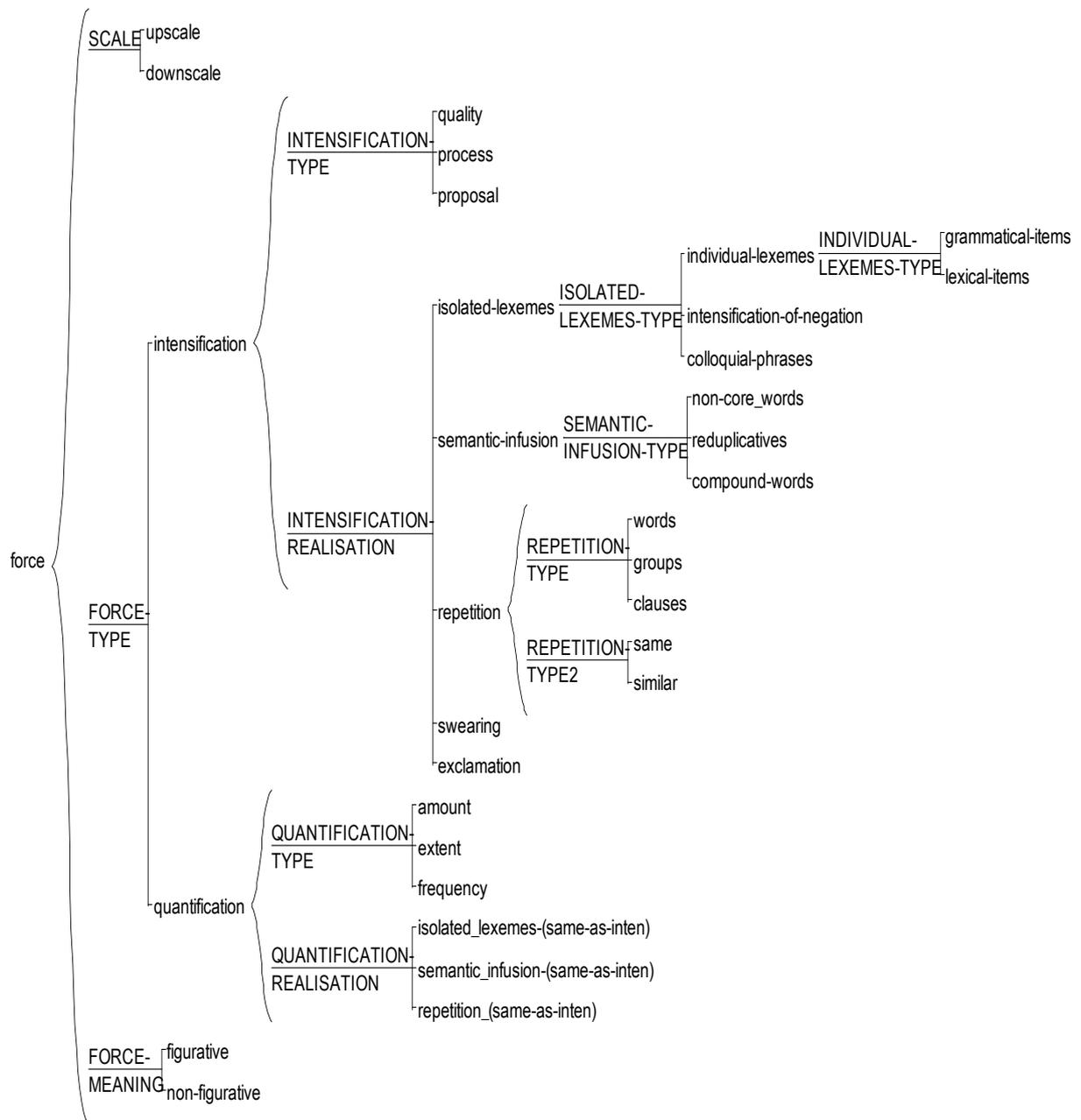


Figure 8-12: The extended system of Force for the Vietnamese language

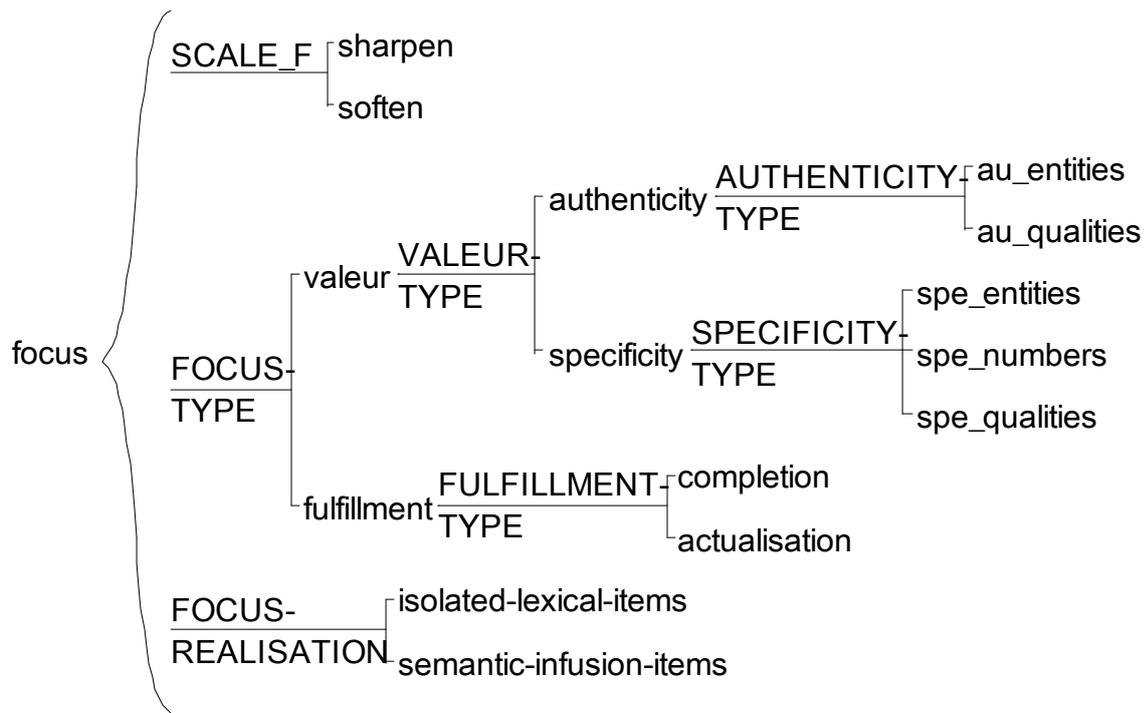


Figure 8-13: The extended system of Focus for the Vietnamese language

8.1.1.2. Recommendations for the refinements of the theorisation of Attitude

The system of Attitude consists of Affect, Judgement and Appreciation. The data analyses have confirmed the validity of the adapted Affect framework as proposed in chapter 2, section 2.4.2.1.1. In addition, the study has provided evidence for the refinement of the theorisation of the categorisations of Judgement and Appreciation, which will be presented in 8.1.1.2.1 and an extension of Attitude invocation strategies, which will be presented in 8.1.1.2.2.

8.1.1.2.1. Refinements of the theorisation and categorisation of Attitude

Among the three Attitude types (i.e. Affect, Judgement and Appreciation), Judgement and Appreciation can be refined to include rearrangement and extension in the categorisation of Judgement and Appreciation types. Within Judgement, Normality and Capacity can be stretched in include more delicate choices. Within Appreciation, the theorisation of Reaction and Composition - Complexity can be redefined.

a. Refinement of Judgement-Normality

As discussed in chapter 2, section 2.4.2.1.2, the meaning of Normality was explained in no more detail in Martin and White (2005) than that it refers to “how unusual someone is” with the probe question “How special?”. In this study, however, it was noted that the range of realisations of Normality in both the English and Vietnamese data was very diverse in meaning. The data suggests a possible re-categorisation of realisations of Normality into three subcategories dealing with the meanings of Fortune, Reputation, and Behaviour. Most typical instances of each of these three categories from both the English and Vietnamese data are presented in [Table 8-4](#).

Table 8-4: Subcategories of Normality

| Subcategories of Normality | Polarity | Instances | Realisations of Normality |
|---|----------|------------------------------------|--|
| Fortune | +ve | may mắn <i>lucky</i> | Nhiều khi mình rộng rãi 1 tí thì em thấy... mình cũng may mắn hơn, em tin vào điều đấy. <i>Sometimes when we are a bit (more) generous, we will be much luckier, I believe so.</i> |
| | -ve | phần rủi <i>unlucky parts</i> | Giống như học tù ấy, nhưng mà nhiều lúc tù thì cũng có nhiều lúc có phần may, phần rủi , đúng không? <i>Very often selective studying has the lucky and unlucky parts, right?</i> |
| | +ve | Lucky | But you know I'm quite lucky that I haven't have to face with the very big problems with other people, yeah, so it's very small things. |
| Reputation | +ve | cấp cao <i>high-ranking</i> | ...chỉ cần liên hệ với giám đốc công ty đã khó nói gì đến 1 vị quan chức cấp cao như thế. <i>...it's already difficult to contact a manager of a company, not to mention such a high-ranking official.</i> |
| | +ve | Important | In the interview, I also got very important person from the council. |
| | +ve | Famous | He is a famous supervisor and a very busy man. |
| Behaviour (customary behaviours) | +ve | Chung <i>Common</i> | Khi mà vợ mình chưa sang ấy thì mình thích trong nhà mình có phụ nữ. Thực ra mình nghĩ đây là tâm lí chung của mọi nam giới thôi. <i>When my wife hadn't come here yet, I liked to share the accommodation with ladies. Actually I think that is the common way of thinking of every man.</i> |
| | -ve | bị hâm <i>mentally abnormal</i> | Nó đề ra một loạt quy định theo cái kiểu bị hâm . <i>He set up a series of rules in a mentally abnormal way.</i> |

b. Refinement of Judgement-Capacity

As discussed in chapter 2, section 2.4.2.1.2, as its taxonomy suggests, Capacity refers to the judgement of how capable people are. The realisations of Capacity found in the study are so diverse in meaning that the data is suggestive of a more delicate typology for this category. At this stage, it is possible that realisations of Capacity from both the Vietnamese and English data can be categorised into three groups of meaning: Mental Capacity, Material Capacity and Social Capacity. Mental Capacity refers to mental or cognitive performances and academic or professional skills. Material Capacity has to do with physical performance, physical and technical skills. Social Capacity refers to personal and interpersonal performances. All the instances from the data can fit into one of the three categories. The tables below exemplify how some typical instances in the data fit into one of the three sub-categories of Capacity.

Table 8-5: Instances of Mental Capacity

| Polarity | Instances of Mental Capacity |
|------------------------|--|
| <p>Positive</p> | <p>Trong khi lợi thế của mình học thuộc rất tốt, vì thế cho nên mình chỉ cần tận dụng cái đó mình đi thi thì không thành vấn đề.</p> <p><i>While my advantage is learning by heart very well, so I need to make use of it when doing exams then there will be no problems.</i></p> <p>Nếu mà có thể là người khác dạy thì cái lượng kiến thức của mình sẽ được nhiều hơn hoặc là mình sẽ nắm bắt được dễ hơn.</p> <p><i>If probably another person taught our class, the amount of knowledge (we get) would be more or we would be able to understand more easily.</i></p> <p>Ông giảng rất là hay. Ông ấy giảng về vũ trụ thậm chí ông hiểu biết sâu về Y học, về máy X-quang như thế nào.</p> <p><i>He explained very interestingly. He explained about the space, he even understands deeply about Medicine and how the X-ray machine works.</i></p> <p>I like this teacher because he's very intelligent, open-minded and he's humour.</p> <p>I know she's skillful, yeah, very professional.</p> <p>I was very strong in self-study.</p> |
| <p>Negative</p> | <p>Tại vì nó nhiều quá, không thể đọc hết được.</p> <p><i>Because there was so much reading, (I) couldn't read it all.</i></p> <p>Đến khi mình không làm thì không nhớ được nữa.</p> <p><i>When we don't do it, we can't remember it anymore.</i></p> <p>My nephew also- I think that my nephew- my kid in my family they don't have any ability to play music.</p> <p>If he's not a real journalist, he cannot teach us how to write an article</p> <p>We don't understand about the market deeply.</p> |

Table 8-6: Instances of Material Capacity

| Polarity | Instances of Material Capacity |
|------------------------|--|
| <p>Positive</p> | <p>Em thì em thích thuê nguyên 1 căn nhà rồi cho thuê lại phòng ấy...em thấy cho thuê lại phòng thì mình thấy thoải mái hơn vì mình quản lí được cái chỗ ở của mình.</p> <p><i>I like to rent the whole house and then sub-lease the rooms...I think sub-leasing the rooms I feel more comfortable because I can manage my own accommodation.</i></p> <p>Làm xôi xéo cũng thế thôi. Con bé cũng khéo.</p> <p><i>Making “xôi xéo” (mung bean sticky rice) is just like that. She is dexterous.</i></p> <p>Và cô giáo thì thực sự là 1 người rất là năng động trong lớp...Em thấy thích giáo viên hoạt bát 1 chút, đi lại, nói chuyện và trao đổi vân vân.</p> <p><i>And the teacher is really a very active person in the class...I feel I like teachers who are a bit vivacious, waling around, talking, discussing, etc..</i></p> <p>...provided that I could clean and I do something clean so it doesn't really matter.</p> <p>I was living with a very big Australian guy and he drinks like 24 bottle at night and not drunk. (...). He is ok but I'm not ok. [laugh]</p> |
| <p>Negative</p> | <p>Nhiều khi có thể là lúc bạn học rất tốt nhưng mà đến ngày thi chẳng hạn bạn lăn ra ốm thì rất là thiệt thòi cho bạn.</p> <p><i>Sometimes while you learn very well but when the exam day comes for example you fall ill, that will be very disadvantageous for you.</i></p> <p>nếu mà lúc ốm đau ấy, nhiều khi mình đã rất là khổ sở rồi lại bảo mình phải nói cả tiếng Anh thì đó là cả 1 vấn đề.</p> <p><i>If when (we are) sick, sometimes we are already miserable, yet being required to speak in English is a whole problem.</i></p> <p>Lúc đó mình đã xiu rồi làm thế nào để mà có thể làm gì tiếp theo được?</p> <p><i>At that time we will have already fainted, how can we do anything else?</i></p> <p>I was very ill at that time, I cannot stand up or look after myself.</p> <p>I was living with a very big Australian guy and he drinks like 24 bottle at night and not drunk. (...). He is ok but I'm not ok. [laugh]</p> |

Table 8-7: Instances of Social Capacity

| Polarity | Instances of Social Capacity |
|------------------------|--|
| <p>Positive</p> | <p>Ở với người Việt thì vui, dễ hiểu nhau hơn. <i>Living with Vietnamese people is fun, easier to understand each other.</i></p> <p>Mỗi người cũng giảm bớt đi một tí cái yêu cầu của mình thì sống được với nhau. <i>If each person decreases their demand a little, we will be able to live together.</i></p> <p>Thế sau một thời gian...nó thấy rõ sự khó chịu của mình. Nó cũng cực kỳ tâm lý, nó hỏi “Mày không thích à?” <i>(After some time, she clearly felt my annoyance. She was extremely understanding, she asked me “You don’t like it, do you?”)</i></p> <p>(A good flat-mate) “can be socially⁸, easy to be with and shouldn’t be drinking too much.”</p> |
| <p>Negative</p> | <p>Nhưng mà vì sự khác biệt về văn hóa hóa làm cho đôi khi không hiểu nhau, lại không thể nói lại cho nhau dễ hiểu hơn ...thậm chí làm cho tình huống ngày càng tồi tệ hơn. <i>But the difference in culture sometimes makes (us) not understand each other yet unable to communicate in a way that makes each other understand better will even make the situation worse and worse.</i></p> <p>I think she’s honest, naive, and very helpful, sometimes childish.</p> |

c. Refinement of Appreciation-Reaction

Reaction is the first category within Appreciation with two options: Reaction and Quality. As discussed in section 2.4.2, only limited definition was given (by Martin and White) to distinguish these two sub-categories of Reaction in addition to the probe questions “Did it grab me?” for Impact and “Did I like it?” for Quality, along with examples of the lexical instantiations of the two sub-categories. In fact, the two probe questions for Reaction and Quality both align with the superordinate term “Reaction”, because they both

⁸ Non-standard expression of English. A standard expression would be “sociable”.

probe for an emotive reaction. It was, therefore, proposed that one way to think about the distinction between Impact and Quality is that Impact refers to an interactive emotive response to things while Quality refers to a designated standard. A probe question for Quality could be “Did it indicate a particular standard?” With the proposed new definitions for Impact and Quality, it appears that Quality would no longer fit under Reaction, which relates to an emotional reaction, just as Impact does. It was mentioned in the literature review that no rearrangement of Quality and Impact would be made until the results of the data analysis could confirm a basis for this. Results from the data analyses have confirmed the validity of the above distinction between Impact and Quality, and the descriptive advantage of removing Quality from Reaction. The data confirm the basis for a more delicate delineation of Quality into four sub-categories: Aesthetics, Appropriateness, Effectiveness and Convenience. Instances of Impact and Quality analysed using these new two categories from both the English and Vietnamese data are exemplified in [Table 8-8](#).

Table 8-8: Instances of Quality and Impact

| Quality | | Impact |
|-----------------|---|---|
| Aesthetics | <p>I mean if the house is tidy (...) in that house and a little bit quiet is more preferable, I think so.</p> <p>Bản thân em thích chỗ nào đấy sạch sẽ, gọn gàng.</p> <p><i>I myself like a place (which is) very clean and very tidy.</i></p> | <p>I think it's wonderful to stay together.</p> <p>And they return all Pass, no C, no D, no HD. Oh my God! Unbelievable! This's such a...it's very stressful.</p> |
| Appropriateness | <p>And the reason for moving I think is quite clear because the first place for me is just temporary so that I can find a suitable place.</p> <p>Đi tìm rất nhiều những chỗ phù hợp với mình mà lại không thuê được.</p> <p><i>(I) went to look for many suitable places but I couldn't rent them.</i></p> | <p>Trang thấy Finance nó cực kỳ thú vị.</p> <p><i>I find Finance extremely enjoyable.</i></p> <p>...công việc rất là mệt mỏi và căng thẳng.</p> <p><i>The job is very mentally wearing and stressful.</i></p> |
| Effectiveness | <p>And another reason is because the outline of the subject is also very clever, also very scientific.</p> <p>và mình thấy ngay cái hiệu quả luôn của việc nếu anh phát âm đúng.</p> <p><i>...and I could see immediately the effectiveness of correct pronunciation.</i></p> | |
| Convenience | <p>Because it's very near my university. It's very convenient for me to commute.</p> <p>Mọi thiết bị trong nhà đều tiện lợi.</p> <p><i>All the facilities in the house are convenient.</i></p> | |

In the data, there were, however, two instances that do not seem to fit into one of the four proposed sub-categories above, which are (a) and (b) below.

(a) Khi người ta nhảy từ ngân hàng này sang ngân hàng khác thì người ta được lương **cao** hơn.

*When people jump from one bank to another, they get **higher** salary.*

(b) Kiến thức của cô rất **rộng**.

*Her knowledge is very **broad**.*

There is a commonality in the meaning in the two instances above, which both refer to the Range of the entity. However, these two instances are not sufficient data to justify for the establishment of another new category within Quality.

The meaning of all the instances in these sub-groups did not concern Reaction or overall impression of an entity; rather it expresses the delicacy in the appreciation of the quality of an entity. With this distinction, it is justifiable from the results of the analyses to remove Quality from Reaction and make it a separate category at the same rank as Reaction. Since Impact and Reaction refers to the same type of evaluative meaning, the term “Impact” is retained to replace Reaction. The new Appreciation system will be re-categorised as in [Figure 8-14](#).

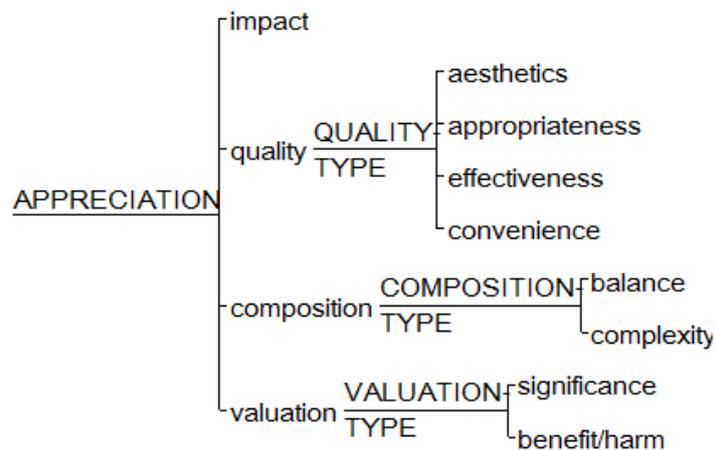


Figure 8-14: Re-categorisation of Appreciation 1

d. Refinement of Appreciation-Composition-Complexity

Another refinement to be made is to the theorisation of Complexity within Appreciation. The issue with Complexity is that the probe questions for it was “Was it hard to follow?” and exemplary lexical instantiations seem more oriented to “textual organisation” (p.57) rather than to “things we make”, “performances we give” and “natural phenomenon” (Martin and White, 2005, p. 56). The data analysis confirmed that the meaning of Complexity can actually extend beyond just textual organisation and is suggestive of the need to ‘stretch’ the current concept of Complexity beyond its strong orientation to “textual organisation”. Instances of Complexity oriented to “textual organisation” as proposed by Martin and White (2005) were still found in both the English as Vietnamese data as shown in Table 8-9.

Table 8-9: Instances of “textual” Complexity

| English language data | Vietnamese language data |
|---|--|
| I always receive a very clear explanation from him. | Nó có 1 cái quy định rất rõ rang là người nào, tuần nào dọn. |
| So the teacher who is a good teacher will give the children the basic knowledge. | <i>It has a very clear rule that who does the cleaning and when.</i> Dạy cho sinh viên cách viết từng thể loại thì sẽ chi tiết hơn. <i>Teaching students to write in each genre is more detailed.</i> |

Other instances suggest that Complexity can also refer to the complex nature of entities, phenomena or human activities in addition to the current “textual organisation” orientation of this category. Such instances from both the English and Vietnamese data are exemplified in Table 8-10.

Table 8-10: Instances other than textual Complexity

| English language data | Vietnamese language data |
|--|--|
| <p>Basically I'm a music teacher. So it's different field compare with other. It's interesting too, but it's (a) challenge.</p> <p>Life is hard without a car.</p> | <p>...ở những khu gần trường, cho thuê lại phòng thì đễ hơn.</p> <p>...<i>in places near the uni, sub-leasing rooms is easier.</i></p> <p>Còn khi vợ sang rồi thì tốt nhất trong nhà chỉ có nam thôi vì cứ có phụ nữ vào thì phức tạp.</p> <p><i>But after the wives arrive, it is best that in the house there are only men because it is complicated whenever there are women.</i></p> |

What is in common in the evaluative meaning of the instances from in Table 8-10 is the sense of manageability towards the target of evaluation. Manageability can also be considered a quality or a standard. With the extension of the concept of Complexity as discussed above, evaluation of the manageability of entities and activities no longer fits in the same category with the evaluation of “textual organisation”. This entails the need to lift this concept out of Composition to establish a separate additional category under Quality, termed “Manageability”. The meaning of textual Complexity remains under Composition with its parallel option “Balance”. The newly proposed Appreciation category in Figure 8-14 can be extended as in Figure 8-15.

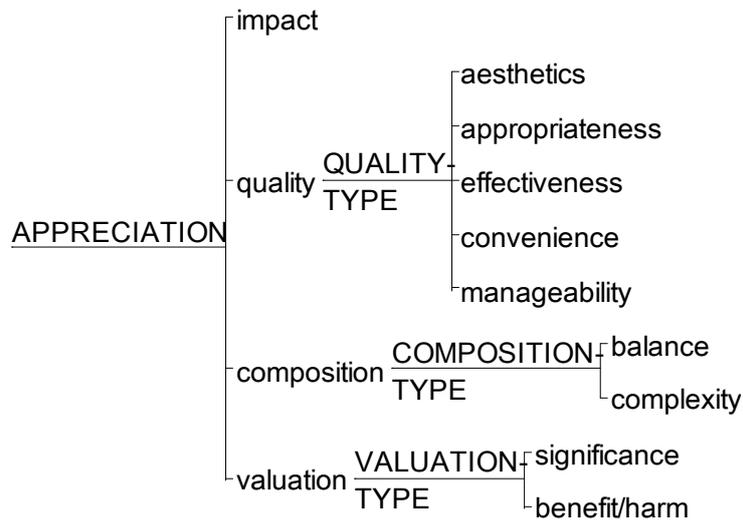


Figure 8-15: Re-categorisation of Appreciation 2

e. Summary

In summary, the study has confirmed the validity of the adapted Affect system and provided evidence for the refinement of the theorisation of Judgement and Appreciation categories, which are Normality and Capacity (within Judgement) and Reaction and Complexity (within Appreciation) in both the Vietnamese and English data. More delicate options of Normality were identified: Normality-Fortune, Normality- Reputation and Normality-Behaviour. Capacity was extended to include: Mental Capacity, Material Capacity and Social Capacity. The category of Reaction was redefined to better distinguish between Impact and Quality. As a corollary, Quality was removed from Reaction and further delineated into five sub-categories: Aesthetics, Appropriateness, Effectiveness, Convenience and Manageability. Impact was conflated with Reaction and the term “Impact” was retained for the taxonomy of the category. The category of Complexity was refined in terms of the concept of Complexity. This entailed the removal of the instances of Complexity not related to textual Complexity and locating them under Quality as a subcategory of Quality-Manageability. The four levels of entries of the Attitude framework are presented in Figure 8-16. The adapted and extended systems of Affect, Judgement and Appreciation are presented in Figure 8-17, Figure 8-18, and Figure 8-19 respectively. The adapted systems incorporate changes as cited in the review

of the literature. The extended systems are ones that include variations based on the results of the present study.

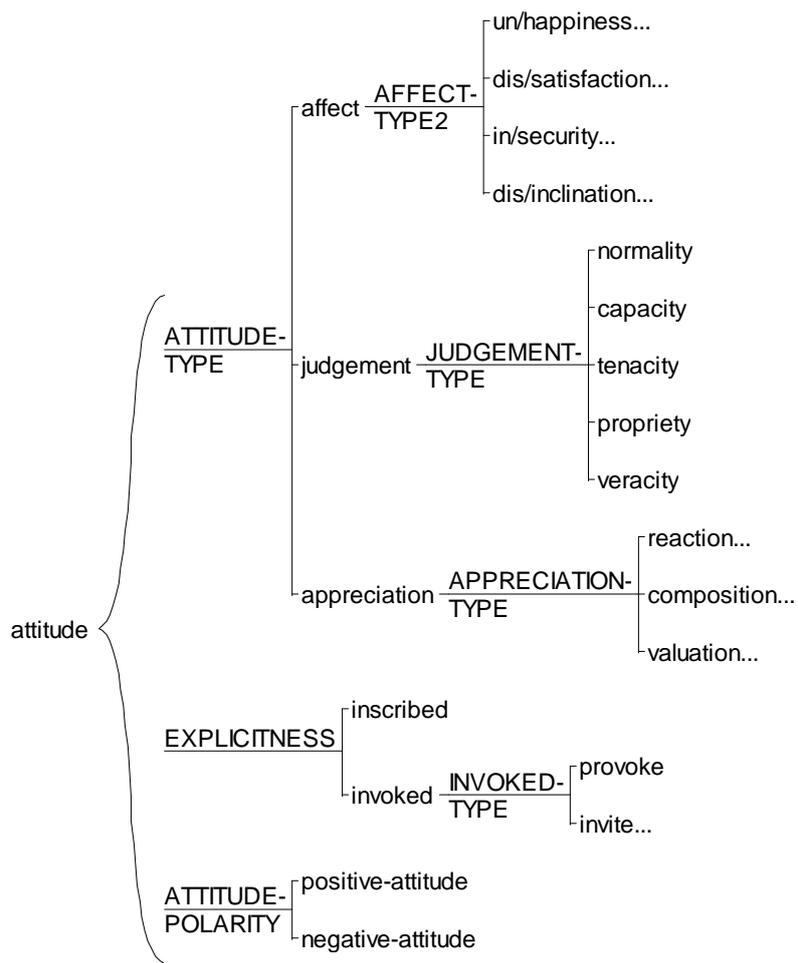


Figure 8-16: The extended Attitude system

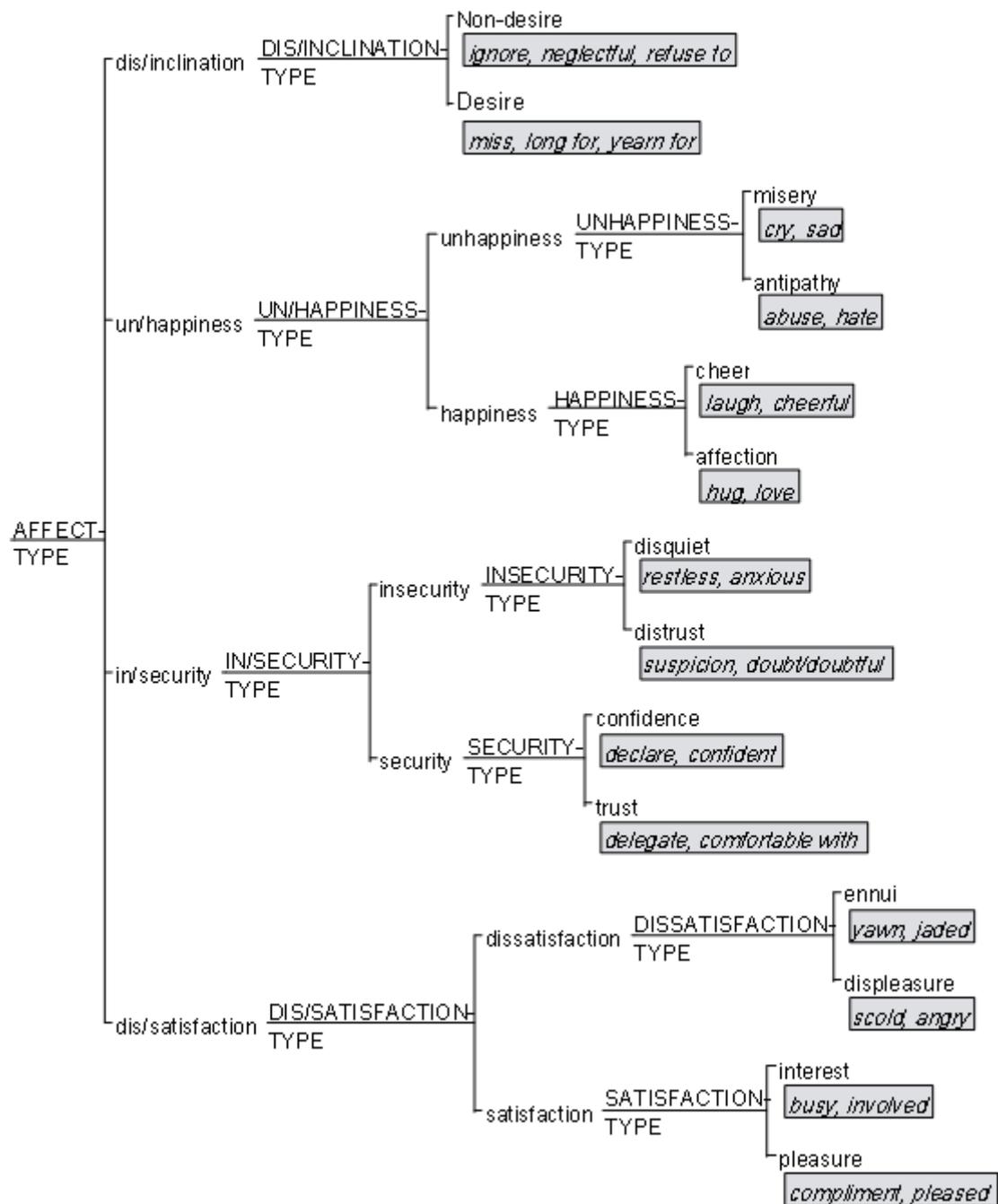


Figure 8-17: The adapted system of Affect

The Affect system as presented in Figure 8-17 was adapted mainly from Martin and White (2005) and Bednarek (2008) and remains as discussed in chapter 2. It adopted Bednarek’s proposal of the subtypes of Dis/Inclination although it is not the optimal choice. The Affect type of In/Security was re-categorised which affected both Security and Insecurity options.

The other Affect types- Un/Happiness and Dis/Satisfaction remain unchanged from the proposal in Martin and White (2005).

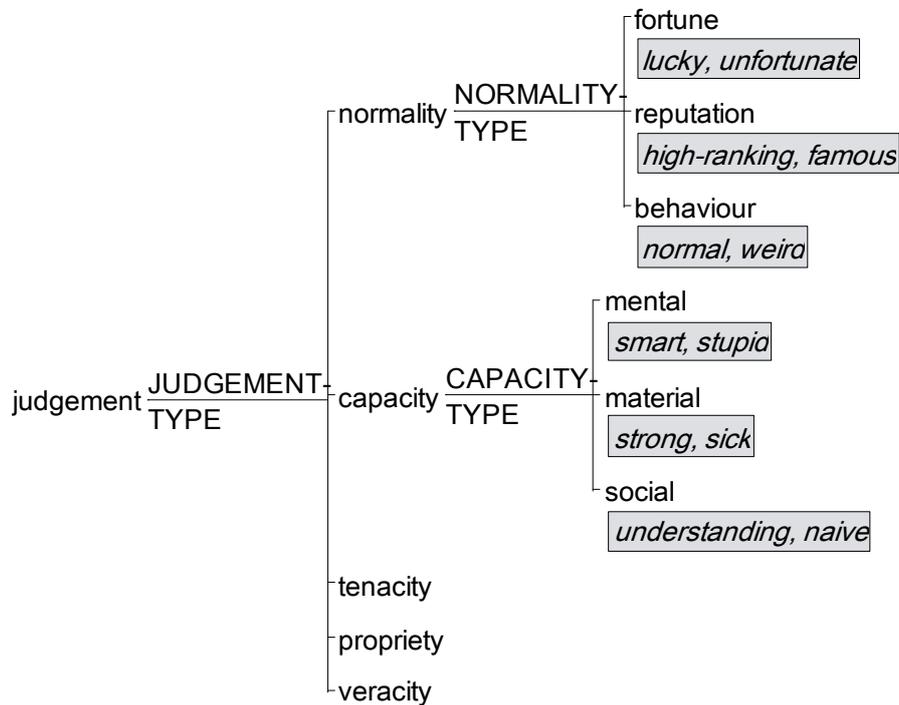


Figure 8-18: The extended system of Judgement

The Judgement system as presented in Figure 8-18 was extended with more delicate choices of Normality and Capacity. Originally in Martin and White (2005), Normality and Capacity do not have extended entries. The other Judgment types-Tenacity, Propriety and Veracity remain unchanged from Martin and White’s proposal.

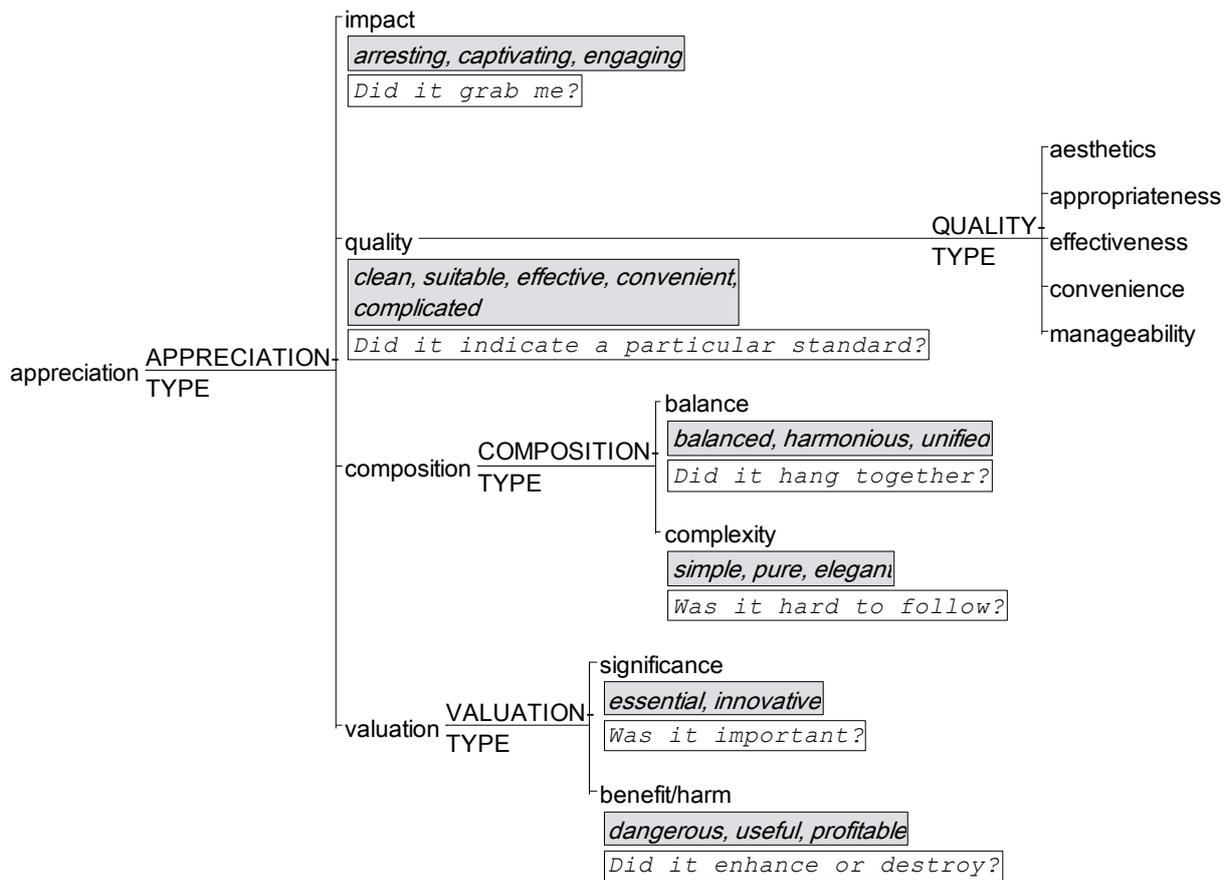


Figure 8-19: The extended system of Appreciation

In Figure 8-19, the re-theorisation affected almost every category in the Appreciation system. The former Reaction category consisting of Impact and Quality no longer exists. The former Appreciation subtypes, Impact and Quality, are placed in parallel order with other Appreciation types of Composition and Valuation. The theorisation of Impact remains as it was, dealing with emotive responses. The theorisation of Quality is refined with more delicate extension of choices. The Composition type-Complexity is also re-theorised to refer to textual organisation. The non-textual organisation meaning of Complexity is moved to Quality under the option of Manageability. Valuation is also re-theorised with distinguished probe questions.

8.1.1.2.2. Refinement of the theorisation of resources for Invoked Attitude

As discussed in chapter 2, invoked Attitude can be placed on a cline from the lowest to the highest degree of freedom that readers are allowed in aligning with the attitude naturalised by

a text (Martin and White, p. 67). The strongest interpretation of Attitude is provided by inscription, followed by provocation, then flagging and affording. The cline of directness of Attitude expressions is illustrated in Figure 8-20.

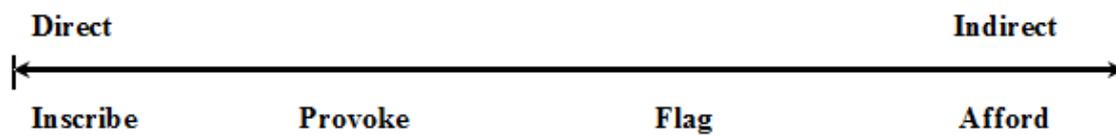


Figure 8-20: The level of directness of Attitude expressions

In the current literature, resources for different ways of invoking attitudes have mainly relied on those proposed by Martin and White (2005). The current study has provided evidence for a more detailed range of resources for invoking attitudes.

a. Provoked Attitude

As outlined by Martin and White (2005), **Provoked Attitude** is realised by lexical metaphors and similes. As discussed in 7.1.3, lexical metaphors belong to figurative language. It was found from the Vietnamese data that there were additional resources of figurative language other than lexical metaphors that could provoke Attitude including *idiomatic expressions*, *exaggeration* and *irony*. Examples of these figurative language resources are presented in (a), (b) and (c) respectively.

(a) Người Việt vì hiểu nhau quá nên thành ra “**thân nhau lắm, cắn nhau đau**” đấy.

The Vietnamese because they understand each other so well that it becomes “the closer you are, the more painful you bite each other.”

(b) Thế là bạn ấy cầm một cái hộp đầy giun về nhà và bảo em là “Lúc nào mày có một ít thức ăn thì mày cứ bỏ vào đấy”. **Thà chết còn hơn.**

So she brought a box full of earth worms home and told me “If you have a little food, just put it in there”. I’d rather die.

(c). Thường là trong nhóm ba bốn người sẽ có một người “**đặc biệt**”, người đấy là người lười ấy.

Usually in a three or four people group there will be one “special” person, that person is the lazy one.

In addition to figurative language and similes, swearing can also be a resource for provoking negative Affect, particularly Displeasure, which could be found in both the Vietnamese and English data as in (d) and (e) respectively.

(d). Thu: Với cả ở đây có một cái rất là dở, đó là có cái môn gọi là foundation thì chỉ có ở kì một, mà em lại enroll học kì hai, thành ra là toàn học cái **khỉ giở** gì ấy.

Thu: *What is more there's a very bad thing here, that is there is a unit called foundation which is only available in semester one but I enroll in semester two, so I only study some "khỉ giở" (bloody) thing.*

(e) For the first time I really get-**got pissed off** but then day by day I get used to it.

b. Flagged Attitude

Ranking second after Provoke in terms of directness of Attitude is Flag. As outlined in Martin and White (2005, p. 65), “non-core vocabulary that has in some sense lexicalised a circumstance of manner by infusing it into the core meaning of a word” (e.g. “gallop”-meaning “run like a horse”) is a resource for flagging Attitude. Additionally, intensification of degree or process can be another resource for flagging Attitude (e.g. “demolish”-an intensification of core word “break”). These two resources are what were described as the semantic infusion strategy of Force.

The study confirmed that semantic infusion is a resource for flagging Attitude both in English and in Vietnamese. It also revealed that resources for Flagging Attitude can extend beyond the semantic infusion strategy to include Isolated Lexemes and Repetition. From the Vietnamese language data, other resources such as Modality, Person Reference terms, and Categorisers can also be employed for flagging Attitude in the Vietnamese language. From the English language data, many instances of Modality (Modulation of Obligation) as a resource for flagging Attitude were found. [Table 8-11](#) exemplifies realisation strategies of Force as resources for flagging Attitude and [Table 8-12](#) summarises other resources for flagging Attitude in the two languages.

Table 8-11: Realisation strategies of Force as resources for flagging Attitude in the English and Vietnamese discussions

| Resources | English discussions | Vietnamese discussions |
|-------------------|--|---|
| Isolated lexemes | <p>He has <i>very strong</i> words about the lecturer.</p> <p>(-ve Aff: Displeasure)</p> | <p>...đưa nào cũng học vất vả, học mệt nhòai. (+ve Jud: Tenacity)</p> <p>...every one of us studied <i>industriously</i>, and studied <i>until depleted</i>.</p> |
| Semantic infusion | <p><i>He has in general and very huge knowledge about IT.</i></p> <p>(+ve Jud: Capacity)</p> | <p>Mình học nguyên cả 1 học kì 3,4 tháng mà chỉ nhồi nhét vào trong 3 tiếng đồng hồ thì em cảm thấy rất là khó chịu, không viết được.</p> <p>(-ve Jud: Propriety)</p> <p><i>I studied the whole semester in three or four months but being shoved in three hours, I felt very frustrated, I couldn't write.</i></p> |
| Repetition | NONE found | <p>Họ không làm việc, không đưa ra ý kiến, hoặc khi mình gặp nhau để bàn nhóm, họ cũng không thềm xuất hiện luôn.</p> <p>(-ve Jud: Tenacity)</p> <p><i>They didn't work, didn't give any ideas, or when we meet for a group discussion, they just didn't bother turning up either.</i></p> |

Table 8-12: Other resources for flagging Attitude in the English and Vietnamese discussions

| Resources | English discussions | Vietnamese discussions |
|--------------------------|---|---|
| Modulation of Obligation | <p>We need to understand about customer behaviour.</p> <p>(+ve Appre: Significance)</p> <p>If it's very big, of course I will have to take some kind of actions...</p> <p>(+ve Appre: Significance)</p> | <p>Em cũng cần phải biết quy tắc trong giao tiếp.</p> <p><i>I also need to to know about the communication principles.</i></p> <p>(+ve Appre: Significance)</p> |
| Person reference terms | NONE found | <p>...Cho nên là thỉnh thoảng cũng có những đứa hoàn toàn xa lạ, bất ngờ đến ở nhà em. Em không hề biết tí gì về chúng nó, mà cứ ở la liệt ở phòng khách thì em đương nhiên là không thể nào thấy thích được rồi. Thế sau một thời gian mình cũng cảm-....nó thấy rõ sự khó chịu của mình.</p> <p>(-ve Aff: Displeasure)</p> <p><i>So sometimes there are absolute strangers who suddenly appeared in my house. I don't know a single thing about "chúng nó" ("the gang"- them), but (they) laid everywhere in the living room, so certainly I could not like it. So after some time, "nó" ("it"- she) could clearly see my annoyance.</i></p> |
| Categorisers | NONE found | <p>Cái thằng Trung Quốc chủ nhà ấy rất là hách dịch.</p> <p>(-ve Aff: Antipathy)</p> <p><i>The "thằng" (human male categoriser) Chinese landlord is very dictatorial.</i></p> |

It is quite obvious how the isolated lexemes and repetition realisation strategies of Force can flag Attitude. The reason for claiming non-core words or the semantic infusion strategy to have the potential for flagging attitude is that they grade a process or a quality and as Martin and White (2005, p. 65) put it “grading is an inherent feature of attitudinal vocabulary”. Therefore, as the function of isolated lexemes and repetition is also to grade, they have the potential to flag attitudes in the same way as semantic infusion.

Modulations of Obligation (such as “need to” and “have to”) as discussed by Martin and White (2005, p. 55) can be “related lexicalised judgements of Propriety”, in which case they inscribe Propriety. At the same time, a less direct evaluation (invoked Significance) can be inferred from the deployment of modulations of Obligations as in (a):

(a) We **need to** understand about customer behaviour. (+ve Appre: Significance)

The degree of explicitness of the invoked evaluation realised by modulations of Obligations is not as high as Provoke but not as low as Afford. Flagging is the degree of explicitness that modulations of Obligation can realise.

The way the person reference terms and categorisers flag attitude was discussed in detail in section 5.2.2.2 in chapter 5. Basically, in the texts exemplified in table 8-12 above, without the person reference terms and the categorisers, the attitudinal meaning could still be evoked from the ideational meaning realised by the co-texts (Afford). The deployment of the person reference terms and the categorisers makes the attitudinal meanings more obvious, thus the level of directness in the attitudinal expressions in these instances is Flag rather than Afford.

c. Afforded Attitude

The difference between Afforded attitude and the other ways of expressing attitudes is that afforded attitude is interpreted from the choice of ideational meaning of co-texts, which is realised by more than just one word, normally by a clause, a clause complex, and sometimes by the whole turn or participant shift in the case of this study. (For definition of ‘turn’ and ‘participant shift’ see Chapter 3, section 3.2.3.2).

There were two patterns in the occurrence of Afforded Attitudes found in both the English and Vietnamese data. One is that they are very often related by logico semantic expansion to Inscribed attitude realised by the surrounding co-texts. In other words, Afforded attitude was used by the participants to elaborate, extend or enhance the inscribed meaning they expressed in the co-texts. This was done more often in the Vietnamese discussions than the English discussions.

Examples of the expanding logico-semantic relations between afforded attitudes and inscribed attitudes in the co-texts from both languages are presented in [Table 8-13](#). The inscribed meaning is *underlined and italicised* and the afforded meaning is **bolded**. The English translation is in parenthesis.

Table 8-13: The expanding logico semantic relations between afforded Attitudes and inscribed Attitudes in the co-texts.

| Logico-semantic relations | Instances of attitudinal meaning | Inscribed meanings | Afforded meanings |
|---------------------------|--|-----------------------|-----------------------|
| Elaboration | Cho nên là thỉnh thoảng cũng có những đứa hoàn toàn <u>xa lạ</u> , bất ngờ đến ở nhà em. Em không hề biết tí gì về chúng nó... (So sometimes there are absolute <i>strangers</i> who suddenly appeared in my house. I don't know a single thing about them.) | -ve Aff: Disquiet | -ve Aff: Disquiet |
| | She is a professional artist and she also has degree on English literature, she's doing PhD in history ... she knows everything. I think she is very <u>talented</u> | +ve Jud: Capacity | +ve Jud: Capacity |
| Extension | Mình thực hành thi đều <u>giúp ích</u> cho mình rất nhiều. Mình chỉ có cái là ở VN chưa thực hành nhiều lắm. (That we practise a lot <i>benefits</i> us a lot. The only thing is that in Vietnam, we have not had much practice.) | +ve Appre: Benefit | -ve Appre: Benefit |
| | I'm very surprised to receive his present. Very <u>kind</u> man. | +ve Jud: Propriety | +ve Aff: Cheer |
| Enhancement | Mà cái trường UTS nó <u>dở hơi</u> ở chỗ là nó xếp thời gian thi gần nhau quá. (Yet "the" UTS is <i>absurd</i> in the way that it organised the exam time too close together.) | -ve Appre: Quality | -ve Appre: Quality |
| | That's <u>problem</u> of structure of the house. So sometimes it is quite <u>inconvenient</u> . So sometimes I feel quite-I cannot concentrate. | -ve Appre: Quality | -ve Aff: Disquiet |

The other pattern of the occurrence of Afforded attitude is that it very often occurred in the same clause or clause complex where there was an inscribed Impact or Quality resource. Examples of the co-occurrence of Afforded attitude and Inscribed Impact and/or Quality in the same clause or clause complex are presented in Table 8-14.

Table 8-14: The co-occurrence of Afforded Attitude and Inscribed Impact or Quality

| Inscribed Attitude | Afforded Attitude | Instances |
|--------------------|------------------------|--|
| Impact | -ve Aff: Disquiet | Môi trường làm việc rất là căng thẳng . <i>The working environment is very stressful.</i> |
| | +ve Aff: Interest | Bài phân tích như thế mình cảm thấy thật là thú vị . <i>The analytical article like that-I feel (think) (it) is so interesting.</i> |
| Quality | +ve Jud: Capacity | They have good English skills . Kiến thức họ tốt <i>Their knowledge is very good.</i> |
| | -ve Jud: Capacity | I think their English is not very good , but they really want to communicate. |
| | | Anh ấy đưa ra đáp án sai . <i>He gave the wrong answer.</i> |
| | + ve Appre: Benefit | Đi tìm rất nhiều chỗ phù hợp mà lại không thuê được đây. <i>(I could) find many suitable places but I couldn't rent them.</i> |
| | -ve Appre: Benefit | Ở cùng với nhau cũng có những cái bất tiện . <i>Living together there are also inconvenient things.</i> |

d. Summary

In summary, in terms of the theorisation of invoking Attitude, the study has provided a more detailed discussion of potential resources for expressing Provoked and Flagged attitudes and outlined some patterns of the occurrence of Afforded attitude. An addition to accounts in the current literature was that Provoked attitudes can be realised via Swearing, comparable metaphors (similes) and figurative language (including lexical metaphor, idiomatic expressions, exaggeration and irony). Another addition was that Flagged attitude can be expressed via all realisation strategies of Force (except for swearing) and modulations of Obligations in both English and Vietnamese. Furthermore, two distinctive features of Vietnamese grammar, the Person Reference terms and Categorisers have the potential to flag attitudes in the Vietnamese language. Afforded attitudes were deployed by the participants to

elaborate, extend or enhance the inscribed meaning they expressed in the co-texts. Afforded attitudes (most popularly Dis/Satisfaction, Capacity, and Benefit) were also very often found to occur in the same clause complex with inscribed Impact or Quality.

8.1.1.3. Contribution to the understanding of Appraisal resources distinctive to the Vietnamese language

The study also contributes to the understanding of the resources of Attitude and Graduation distinctive to the Vietnamese language. While it has been necessary to refine the overall Appraisal framework for the purposes of this study, the framework has enabled an understanding of the way Appraisal resources are used in the Vietnamese language. This includes resources that have equivalents in the English, and those which do not. Building, as it does, on understandings of the way Appraisal resources are deployed in English, this study is the first so far to identify Appraisal resources distinctive to the Vietnamese language, specifically resources that realise Attitude and Graduation in spoken discourse. This is also how the study answers the last research question:

To what extent does the theorizing of Attitude and Graduation resources in English have application to the understanding of Attitude and Graduation resources in Vietnamese?

Distinctive realisations of **Attitude** in Vietnamese include the person reference terms, the categorisers and the modal particle “được”, of which the Person Reference terms and Categorisers were more often deployed to flag Affect and the modal particle “được” was most often deployed to inscribe Appreciation-Benefit. Distinctive realisations of **Graduation** in Vietnamese include Reduplicatives and Compound words

The resources realising Attitude in Vietnamese, in particular the person reference terms, may also be present in other East Asian and South East Asian languages since many East and South East Asian societies are influenced by Confucianism. The Confucian ideology of social hierarchy, and roles within that hierarchy, is reflected in the linguistic codes of these Asian languages (Yum, 1988), especially in the system of Person Reference. There are definitely equivalent resources of person reference terms in Thai (Iwasaki & Horie, 2005), however, the

researcher is not aware of any studies that link this resource in other Asian languages to Appraisal.

Of the resources for expressing **Graduation** in Vietnamese, the **reduplicatives** are mostly double reduplicatives, for example, “đắt díu” (“drag each other along”), and triple reduplicatives, for example, “tất tần tất” (“all together”) (See 2.6.2, chapter 2). This language resource is also anticipated to be present in other languages, and definitely in Thai (Luksaneeyanawin, 1984; Udomanisuwat, 1982). The reduplicatives in the Thai language can also be realisations of Graduation, including Force-Quantification, for example, “นิดหน่อย”-“nit noy”, meaning “a very little”, and Focus-Fulfillment-Actualisation, for example, “พูดเล่น ๆ” – “phut len len” (speak play play), meaning “to kid” or “to tease” or “do not mean anything serious”, Focus-Value-Authenticity, for example, “เด็ก ๆ”- “dek dek” (child child) meaning “kind of childlike”. The researcher, is unaware, however, of any insightful accounts explaining these resources in Thai as realisations of Graduation in the Appraisal system.

The **compound words** found in the current study realising Graduation belong to two types of Vietnamese compound words: Iterative compounds, for example, “học hỏi” (“learn and ask”) and Repetitive compounds, for example, “giành giật” (“scramble for and snatch”), and “mong muốn” (“desire and want”) (See 2.6.2 in Chapter 2). Whether the meaning of the two constituents of a compound word is different (as in Iterative compounds) or similar (as in Repetitive compounds), the two constituents combined create a synthesised meaning of the whole word, inscribing one unified category of attitudinal meaning while at the same time intensifying the attitude.

It is anticipated that this language resource for realising graduation is also present in other East and South East Asian languages. In Japanese, for example, there is a resource similar to Vietnamese compound words, as exemplified by 勇猛 (brave and strong) and 美丈夫 (beautiful and healthy) (Sano, 2011). The use of this resource in Japanese, however, is different from Vietnamese in that the constituents represent two different types of meanings which do not belong to the same attitudinal category. For example, 勇猛 (brave and strong) combines both Tenacity (brave) and Capacity (strong). This language resource in Japanese, therefore, may not be used to realise Graduation in the same way as compound words are

used in Vietnamese, in which the meanings of the two constituents of a compound word blend together to create the intensified meaning of the new word.

The contribution of the study to the understanding of Appraisal resources distinctive to the Vietnamese language will hopefully inspire the study of Appraisal in other languages, particularly distinctive Appraisal features of East and South East Asian languages since these language systems are closest to the Vietnamese language.

8.1.2. Practical implications

In addition to the theoretical contributions made by the study in the refinements of the theorisation of the Appraisal framework and to the understanding of Appraisal resources in the Vietnamese language, the research also has implications from a practical perspective in language teaching and assessment, in interpretation and translation and in aspects of social and civic life such as an online Appraisal dictionary in response to emergency requests on online social networks.

In the field of languages education, one of the most significant contributions of the study will be in the teaching of English as a Foreign Language (EFL) and English as an additional language or dialect (EAL/D). The study provides empirical evidence that enables teachers of EFL and EAL/D to understand the deployment of the Attitude and Graduation resources in English by competent and highly competent Vietnamese users of English represented by the research participants of the study. In brief, even though all the research participants met the English proficiency requirements for entry to graduate study in Australia, as evidenced by their obtaining IELTS overall scores of at least 6.5 out of 9 (with some research participants scoring 7.5 and 8), their deployment of Attitude and Graduation in the English discussions was still not very effective. Their expressions were rather simplistic and restrained with extensive and repetitive use of core and high frequency words and non-figurative expressions. Sometimes, a word with a very general meaning, such as “good”, was used to inscribe a range of different types of evaluative meaning, with the result that the evaluative meanings made by the participants sounded very vague to listeners. The participants’ deployment of Graduation relied heavily on Isolated Grammatical items and the repetition of these Isolated Grammatical items for the Intensification of Attitude. Although as competent

language users, the participants used their Strategic Competence strategies to substitute for their lack of language resources, the limited repertoires of Appraisal hinder the preciseness of the evaluative meaning the participants wanted to convey, thus making them less effective and sophisticated in communicating their evaluative stance.

Implications in the teaching and assessment of English to EFL and EAL/D students

The study has pedagogical implications for the teaching of English, not only to cohorts of students similar to the research participants, but also to EFL or EAL/D learners from different language backgrounds as well. The study findings have raised awareness of issues with the deployment of Appraisal in English among highly competent students, hence, putting forward an argument for the inclusion and enhancement of the teaching of evaluative language in ELICOS programs, EAP programs and even general English programs. The teaching of evaluative language needs to aim at achieving the sophistication and precision of the expression of evaluative meaning, particularly with resources relevant to spoken discourse such as Exclamation, in addition to the written discourse which has long been the focus of related studies. Along with teaching the students a wider range of evaluative lexical instantiations, the accuracy of the grammatical realisations also needs to be taken into account as non-standard expressions of evaluative language hinders the effectiveness of communication just as much as the ineffective choice of the evaluative lexical instantiations. A wider variety of grammatical realisations of evaluative language can be enhanced by the teaching of grammatical metaphors so that the students can have flexible choices of functions and forms of the evaluative expressions.

The study has also raised the issue of the need for language educators to design classroom teaching and learning materials especially tailored for EFL and EAL/D learners in spoken communication apart from the currently available teaching resources for written language (as found, for example, in (Feez & Joyce, 2000; Thomson & Droga, 2012). The focus on Appraisal in spoken language in the language classroom has apparently not been widely investigated apart from recent work led by Ngo (Ngo, Unsworth, & Feez, 2012).

The teaching of evaluative language in the English language class and the teaching materials design will be strengthened much more if tests of English as a foreign language, such as

IELTS or TOEFL, and ELICOS exit tests pioneer the incorporating of the evaluative aspect of language in their assessment criteria and make it explicit in their test questions. The tests will be the drivers for a renovation in the teaching of evaluative language in the language teaching curriculum and syllabi, hence in the language class, which can move closer to bridging the gap between classroom and real life language needs as well as helping international students in English speaking countries to meet the Western academic expectations of being able to express a critical evaluative stance in most academic tasks that require both oral and written responses.

Implications in the teaching of the Vietnamese language

In addition to the contributions to practice arising from the analysis of the English language data, the findings about distinctive Appraisal resources and grammatical realisations of Appraisal resources in the Vietnamese language have important implications for the teaching and learning of the Vietnamese language when the learners' language backgrounds are very different from Vietnamese. The outline of the very distinctive delicate and sophisticated Appraisal resources in the Vietnamese language in this study can have a great influence in the Vietnamese language curriculum design to enable learners of Vietnamese to understand and employ the subtlety of the meaning of the language.

Implications in translation and interpretation

Furthermore, this study plays a very important role in modelling the translation of Appraisal resources from Vietnamese to English. The data from this research has the potential to inform the creation of a preliminary Vietnamese-English Appraisal dictionary as the English translation of many of the lexical instantiations of Appraisal in Vietnamese cannot be found in the existing Vietnamese-English dictionaries. Such a resource would be very beneficial for translation and interpretation work. In addition, the dictionary of Appraisal in Vietnamese could be used in other ways, for example, to detect and classify requests of cyber social network communicators in cases of emergency, in the same way as the Japanese Appraisal dictionary was used to detect people's requests reflected in their tweets on Twitter during the recent dual natural disasters in Japan in 2011 (Sano, Varga, Kazama, & Torisawa, 2012).

With the support of the Appraisal dictionary, the degree of emergency in the requests can be better understood.

In summary, the current study has significant implications for the teaching and learning of Appraisal both in English and in Vietnamese. The findings of the deployment of Appraisal in English by Vietnamese graduate students in Australia have provided an evidential basis to incorporate and enhance the teaching of this aspect of language in all language programs such as general English, EAP and ESP. Language assessment should also take into account the importance of evaluative language not only in written but also in spoken communication. The reporting of Vietnamese Appraisal resources provides a model for Vietnamese-English translation of very delicate Appraisal expressions in Vietnamese, a model which cannot be found in existing Vietnamese English dictionaries. The findings of Appraisal resources in Vietnamese also enable the development of a Vietnamese Appraisal dictionary with important applications for English-Vietnamese translation and interpretation, as well as some important applications in social and emergency services.

8.2. Limitations of the research

The ultimate aim of the study was to investigate the deployment of the language of evaluation in the English and Vietnamese discussions but it was not possible to explore the full scope of evaluative language. The first uninvestigated aspect of evaluative language is Engagement, a system dealing with the sources of evaluation as well as the play of voices within and across texts. Secondly, the aspect of paralinguistic features and intonation as evaluative resources distinctive to spoken language was not explored. It was not possible, however, to invest in exploration of Engagement and non-verbal evaluative resources while, at the same time, maintaining the manageability of the study. The scope of the study was, therefore, limited to grounding the theory of verbal Attitude and Graduation resources in the Vietnamese language and to contributing to the refinement of the theorisation of the Attitude and Graduation system within the Appraisal framework in English, with exclusion of Engagement, paralinguistic and intonation resources. Lastly, the comparative research results between the Vietnamese and English data might have been enhanced if a valid formal statistical comparison of aspects of the two corpora were possible.

8.3. Recommendations for further study

With the data collected from the study and with the data analysis already available, many more areas in relation to the deployment of Appraisal in English and Vietnamese by speakers of Vietnamese can be explored. One of the recommendations for future study is the comparison of the logo-genesis of Appraisal in each discussion to see how Appraisal meanings couple with ideational meanings expressed in each topic of the discussions as the discussions proceeded. This would enable an outline of the patterns of Appraisal used in different fields in English and Vietnamese. The comparison of the logo-genesis of Appraisal between the two corpora would help language educators see the kind of topics that are likely to cause difficulties in expressions of Appraisal among the participants. Another recommendation for further study is to investigate the deployment of Appraisal by individual research participants, then, to explore any possible correlation between the deployment of Appraisal in English and the English proficiency level of individual participants. Last but not least, intonation and paralinguistic Appraisal resources in spoken discourse in the data do need to be studied further as they are essential part of the spoken language.

Conclusion

In conclusion, the study has contributed to the understanding of the deployment of evaluative language in English and Vietnamese spoken discourse by Vietnamese competent and highly competent speakers of English. The data analysis has provided evidence of a large gap in the students' capacity to deploy Attitude and Graduation resources when communicating in their L2-English compared with communicating in L1-Vietnamese. Particularly, the participants' very limited, repetitive and non-standard use of lexical and grammatical realisations for Attitude and realisation strategies for Graduation in the English discussions brings to light that evaluative language is not at all a strong language aspect of even highly competent Vietnamese speakers of English. This raises the crucial need for EFL and EAL/D teaching practice and English language assessment to be renovated with the incorporation of evaluative language in English learning, teaching and testing activities if the achievement of sophisticated and effective communication in English of critical and evaluative stance is what the teaching aims for. The results of the deployment of Attitude and Graduation resources in

Vietnamese that emerged from the study shine a brighter light on the full capacity of the same participants when communicating in their own language. At the same time the results contribute significantly to the refinement of the theorisation of the current Appraisal framework and to the understanding of distinctive Appraisal resources of the Vietnamese language which makes this a pioneering study of Appraisal in Vietnamese and one of a few in studies of Appraisal in languages other than English. In addition to the pedagogical and theoretical contributions as mentioned above, other contributions made by the study include implications for language assessment, translation and interpretation, as well as for applications in social and emergency services. Despite the limitations in relation to the scope of the study, it can be considered a stepping stone towards further research into the use of evaluative language in spoken discourse in both English and Vietnamese and an encouragement for studies of Appraisal in languages other than English, particularly East and South East Asian languages.