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Appraisal Critical Discourse Analysis of Afro- American Criminalization in American News Media

A Dissertation

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By

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المستخلص

تختص هذه الدراسة بتحليل الخطاب التقييمي النقدي لتجريم الأمريكيين من أصل أفريقي في وسائل الإعلام الإخبارية الأمريكية. وتهدف الدراسة إلى استكشاف أنظمة التقييم (appraisal systems) في مقالات الرأي في صحيفتين أمريكيتين ، هما وول ستريت جيرنل ونيويورك بوست. تتكون البيانات من عشر مقالات رأي ، خمس مقالات لكل صحيفة. تم نشر هذه المقالات خلال الفترة التي أعقبت مقتل جورج فلويد في 25 مايو / 2020 حتى 20 مايو / 22 عندما تم نشر المقال العاشر. لتحليل المقالات العشرة يتم تطبيق النظرية التقييمية: (Martin and Rose (2003 و (Martin and White (2005) والتي ينقسم فيها التقييم الى ثلاثة أنظمة فرعية ، الموقف (attitude) (الشعور ، الحكم على السلوك ، تقييم الأشياء) ، الانشغال بالنص (engagement) (مصادر الموقف) ، والتدرج (graduation) (تصنيف المواقف أو تقويتها).

تُبنى كل مقالة مجموعة من التحليلات النوعية والكمية ، حيث يتم تقديم عناصر التقييم في جداول وفي نهاية كل جدول ، يتم حساب نتائج كل فئة كمياً لمعرفة تكرارها ونسبتها بالنسبة للفئات الأخرى. تتبنى الدراسة أيضاً التحليل الإحصائي الذي يهتم بعرض التكرارات والنسب الإجمالية لكل فئة للتحقق من الفرضيات وإعدادها لمزيد من الاستنتاجات. تسعى الدراسة الى تحقيق الأهداف الآتية:

1. أيجاد انواع المواقف الثلاثة (attitudes): التقييم العاطفي (affect) ، والتقييم السلوكي (judgement) ، وتقييم الأشياء (appreciation) وأي نوع من تلك المواقف أكثر استخداماً من قبل الصحفيين الأمريكيين.
2. تحديد المواقف الإيجابية (positive attitude) والسلبية (negative attitudes) المتبناة في النصوص وأي من تلك أكثر وروداً في النصوص.
3. أيجاد فيما إذا كان الصحفيون الأمريكيين يستخدمون صوتههم فقط (monogloss) للتعبير عن آرائهم ونقل وجهات نظرهم للقراء ام انهم يتبنون وجهات نظر أخرى (heterogloss).
4. أيجاد اي نوع من القراء أكثر ميولاً الى الأفكار التي يطرحها المؤلفون: (likeminded) القراء الذين يحملون نفس الأفكار (un-likeminded) المختلفين في الأفكار (uninformative) وغير المطلعين.
5. أيجاد فيما إذا كان الصحفيون الأمريكيين يتبنون المفردات اللغوية والتراكيب النحوية التي تحمل في معناها تدرجاً نحو القوة (up-scaled) او المعاني الضعيفة (down-scaled).

توصلت الدراسة إلى الاستنتاجات التالية:

1. يتبنى الصحفيون الأمريكيون التقييم السلوكي (judgement) أكثر من التقييم العاطفي (affect) ، وتقييم الأشياء (appreciation). هذا يعني أن هنالك اتجاهاً من قبل المؤلفين الأمريكيين نحو التقييمات الأخلاقية عند تقييم السود.
2. ان التقييمات السلبية (negative attitudes) تشكل غالبية المواقف التي يتبناها المؤلفون تجاه الأمريكيين من أصل أفريقي.
3. يبدو أن الصحفيين في وول ستريت جيرنل ونيويورك بوست يدعمون آراءهم وأفكارهم وذلك بأدخالهم إلى النص أفكار وآراء بديلة عن أفكارهم وآرائهم.
4. تستنتج الدراسة بأن المؤلفون يتتبعون في الغالب القراء الذين يتبنون نفس أفكارهم من أجل إنشاء نوع من القارئ التفاعلي الجاهز لمشاركة نفس وجهة النظر التي يقدمها النص.
5. يتبنى الكتاب لكلى الصحيفتين المفردات اللغوية والتراكيب النحوية التي تحمل في معناها تدرجاً نحو القوة (up-scaled) أكثر من المعاني الضعيفة (down-scaled).

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَمِنْ ءَايَاتِهِ خَلْقُ السَّمُوتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ

وَالْوُنُكُمُ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِلْعُلَمِينَ

صدق الله العلي العظيم

(الروم: 22)

**In the name of Allah, the Most Gracious,
the Most Merciful**

**“And among His Signs is the creation of
the heavens and the earth, and the
diversity of your tongues and colours. In
that surely are Signs for those who
possess knowledge.”**

**Almighty Allah has told the truth (Ali, 1989, p.
587)**

(AR-RUM: 22)

The Supervisor's Declaration

I certify that this dissertation, entitled “**Appraisal Critical Discourse Analysis of Afro- American Criminalization in American News Media**” by **Aziz Khalaf Abid Saleh** has been prepared and written under my supervision at the College of Education for Human Sciences, University of Babylon as a partial fulfillment of the requirements for the degree of Doctorate of Philosophy in English Language and Linguistics.

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Date:

Dedication

**To the Souls of My Father
and Mother**

To My Wife

**To My sons, Muntadher and
Ahmed**

To My Daughter, Nabaa

**To the youngest Ali and
Abbas**

With love

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List of Abbreviations

Symbols	Abbreviations
Aff.	affect
Appr.	appreciation
Att.lex	Attitudinal lexis
BLM	Black Lives Matter
Cap.	capacity
CDA	Critical Discourse Analysis
Comp.	composition
Des.	desire
F.	frequency
FTA	Face Threatening Act
GFSA	Gun-Free School Act
Hap.	un/happiness
Inf.	infusion
Intens.	intensification
Intens.	intensifier
Iso.	isolation
Judg.	judgement
Metaph.	metaphor
N.	negative
neg.	negated attitude
Norm.	normality
NY	New York
NYC	New York City

P.	positive
PDF	Portable Document Format
Proc.	process
Prop.	propriety
Qual.	quality
Quant.	quantification
Reac.	reaction
Sat.	dis/satisfaction
Sec.	in/security
SFG	Systemic Functional Grammar
SFL	Systemic Functional Linguistic
t.	invoked (implicit) attitude
Ten.	tenacity
Val.	valuation
Ver.	veracity
WWW	World Wide Web
+	positive attitude
-	negative attitude
%	percentage

Abstract

This study conducts appraisal critical discourse analysis of criminalizing the Afro-Americans in the American news media. It aims at exploring the appraisal systems in the opinion articles of two American newspapers, namely, the Wall Street Journal and the New York Post. The data consist of ten opinion articles, five articles for each newspaper. These articles were published during the period following George Floyd's murder on 25 May/ 2020 till 20 May/ 2022 when the tenth article was published. Martin and Rose's (2003) and Martin and White's (2005) appraisal framework is applied to the ten texts.

Each article is a combination of qualitative and quantitative analyses, where the appraising items are presented in tables and at the end of each table, the results of each category are quantitatively counted to know its frequency and percentage in relation to other categories. The study adopts a statistical analysis which is concerned with presenting the overall frequencies and percentages of each category in order to verify the hypotheses and prepare them for further conclusions.

The study attempts to accomplish the following aims:

1. Investigating the types of attitudes and the most frequent one employed by the American writers.
2. Identifying the positive and negative attitudes and which are used more in the data.
3. Showing whether the American authors limit themselves to their single voice or employ other voices.
4. Investigating what types of readers the American writers are engaging with, likeminded, un-likeminded or uninformative readers.
5. Pinpointing the up-scaled and down-scaled attitudes and which are used more frequently in the data.

The study comes out with the following conclusions:

1. The sub-category of judgement is used more frequently than affect and appreciation. This means there is a tendency by the American authors towards ethical evaluations.
2. Negative attitudes shape the majority of positions adopted by the authors towards the Afro-Americans.
3. The authors of the WSJ and the NYP seem to be engaging with alternative voices and opinions other than theirs.
4. The authors dominantly employ likeminded readers in order to create a type of interactive reader ready to share the same viewpoint they are presenting into the text.
5. The up-scaled attitudes are exploited in order to construe the writer as maximally committed to the value position.

Appendix (1)

WSJ Articles

Article (1)

OPINION
COMMENTARY

The Myth of Systemic Police Racism

Hold officers accountable who use excessive force. But there's no evidence of widespread racial bias.

By

Heather Mac Donald

June 2, 2020 1:44 pm ET



A demonstrator kneels before a police line in Washington, May 31.

PHOTO: SAMUEL CORUM/AGENCE FRANCE-PRESSE/GETTY IMAGES

George Floyd's death in Minneapolis has revived the Obama-era narrative that law enforcement is endemically racist. On Friday, Barack Obama tweeted that for millions of black Americans, being treated differently by the criminal justice system on account of race is "tragically, painfully, maddeningly 'normal.'" Mr. Obama called on the police and the public to create a "new normal," in which bigotry no longer "infects our institutions and our hearts."

Joe Biden released a video the same day in which he asserted that all African-Americans fear for their safety from "bad police" and black children must be instructed to tolerate police abuse just so they can "make it home." That echoed a claim Mr. Obama made after the ambush murder of five Dallas officers in July 2016. During their memorial service, the president said African-American parents were right to fear that their children may be killed by police officers whenever they go outside.

Minnesota Gov. Tim Walz denounced the "stain . . . of fundamental, institutional racism" on law enforcement during a Friday press conference. He claimed blacks were right to dismiss promises of police reform as empty verbiage.

This charge of systemic police bias was wrong during the Obama years and remains so today. However sickening the video of Floyd's arrest, it isn't representative of the 375 million annual contacts that police officers have with civilians. A solid body of evidence finds no structural bias in the criminal-justice system with regard to arrests, prosecution or sentencing. Crime and suspect behavior, not race, determine most police actions.

In 2019 police officers fatally shot 1,004 people, most of whom were armed or otherwise dangerous. African-Americans were about a quarter of those killed by cops last year (235), a ratio that has remained stable since 2015. That share of black victims is less than what the black crime rate would predict, since police shootings are a function of how often officers encounter armed and violent suspects. In 2018, the latest year for which such data have been

published, African-Americans made up 53% of known homicide offenders in the U.S. and commit about 60% of robberies, though they are 13% of the population.

The police fatally shot nine unarmed blacks and 19 unarmed whites in 2019, according to a Washington Post database, down from 38 and 32, respectively, in 2015. The Post defines “unarmed” broadly to include such cases as a suspect in Newark, N.J., who had a loaded handgun in his car during a police chase. In 2018 there were 7,407 black homicide victims. Assuming a comparable number of victims last year, those nine unarmed black victims of police shootings represent 0.1% of all African-Americans killed in 2019. By contrast, a police officer is 18½ times more likely to be killed by a black male than an unarmed black male is to be killed by a police officer.

On Memorial Day weekend in Chicago alone, 10 African-Americans were killed in drive-by shootings. Such routine violence has continued—a 72-year-old Chicago man shot in the face on May 29 by a gunman who fired about a dozen shots into a residence; two 19-year-old women on the South Side shot to death as they sat in a parked car a few hours earlier; a 16-year-old boy fatally stabbed with his own knife that same day. This past weekend, 80 Chicagoans were shot in drive-by shootings, 21 fatally, the victims overwhelmingly black. Police shootings are not the reason that blacks die of homicide at eight times the rate of whites and Hispanics combined; criminal violence is.

The latest in a series of studies undercutting the claim of systemic police bias was published in August 2019 in the Proceedings of the National Academy of Sciences. The researchers found that the more frequently officers encounter violent suspects from any given racial group, the greater the chance that a member of that group will be fatally shot by a police officer. There is “no significant evidence of antiblack disparity in the likelihood of being fatally shot by police,” they concluded.

A 2015 Justice Department analysis of the Philadelphia Police Department found that white police officers were less likely than black or Hispanic officers to shoot unarmed black suspects. Research by Harvard economist Roland G. Fryer Jr. also found no evidence of racial discrimination in shootings. Any evidence to the contrary fails to take into account crime rates and civilian behavior before and during interactions with police.

The false narrative of systemic police bias resulted in targeted killings of officers during the Obama presidency. The pattern may be repeating itself. Officers are being assaulted and shot at while they try to arrest gun suspects or respond to the growing riots. Police precincts and courthouses have been destroyed with impunity, which will encourage more civilization-destroying violence. If the Ferguson effect of officers backing off law enforcement in minority neighborhoods is reborn as the Minneapolis effect, the thousands of law-abiding African-Americans who depend on the police for basic safety will once again be the victims.

The Minneapolis officers who arrested George Floyd must be held accountable for their excessive use of force and callous indifference to his distress. Police training needs to double down on de-escalation tactics. But Floyd's death should not undermine the legitimacy of American law enforcement, without which we will continue on a path toward chaos.

Article (2)

OPINION
COMMENTARY

Violence Threatens Black Lives

I am not oppressed. I am free. African-Americans need real policy reforms, not racial antagonism.

By

Nestride Yumga

June 8, 2020 1:47 pm ET



A Black Lives Matter flag at a protest in Washington, June 7.

PHOTO: AURORA SAMPERIO/ZUMA PRESS

Washington

If the only black lives that matter to the Black Lives Matter movement are those taken by rogue police officers, then let it be clear: Not all black lives matter to them.

It tears my soul as an African-American resident of Washington that 30 young black men and women in the District of Columbia lost their lives to violent

crime in the first three months of 2020. The police didn't kill them, but that doesn't mean their lives mattered less.

America has a major problem called *violence*. The high crime rates in African-American communities demand more social activism and economic initiatives in recognition of the value of all black lives. But the Black Lives Matter movement throws racial antagonism into this equation to create an even bigger problem by turning Americans against each other, tearing down our cities, and bringing shame and disgrace to our great country.

They don't organize nationwide protests for other issues that seriously affect our communities. They don't protest the police department for letting homicides go unsolved. They don't protest Congress or the Federal Reserve for access to capital. They don't protest the school system for failing African-American children.

African-Americans need messages of hope and motivation more than ever. Pity is patronizing. This movement's agenda is to make sure we feel oppressed and depressed, so that we hate ourselves more and despise our fellow Americans.

The person who makes you believe you're oppressed also limits how far you can go. If African-Americans are oppressed, it is by the people who tell us we are, and who will do their best to shut us down when we try to scream "We are not oppressed!"

I am not oppressed. I am free. I am blessed to follow in the footsteps of great black American women such as Harriet Tubman, Cathy Hughes and Sheila Johnson.

Martin Luther King Jr. and Malcolm X never allowed us the luxury of victimhood. They taught that the struggle for constitutional rights must be waged every day. If rights are not for all Americans, then they are for none.

We need successful African-American brothers and sisters—many of whom were born into impoverished and violent inner-city America—to become

some of the world's most powerful voices. Their lives prove that as African-Americans in a country of opportunity, we all can achieve our dreams and won't let anyone tell us otherwise. We need them to speak out against the horrible bigotry of low expectations perpetuated by Black Lives Matter and its "white guilt" leftist backers.

Black Lives Matter and its supporters don't represent all black Americans. They don't represent our communities, they don't speak for us, they don't act in our best interests, and they don't care about our prosperity. The overwhelming majority of black Americans are for peaceful, effective protests, like those led by Martin Luther King, and for real reforms that help us prosper and be free.

Article (3)**OPINION****COMMENTARY**

Media's Racial Narrative Targets Whites, Harms Blacks

An insistence on 'systemic' racism tells minority communities they have no power over their own lives.

By Robert L. Woodson Sr.

April 16, 2021 2:19 pm ET



Activists protest violence toward Asian-Americans in Detroit, April 11. PHOTO: ADAM J. DEWEY/ZUMA PRESS

Are only white people capable of hate crimes? If you get all your news from mainstream media sources, that's what you'd think. A 51-year-old black man allegedly stabbing a 12-year-old white boy in Pittsburgh while shouting racial epithets barely made national news. The same was true when a black man was arrested for savagely beating a 65-year-old Asian woman in Midtown Manhattan. We saw endless coverage of the despicable assault on the Capitol on Jan. 6, but when a 25-year-old black male allegedly killed a Capitol police officer last week, MSNBC erroneously reported the suspect was white.

Throughout 2020 there was a rise in violence against Asian-Americans, but the race of the perpetrators was typically mentioned only when they were white. Media and other elites obsessively push the narrative that the greatest threat in this country is coming from “white supremacists.” This gross oversimplification has dire consequences for the most vulnerable in our society—those living in the poorest neighborhoods—and for the nation as a whole.

A media environment in which the only acceptable villains are white creates a more dangerous world for all of us. The rush to judgment based on skin color is familiar to those of us who lived through segregation. In those days, some in law enforcement couldn’t care less about crimes committed by blacks against other blacks, but there were severe penalties for offenses against whites. We marched and demanded fair and equal treatment under the law. As far as the application of criminal law, much of what is happening today is a retreat to the pre-Civil Rights South.

Every tragic police killing of a black person is amplified by radical progressives to accuse police of white supremacy and to push for defunding and anarchy. The more law-enforcement officers we lose to defunding, early retirements and drastic drops in recruitment, the fewer we have to patrol lower-income neighborhoods. Homicides among lower-income minorities soar. Meanwhile, the cries of the 81% of blacks who oppose defunding the police are chronically ignored.

The loudest advocates of defunding the police don’t have to live with the consequence of their advocacy. The Los Angeles City Council president pushed for defunding the police while having a personal police escort at her home. Thanks to so-called racial progressives like her, low-income black neighborhoods are experiencing some of what it was like to live in the pre-Civil Rights South.

The assertion that blacks must rely on white people to solve all their problems by somehow ending systemic and institutional racism is both nonsensical and self-defeating. By focusing on the past and present sins of white America as the source of all our problems, we ignore the enemy within, and that which is in our power to change. We turn a blind eye to the destruction within our communities that is consuming more of our lives than the Klan ever did, even at the height of its power.

Furthermore, remedies applied to a single racial group almost always include a kind of bait and switch. The social pathologies are the bait: high unemployment, poverty, inequities in education, high crime rates and so on. When the remedies arrive—generally money—you get the switch. A large share of the benefits never go to the people actually suffering from high unemployment or poverty or crime. They go to the elite members of that race who are already insulated and connected enough to capture the prizes.

For example, Coca-Cola now requires the law firms that do business with it to have 30% of their attorneys be “people of color.” Other companies, such as Wells Fargo, Ralph Lauren and Delta Airlines, are following suit with their own racial quotas for highly skilled positions. Even race-neutral programs aimed at lower-income households spend most of their funding on their middle-class administrators rather than on their supposed beneficiaries. How does this help low-income blacks trapped in unsafe neighborhoods and failing schools? How does requiring corporations to have a certain percentage of women of color on their boards of directors help the thousands of black women in prison, many of whom are being mistreated by their guards, most of whom are also black?

Race remains a salient issue in America, but not only because of whites victimizing minorities. Yet the U.S. is the world’s most prosperous and harmonious multiracial society. We have some serious problems we must

address, but we can't solve them unless we're willing to speak about them 333
honestly.

Mr. Woodson is founder and president of the Woodson Center and author, most recently, of "Lessons From the Least of These: The Woodson Principles."

Article (4)OPINIONCOMMENTARY

Black Children's Lives Matter, Too

The rampant violent crime that leaves so many mothers grieving needs to end.

By Sylvia Bennett-Stone

Feb. 3, 2022 6:39 pm ET



Bullet holes line the side of the car in which an 11-year-old boy was shot in Chicago, March 7, 2021. PHOTO: ARMANDO L. SANCHEZ / CHICAGO TRI/ZUMA PRESS

When you've lost a child, especially to violence, it's easy for something to transport you suddenly back to the moment you found out your baby was gone. When I learned that a 6-month-old Grayson Matthew Fleming Gray was shot and killed in Atlanta last week as he rode in his car seat with his mom, my chest clenched so tightly that I had to gasp for air. My precious 19-year-old Krystal also was killed in crossfire in 2004, after she made the fatal decision to stop for gas. In those terrible moments when I'm taken back to that night, I can't breathe.

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In 2021, 311 American children under 12 were shot and killed. But I haven't seen anyone marching in the streets demanding justice or declaring that their innocent lives mattered. On New Year's Day, the 4-year-old niece of George Floyd was shot and wounded as she slept in her bed. Will anyone remember baby Grayson's name besides his family, who must now find a way to live with their emptiness and grief? How can we tolerate these kinds of deaths in our communities? Why is there no outrage?

The country seems too busy arguing about ideology that doesn't mean anything to a grieving mother and pouring millions of dollars into the race grievance industry. Some people even make reckless demands to defund the police, which will only endanger more children. If young black lives lost to crossfire don't matter to us now, when will they? It shouldn't take the bloodshed of even more innocent children before we become "woke" to this issue.

Some, like me, have personally experienced the loss of a child to street violence and are working to end it. Too many communities throughout our nation have become like war zones. The way to fix this is through grassroots organizations with a track record of stopping violence. Among other things, my initiative, Voices of Black Mothers United, runs grief support groups in 22 states, advocates for the rights of victims of violence, and works with neighborhood violence-prevention projects.

My grandma raised nine children as a widow and, despite a lack of economic and educational opportunities, five of those nine were college graduates. Many other black parents of my grandma's generation did the same, bringing up big families and reaching success against the odds. Their struggle with poverty and disadvantage never meant they turned to lawlessness or rampant violence. They found a way forward regardless, often relying on one another when times were difficult.

What has changed? I believe it's the weakening of moral standards and a devastating combination of hopelessness and anger.

My grandparents' generation had unconditional love for one another. Although not all related by blood, they considered the people around them family. They would share what they had to feed and clothe one another. Neighbors would discipline each other's children without retaliation. People held themselves and others to a high moral standard.

I hear too many people in our communities say "it's not my business" and turn away. Well, it is your business because, the truth is, if your family is not safe, then my family is not safe. Crossfire deaths make that clear.

Too many self-proclaimed spokespersons for the communities struggling with violent crime insist we have no responsibility or control over our circumstances. They intone a mantra of victimhood rather than instilling positive, empowering messages in our children of what they can be. I remind my son and grandchildren that they can do anything they want in life as long as they keep the Ten Commandments as their guide. I address them as kings and queens so they don't forget who they are.

Don't get me wrong, the activists who complain about "the man" keeping us down aren't the only ones to blame. We've heard that message for years, yet black people still rose above it. What is different now? As I see it, the difference is us. We are allowing external obstacles to become an excuse for our failure to be there for our children, for taking the easy route of giving them things instead of discipline and love. Change can begin when we instill hope instead of hopelessness in their minds and hearts—and among as many children in our neighborhoods as we can.

To the mother and family of 6-month-old Grayson Matthew, I send my condolences and prayers. Together, we can all learn to breathe again.

Ms. Bennett-Stone is the national director of Voices of Black Mothers United, a project of the Woodson Center

Article (5)

Why Won't the Left Talk About Racial Disparities in Abortion?

Scholarly studies show that black women are far likelier to terminate their pregnancies than whites.



By Jason L. Riley

May 10, 2022 6:08 pm ET



A protest against potential abortion restrictions after the leak of Justice Alito's opinion draft takes place in Chicago, May 7. PHOTO: CHRIS RIHA/ZUMA PRESS

Bill Clinton's famous formulation in 1992 was that abortion ought to be "safe, legal and rare." His goal was to coalesce liberal and moderate Democrats on

the issue, but the wording also suggested that even among supporters of *Roe v. Wade*, abortion was properly viewed as undesirable: the fewer, the better. In the three decades since, the U.S. abortion rate has in fact declined—in recent years it’s fallen to about half of what it was in the early 1980s—yet significant racial disparities persist. In other contexts, group differences in outcome set off alarms on the political left. The racial gap in test scores has brought calls to eliminate the SAT and other admissions tests. The racial gap in arrest and incarceration rates has brought calls to legalize drugs and reduce resources for law enforcement. Racial differences in wealth and income fuel progressive demands for slavery reparations and a larger welfare state. And so on.

When it comes to abortion, however, left-wing concern seems to stop at making the procedure safe and legal, even while black-white disparities have not only persisted but widened. A 2020 paper by public-health scholar James Studnicki and two co-authors cites data from the Centers for Disease Control and Prevention to note that the black abortion rate is nearly four times higher than the white rate: “Between 2007-2016, the Black rate declined 29% and the White rate declined 33%—meaning that the racial disparity actually increased rather than decreased.” Justice Clarence Thomas’s concurrence in a 2019 abortion case observed that “there are areas of New York City in which black children are more likely to be aborted than they are to be born alive—and are up to eight times more likely to be aborted than white children in the same area.”

Mr. Studnicki and his co-authors likewise conclude that abortion’s impact on the size of the black population is pronounced. Using Pennsylvania as a case study, they note that in 2018 there were about 61,000 premature white deaths from all causes and 21,000 premature black deaths. “Abortions were 23.9% of the White deaths and 62.7% of the Black deaths.”

Nationally, the number of babies aborted by black women each year far exceeds the combined number of blacks who drop out of school, who are sent to prison and who are murdered. Pro-choice activists typically dismiss these facts as a function of poverty, since lower-income women are more likely to get abortions and black women are more likely to have lower incomes. But even among other lower-income groups, such as Hispanics, black women still abort at significantly higher rates.

A more plausible explanation is the one put forward by Stanford law professor Ralph Richard Banks in his book “Is Marriage for White People?” Having a spouse, Mr. Banks speculates, may be what matters most in a woman’s decision to seek an abortion. “A single woman with an unplanned pregnancy is about twice as likely as a married woman to abort,” he writes. “Black women thus may have so many more abortions than other groups in part because they are so much less likely to be married.”

The irony, he adds, is that even though single black women are less likely to abort than other groups of single women, black women still have more abortions because they are far more likely than their white counterparts to be single. “Some portion of the racial disparities in abortion are yet another cost of the marriage decline” among blacks.

You’d think that the activists and media elites who are otherwise obsessed with equity—and who have spent the better part of a decade lecturing the country about the value of black lives—might take more interest in the *Roe* decision’s contribution to racial inequality. The black poverty rate has been roughly a third higher than the white rate for close to 30 years. Among married blacks, however, poverty has been in the single digits over the same period. In some years, the poverty rate for black married couples has been below the rate of not only blacks as a whole but also whites as a whole. If activists believe that higher black incomes will result in fewer black abortions, why not focus on how to increase black marriage rates?

One problem is that such a conversation requires frank talk about counterproductive attitudes toward marriage and solo parenting in low-income black communities. It requires discussing antisocial behavior and personal responsibility. The Democratic left has fashioned a politics around avoiding those subjects and accusing anyone who broaches them of racism. No issue has a bigger impact on America's black population than legal abortion, but we're not supposed to talk about that.

Appendix (2)

NYP Articles

Article (6)

OPINION
EDITORIAL

Crime, not cops, is by far the largest threat to black lives

By Jim Quinn

September 3, 2020 7:52pm



It's a truth urban prosecutors like me know well but that the activist fire and fury of our moment threatens to swallow: Incidents of black men being killed at the hands of police are exceedingly rare. Killing-by-police isn't even close to a major cause of death of black men. Such incidents are rare in Gotham, rare nationwide.

When they do happen, there is almost always a back story: the victim resisting arrest, attempting to grab the officer's pistol or Taser. Watching the heartbreaking footage, I keep thinking, "Stop fighting the cops!"

There is a real threat to the lives of New Yorkers of color, but it isn't the men and women in blue — but criminality in minority communities.

In New York City in 2019, 319 people were murdered. Fully 88 percent of them — 280 people — were black or Hispanic. And 93.2 of them were murdered by other people of color

Almost 96 percent of all shooters and shooting victims in the Big Apple in 2019 were people of color. People of color also accounted for 73.8 percent of rape victims and 81.3 percent of the rape suspects; 69 percent of robbery victims and 93.3 percent of the robbery suspects; and 79.5 percent of felony assault victims and 86 percent of the assault suspects.

People of color, in other words, are disproportionately both victims and perpetrators of violent crime in New York City. That is a cold fact. These proportions have remained remarkably consistent over the past 12 years.

Murders in New York are up 30 percent so far this year — 60 more people killed so far than last year. Close to 90 percent of the victims were people of color. There have been 1,095 shooting victims in Gotham so far this year — 514 more than last year. And 95 percent of these additional shooting victims were people of color.

If those 514 additional shooting victims had been residents of the Upper East Side, don't you think the city would have a far different reaction than slashing \$1 billion from the New York Police Department's budget? Since 2003, more than 1,000 people have been murdered in New York City Housing Authority projects alone. Don't those black lives matter?

It isn't just the direct victims of crime who suffer. Increased violence reduces the city's quality of life. Property values go down. Window gates go up. Long-term neighbors move out. Small businesses close, abandoning storefronts.

Residents of 30-story, door-manned buildings in trendy neighborhoods may not notice it, but homeowners and tenants in low- and middle-class neighborhoods

certainly do. It's these latter who will bear the brunt of anti-law-and-order politicking.

Our elected demagogues stir up passion about a terrible homicide committed by a rogue police officer in Minneapolis — 1,000 miles away. But they say nothing about the bloody carnage in their own city.

Their "cures" will do little to stop the occasional questionable police shooting but will sentence countless innocent New Yorkers — overwhelmingly black and brown people — to death and injury, as criminals are emboldened and police officers abandoned.

Relaxing bail laws, springing thousands of dangerous people from jails, eliminating the anti-crime units and shrinking the NYPD will only hasten the demise of a once-great city. Rational people predicted that violent crime would rise following these foolish moves. And now murder is up 30 percent, shooting victims are up 89 percent, burglary up 43 percent, car theft up 59 percent over last year.

It is shameful

Why are politicians moving to demoralize and destroy the greatest police department in the country? Because it's easy.

It means they don't have to deal with real crises facing the minority community: rising violent crime, a failing education system, an inept housing authority, an unchecked and often-dangerous mentally ill homeless population. Perhaps the biggest crisis of all: the moral catastrophe of the black community, where 75 percent of children are born out of wedlock to single mothers.

These are real problems that require real work. But our politicians paint murals and political slogans on Fifth Avenue, thinking they have accomplished something.

President Barack Obama's attorney general, Eric Holder, once said that Americans are cowards when it came to discussing race. He was unquestionably right about that.

Jim Quinn was the senior executive assistant district attorney in the Queens County District Attorney's Office. He retired in December 2019, after 42 years as a prosecutor

OPINION

Drive-by homicides: Don't these black lives matter, too?

By Michael Goodwin

November 3, 2020 7:59pm



Anti-cop riots convulsed Philadelphia last week over the justified, if tragic, police shooting of Walter Wallace Jr.

Wallace, 27, had been threatening his mother with a knife and had refused to drop the knife as he approached officers. Joe Biden took up his cause, tweeting “for all those suffering the emotional weight of learning about another black life in America lost. Walter’s life mattered.”

To be sure — but Biden is referring here exclusively to the loss of black life at the hands of the police, which he, his party and the media have portrayed as a racism-fueled national epidemic. In fact, fatal police shootings constitute a smaller fraction of black homicide deaths than they do of white and Hispanic

homicide deaths. Three percent of black homicide victims are killed by a cop, compared to 10 percent of white and Hispanic homicide victims killed by a cop. Wallace's life mattered, yes — but so did the lives of the dozens of black children killed in drive-by shootings since the death of George Floyd in Minneapolis in May. The Democratic and media establishments have been virtually silent about those shootings, even amid their skyrocketing numbers. Consider a sampling:

On Oct. 23, a 3-year-old boy was shot twice in Southwest Philadelphia.

In Baltimore, a 12-year-old boy was shot on Oct. 21; the man standing next to him was killed. That same afternoon, a 16-year-old boy was killed and the 12-year-old boy with him was shot. The 16-year-old was the fifth teenager killed in Baltimore over the previous two weeks.

In Sacramento, a 9-year-old girl was killed on Oct. 3 during a family gathering in a park. Her 6-year-old cousin and aunt were also shot. Two hours later, a 17-year-old crashed into a pole after being fatally shot. Shortly thereafter, a 17-year-old girl was shot.

On Sept. 26, a 15-year-old boy was fatally shot in the head on the Far West Side of Chicago.

A 3-year-old boy in Orlando was fatally shot in the head while playing in his living room on Sept. 22, when a passing car sprayed bullets at the front door and windows of the home. The day before, a 14-year-old boy in the same neighborhood was killed with a shot to his head while he was sitting on his front porch. A 15-year-old next to him was critically wounded.

On Sept. 21, a 1-year-old boy in Kansas City, Mo., was killed when someone walked up to the car in which he was riding and riddled it with bullets. The victim was among the 13 children who had been killed in shootings through late September in Kansas City.

A 15-year-old girl was shot to death in St. Louis on Sept. 15.

On Sept. 9, an 11-year-old girl in Bethlehem, Pa., was shot in the face answering a knock on the back door of her home.

A 6-year-old boy was shot on Sept. 7 at the annual J'ouvert party that opens the West Indian Day Parade in Brooklyn.

These shootings are happening virtually exclusively in African American neighborhoods, taking a toll on black children that would be inconceivable if white children were involved.

If dozens of white children had been murdered over the summer, it would be a national scandal, accompanied by demands for radical protection measures. Likewise, if even a handful of black children had been killed by whites, the uproar over white supremacy would dwarf anything seen to date.

Instead, since the black children's assailants are presumed to be black themselves, the country looks away, lest it be accused of a taboo attention to black crime.

Yet as the corpses pile up and the cultural breakdown fueling the shootings bleeds out into riots, looting and an open season on police, the national conversation in the mainstream media and among Democratic politicians for the last five months has focused exclusively on white supremacy, allegedly exemplified by support for law and order.

The white psyche has been prodded and parsed and declared constituted by racism. The elite consensus has been unbroken: The only issue worth paying attention to in the black community is the lethal effects of white bigotry. The problem in the American inner city is not white supremacy, however. It is the failure to socialize young males.

As businesses and apartment buildings in the nation's big cities board themselves up in anticipation of post-election rioting, many Americans may decide that if being "non-racist" means not worrying about their community being looted or their children being shot, they will simply have to endure that slander.

OPINION editorial

The Post says: Where is progressives' outrage now as NYC street crime kills our kids?

By Post Editorial Board

October 1, 2021 9:29pm



Councilman Antonio Reynoso -- Brooklyn's likely next borough president -- is among those trying to rid the NYPD of its gang database amid soaring crime.

Gregory P. Mango

“The gangs are eating these kids alive, and the juvenile-justice system is just feeding them more bodies,” a police source tells The Post.

Shocking new data bear that out — but where is the outrage?

Why is it that a 15-year-old can be killed on our streets, and the mayor, politicians and activists don’t even mention it?

So far this year, the number of shootings involving kids under age 18 has soared to 105, from just 48 over the first nine months of 2019. More than three times as many kids (21) were killed by street violence the first nine months of this year than in the same period of 2020 (six). It's an unmitigated disaster.

NYPD Commissioner Dermot Shea is right to warn that the city is facing a "real crisis" in teens being shot and killed in the streets. He's also right to wonder about the deafening silence about it.

Just look at these heartbreaking horror stories over the past few days:

- A 16-year-old was shot dead in broad daylight outside a NYCHA complex in East New York, Brooklyn, on Tuesday.
- A 17-year-old boy was struck in the chest by a stray bullet Tuesday night.
- A 16-year-old boy was shot in the chest and killed on a street in Bedford-Stuyvesant, Brooklyn.
- A 14-year-old was wounded in the ankle by another stray bullet while walking in the Wakefield section of The Bronx on Monday.
- A 16-year-old boy took a bullet in the leg in Harlem after a verbal argument with the unknown gunman
- An 18-year-old was killed in a drive-by shooting in Canarsie, Brooklyn, Wednesday night.

Over the course of three days alone, six teens were murdered.

On Wednesday, two — a boy and girl — were stabbed outside Truman HS in The Bronx. A week earlier, six people were injured when violence erupted outside the same high school.

There's more: A broad-daylight shooting on East 187th Street in The Bronx's Belmont section left a man fighting for his life. He and another male were struck by the gunfire.

So where is the outrage mob? Where are the progressives and their elected official allies? Where are the BLM activists?

The black lives of adolescents shot and killed by other black teens don't seem to matter.

Shea and other police brass have said the rash of shootings, gun fatalities and other violence are driven by gang disputes, drugs, robbery and other motives.

Yet Councilman Antonio Reynoso (Brooklyn's likely next borough president), Public Advocate Jumaane Williams and other progressive pols are advancing legislation seeking to terminate the NYPD's gang database. These so-called social-justice warriors seem intent on throwing open the city to gangbangers and assorted sociopaths.

Instead of circulating memos pushing policies that escalate low-level criminal activity, the five DAs need to restore the certainty of punishment. Instead of hiring "greeters" for police precinct houses, Mayor de Blasio needs to work with Shea to bring back the anti-gang units.

New Yorkers shouldn't have to wait until a new mayor takes over at City Hall.

Something needs to be done now.

The city and its children can't wait until Jan. 1 for help to arrive. It is needed now.



DAVID CHRISTOPHER KAUFMAN

OPINION

Eric Adams rightly asks NYC blacks to help save their own streets

By David Christopher Kaufman

March 26, 2022 8:05am



Mayor Adams knows that for gun violence to end in New York City, black and brown people must stop shooting and killing other black and brown people -- a taboo topic for white politicians.

.Tayfun Coskun/Anadolu Agency via Getty Images

I may not be the church-going type, but I certainly know a sermon when I hear one — and Eric Adams has been doing an awful lot of sermonizing since

assuming office Dec. 31. Of course, with his focus on gun violence and post-pandemic recovery — rather than education reform and economic inequality — Adams’ preaching sounds far different from that of his predecessor. But what’s most different about Adams is his message and his audience: Accountability in the black community.

Few topics are more taboo for white politicians — even a white politico with a black wife and black children, like Bill De Blasio — than asking African-Americans for a bit of self-reflection. But it’s actually an everyday occurrence among black folks themselves, particularly in the African-American church, whose lofty oratory style Adams often invokes when facing the press.

Take the aftermath of the fatal double shooting of police officers Jason Rivera and Wilbert Mora in late January in Harlem. Flanked by a mostly African American supporting cast — including New York’s first-ever female Police Commissioner, Keechant Sewell — Adams’ press conference offered a stark rebuke to police-defunding progressives who’ve dominated law enforcement conversations since the death of George Floyd nearly two years ago.

Instead, Adams issued a call to action that was clearly intended as a rallying cry for his own community, who bear the brunt of the city’s surge in gun violence. “We must stand united against these killers,” said Adams, a former NYC police captain amid a crowd of fellow officers. Those who stand against this effort, Adams continued, “are co-conspirators to the violence we are witnessing.” Many in the crowd sighed an audible “amen.”

A few days later Adams employed similarly pointed language when issuing his comprehensive 15-page “Blueprint to End Gun Violence” plan. It “will take all of us,” he said, to end killings like Rivera and Mora — along with the shooting of 11-month old Catherine Rose Ortiz in the Bronx that same week.

While Adams understandably didn’t single out any particular ethnic group, the data surrounding the city’s gun surge make for some pretty compelling parsing. In 2020, for instance, NYC police data revealed that 96% of shooting victims

were either black or Hispanic, while eight predominantly minority and lower-income Bronx and Brooklyn neighborhoods had the highest number of shootings citywide. Nearly exact statistics were revealed for 2021, which saw some 90% of murder victims and nearly 97% of shooting victims were also either black or Hispanic.

Most tellingly, shooting *suspects and arrests* followed an almost entirely similar demographic breakdown — which means that for gun violence to end in New York City, black and brown people must stop shooting and killing other black and brown people. In other words, the “us” in Adams’ “all of us” missive is literally the mayor himself — and many of those who look like him. And, when Adams repeated the phrase “it’s our city against the killers” during that Harlem Hospital appearance, he almost certainly understood that those killers — as well as their victims — usually come from communities like Harlem. These are communities Adams knows first-hand, having partially grown up poor — as one of six siblings — in a fourth-floor walk-up in Brooklyn’s still impoverished Brownsville neighborhood.

Of course this makes for some difficult conversations, particularly among activists still committed to Portland-style police reform. For the most part, progressive groups have been unable to coalesce around a unified anti-Adams message. Part of the reason is that Adams — unlike many big-city mayors — is unafraid to take on critics at both ends of the political spectrum (including a well-publicized spat with a local Black Lives Matter leader just weeks before his inauguration).

Nor is he afraid to take-on socio-political taboos many white politicians would never dare touch, such as his now legendary “Stop-the-Sag” campaign in 2010 against young (mostly minority) men wearing low-slung pants. As a black man, speaking to black audiences about crimes (as the data confirms) mostly committed by their own, Adams’ message is hard to dismiss with the hashtag outrage app-tivists typically deploy to stifle dissent.

With the launch this week of a pan-progressive alliance named “The People’s Plan,” Adams’ indifference to left-leaning opposition may soon become harder. But as a former cop — and teenage victim of police brutality — his unique ability to speak to minorities will retain its potency for as long as he remains, well, a minority (a status he’s unlikely to concede anytime soon).

For nearly two centuries, Americans have preached the virtues of “activism beginning at home.” For Mayor Adams, this message truly is a matter of life or death.

David Kaufman is a writer and editor who covers politics, culture and finance



BOB MCMANUS
OPINION

Hochul's racial huckstering after Buffalo ignores NY's violent-crime surge

By Bob McManus

May 20, 2022 5:42pm



Hochul signed an executive order on May 18 declaring that New York would require state police to seek court orders to keep guns away from people who might pose a threat to themselves or others. Office of the Governor of New York/AP

Add racial huckstering and executive overreach to the case against Kathy Hochul.

New York's most recent accidental governor has responded to last weekend's Buffalo massacre with executive orders vastly expanding police surveillance powers to address what she described as race-driven domestic terrorism.

"The truth is that the most serious threat we face as a nation is from within," Hochul asserted. "Not from the Russians, not from people elsewhere — it's white supremacy."

But she provides no evidence of this.

Nor has she ever shown serious concern for the growing number of black citizens killed by other black citizens across the state — and especially in New York City.

So take it for what it is: Hochul hokum.

Not that there is any doubt that 18-year-old Payton Gendron, accused in the Buffalo shootings, is a white supremacist; he explicitly describes himself as such in his bizarre "manifesto."

But it's also obvious that Gendron is murderously mentally ill — though by no means part of an organization that poses a threat to black New Yorkers.

Just as it is clear that among all of the Empire State's problems, Ku Klux Klan wannabes lurking in the weeds aren't included.

The sad but compelling fact is that African Americans routinely are shot — many fatally — in New York's cities out of all proportion to their numbers. And that the shooters are almost always other African Americans.



NY gun shop owner who sold firearm to Payton Gendron feels ‘terrible’

Jim Quinn, former Queens executive district attorney, and a cowriter put it this way recently in The New York Times: “While all New Yorkers are affected by rising crime, the brunt of the increase is borne by black New Yorkers. In 2020, black New Yorkers, who make up about 24 percent of the city’s population, were the victims in 65 percent of murders and 74 percent of shootings.”

The data lag, to be sure, but there is no reason to believe the current violent-crime surge has been any less burdensome on black New Yorkers.

Nor is New York unique.

A recent study by Johns Hopkins University and the Centers for Disease Control and Prevention found that while black males aged 15 to 34 make up just 2% of all Americans, they accounted for a staggering 38% of the nation’s gun-murder victims between 2019 and 2020 — a period when such killings themselves jumped by 40%.

But who pulled the triggers?

Johns Hopkins’ answer to that is a deflection — much as is Hochul’s response to the Buffalo murders.

“These racial disparities are largely the result of structural inequities that increase the risk of interpersonal violence,” asserts the university — a word

salad translating roughly to “white supremacy,” but disclosing virtually nothing about who’s actually committing the murders.

For that, it’s necessary to go to FBI figures, which show that murder tends to be an intra-racial crime: Whites are generally killed by other whites — and blacks are overwhelmingly killed by other blacks.

In 2018, for example, fully 88.6% of black murder victims nationally were killed by black offenders.

Closer to home, NYPD numbers from 2021 demonstrate that blacks — roughly 23% of New York City’s population — were 67% of its murder victims, 64% of its murder suspects and 62% of those arrested for murder.

So while New York doesn’t lack for senseless bloodshed, it isn’t remotely the result of white supremacy or terrorism.

Certainly the numbers don’t justify Hochul’s power-grabbing executive orders — which, among other things, sharply expand the spying authority of New York’s homeland security agency and the State Police.

Hochul’s hyperbole, of course, is explained by New York’s political calendar: Assuming office last year upon her shamed predecessor’s resignation, she’s seeking a full, four-year term.

And her record on crime could interfere with that. She’s a committed softy, and the polls show New Yorkers are looking for something entirely different.

Certainly New York Mayor Eric Adams is looking for changes in the state’s penal code to combat his city’s rising violent-crime rates — and Hochul has been of no help whatsoever. To the contrary.

This stands to hurt her campaign — hence the attempt to convert a very real street-violence problem into a campaign against phony “white supremacy.”

The cynicism — and the betrayal of black New Yorkers — is breathtaking, but neither has ever been an impediment to political success in the Empire State.

Gov. Andrew Cuomo's handpicked former lieutenant governor seem to ³⁵⁹
understand this — because she's certainly acting like it.
Whether she'll fool anyone is the question of the moment.

Chapter One

Introduction

1.1 Problem of the Study

Crime stories in the news media shape public opinion of order and justice in a certain community. It may be assumed that crime news confirms the ‘consensual morality’ of community. The portrayal of crime in news media represents ‘a modern play’ in which “the devil is both symbolically and physically cast out from the society by its guardians- the police and the judiciary” (Hall et al., 1978, p. 66). In this modern play, crime committers portrayed in the news media represent ‘evil forces’ that need to be controlled in order to sustain social order. If the crime committers in the news media are largely people of colour and the defenders of law usually white, then the viewers or readers of such news may come to the conclusion that people of colour are evildoers who need to be subdued (Dixon & Linz, 2000).

The first key point is that how the world sees the African- Americans is only through the negative images depicted of them in the American news media. African-Americans, together with the Hispanic people, are presented as exclusively associated with crime, drugs, single parenthood, homelessness, child abuse and rape. The American news media neglects the facts that the majority of people involving in such crimes are white (Kearney, 1998). It is fundamentally important that if society gains its information from the media and constructs its belief systems based on the idea that what the media says is true, society then is bound to contribute to and perpetuate the negative images and ideas of the African-Americans. Not only is this damaging to the public’s view of the African- Americans, but it also may be internalized by African -Americans themselves (Martin, 2008).

The second key point is that American news media arguably misrepresent who the poor are in the United States. There is a constant association encouraged by the American media between poverty and crime. This association between poverty and crime is often given a racial wording. The news focuses on violent crimes, even though most crimes are not violent. Local TV news, for example, overrepresents the Afro-Americans as criminals and underrepresents white violent crime dramatically. In other word, local news in the American television encourages fear of the poor, dressed in the image of ‘black criminals’ (Curran, 2011).

Newspapers have a significant power to ideologically influence public opinion. One significant way in which newspapers can affect society is by their ability to influence the results of national elections (Baker et al., 2013). Newspapers play a special role in the negative portrayal of the blacks as they are presented as criminals, ignorant, violent, etc. One instance of this negative portrayal is that of the New York Post. On 23 April 1989, the Post described five black teenagers accused of raping and assaulting a white woman in Central Park as coming “from a world of crack, welfare, guns, knives, indifference, and ignorance ... a land of no fathers,” and having set out “to smash, hurt, rob, stomp, rape” people who were “rich” and “white” (Dahl, 2011, para. 27).

A recent case that draws the wide-world attention, particularly news media, is that of the tragic murder of 46-year-old George Floyd, an African-American killed by four police officers of the Minneapolis on 25 May, 2020, while being in custody. Floyd died from suffocation when Officer Derek Chauvin knelt with all of his weight on Floyd’s neck for about nine minutes. His death was later pronounced at a local hospital as homicide. Outrage and demonstrations have erupted across the country demanding for justice for Floyd (Lantz-Deaton & Golubeva, 2020).

After Floyd's murder, the same patterns of headlines which criminalise the Afro-Americans tend to repeat themselves in all national and local American newspapers. Such repetitions reflect a kind of misinformation and fake news the political right in the U.S. is consuming. Neglecting the reason why such protests were exploding, the newspaper headlines emphasized the violence of the demonstrations (Gansinger & Kole, 2021). On 28 August 2020 the Wall Street Journal published in the United States wrote, "A lethal overdose of fentanyl killed George Floyd, not a knee on his neck, argued a lawyer for former Officer Derek Chauvin in a motion to dismiss the charges against his client filed Friday" (Raice and Ailworth, 2020, para. 1). The article seems to have been intended to ideologically create a new conception that Floyd died of a drug overdose, not because of the police misconduct. Shayndi Raice and Erin Ailworth, the authors of this article, invoke another voice to present their viewpoint—that is of Derek Chauvin's lawyer who, using the denial (not), negates the already conception that Floyd died of police brutality, introducing new information that Floyd is a drug dealer and that the reason of his death might be a drug overdose.

By applying the appraisal framework, the present study focuses on such strategies employed by the authors to accomplish their goals. Expectantly, applying the appraisal categories is one way to investigate how the authors employ positive/ negative or explicit/ implicit attitudes. The appraisal framework also provides the reader with comprehensive rules for exploring the way in which the authors graduate or strengthen their evaluations. Additionally, dialogistic perspective is one basic aspect of the appraisal theory due to its powerful tools used for investigating the different voices used in the text. In the light of the above discussion, the following questions need to be raised:

1. What types of attitude, and what is the most frequent one do the Wall Street Journal (henceforth, WSJ) and the New York Post (NYP) employ in order to manipulate language to ideologically depict Afro-Americans as law breakers?
2. What are the emotional, ethical or aesthetic aspects that the WSJ and NYP find more effective as values associated with their criminalizing of the Afro-Americans?
3. How do positive and negative attitudes form the authorial stance towards the Afro-Americans, and which are employed more in the data?
4. How do inscribed and invoked attitudes shape the authorial voice, and which are more effective in forming negative attitudes of the Afro-Americans?
5. When expressing their attitudes, do the authors restrict themselves to their authorial voice, or do they invoke other types of alternative voices?
6. What kind of a reader do the American journalists attempt to construe, and how can this help them invite others to endorse or to share with them the attitudes they are announcing?
7. What are the graduation strategies employed by the authors of the WSJ and NYP to graduate or strengthen their attitudes towards the Afro-Americans?
8. How are the up-scaled or down-scaled attitudes exploited by the authors, and which are used dominantly in the data?
9. What are the semantic choices the American journalists find more effective, and how do these choices help them invest their position in relation to the reader?

1.2 Aims of the Study

Considering the questions raised above, the present study aims at:

1. Identifying the types of attitudes and the most frequent one employed by the authors of the WSJ and NYP to evaluate the Afro-Americans.
2. Determining what the emotional, ethical or aesthetic aspects that the WSJ and NYP find more effective in their evaluations of the Afro-Americans.
3. Finding the positive and negative attitudes that form the authorial stance towards the Afro-Americans, and which ones are employed more in the data.
4. Showing how inscribed and invoked attitudes are employed by the American journalists, and which ones are more effective in shaping negative attitudes towards the Afro-Americans.
5. Detecting whether the American authors restrict themselves to their authorial voice, or invoke other types of alternative voices.
6. Investigating what kind of a reader the American journalists attempt to construe, and how this help them invite others to endorse or to share with them the attitudes they are announcing.
7. Pinpointing the graduation strategies used by the authors of the WSJ and NYP to graduate or strengthen their attitudes towards the Afro-Americans.
8. Unveiling the up/down scaled attitudes that are invested in relation to the alignment/ disalignment of the reader, and which are employed more than the other.
9. Identifying the semantic options from which the American journalists choose their appraising items when conveying their attitudes to their putative readers.

1.3 Hypotheses of the Study

In the light of the questions and aims of the present study, it is hypothesized that:

1. The WSJ and NYP employ three types of attitude, namely, affect, judgement and appreciation. The sub-category of affect is used more than judgement and appreciation.
2. The WSJ and NYP make use of ethical aspects as values socially most effective when it comes to criminalizing the Afro-Americans.
3. There is a significant difference regarding the use of positive and negative attitudes. The texts are mostly devoted to draw negative images of the Afro-Americans, as they are most often presented as criminals, drug-dealers, savage, helpless, etc.
4. Although both of the inscribed (explicit) and invoked (implicit) attitudes are exploited in the data, the former play a dominant role in formulating the authorial position towards the Afro-Americans.
5. When conveying their attitudes, the authors of the WSJ and NYP for the most part seem to be engaging with or invoking other types of alternative voices.
6. Three kinds of readers are construed by the authors, classified in terms of their willingness to share the view presented by authorial voice: likeminded, un-likeminded and uninformed reader. The American authors are mostly after likeminded readers in order to share with them the views they present in the text and ideologically align them into their position.
7. Force and focus are two main graduating categories that are applied by the American authors to achieve their purpose regarding whether they graduate their attitudes to higher or lower degrees of intensity, or whether they present their attitudes as sharpened or softened.

8. The American authors dominantly use the up-scaling attitudes in order to maximally commit the value position and align the reader into their position.
9. Metaphor, intensifier, attitudinal lexis, and modality are the most common choices made by the authors to invest their positions regarding their commitment into the text.

1.4 Procedures of the Study

To achieve the aims of the present study and verify its hypotheses, the following procedures are adopted:

1. A theoretical survey is provided of the evaluative language, the linguistic approaches to evaluation, and the place of the appraisal theory in relation to systemic functional linguistics.
2. A theoretical survey is also provided of news media with a special interest in newspapers, their history, forms, and how opinion articles represent a rich genre for presenting the opinions and ideologies of their authors.
3. Providing a short survey about the history of the African -Americans and their criminalization in the American news media.
4. Presenting a full description of Martin and Rose's (2003) and Martin and White's (2005) appraisal framework used for the analysis of the collected data.
5. Purposefully collecting the ten articles of the WSJ and NYP from the Internet to be the representative data of the current study.
6. Qualitatively analyzing the ten articles in terms of attitude, engagement and graduation through tabulating them to be ready for quantitative analysis.
7. Statistically describing the results obtained from quantitative analyses of each article through tabulating and figuring them in overall frequencies

and percentages, using a reliable tool, namely, Excel V. 10. to quantitatively test the hypothesis of the current study.

8. Discussing the overall findings obtained from the qualitative and quantitative analyses in order to arrive at conclusions set for further recommendations.

1.5 Limits of the Study

1. The current study is limited to the appraisal critical discourse analysis of criminalizing the Afro-Americans in two American newspapers, namely, the WSJ and NYP.
2. The number of articles used in the analysis is ten published during the period extending from 25 May, 2020 when Floyd was murdered till the time when data- gathering was completed in May 20/ 2022.
3. The present study is limited to the genre of opinion articles whereby authors can obsessively convey their opinions or attitudes.
4. How the authors of the WSJ and NYP evaluate the Afro-Americans (attitude), how they amplify their attitudes (graduation) and the source of these attitudes (engagement) are all values that are investigated through the use of Martin and Rose's (2003) and Martin and White's (2005) framework.

1.6 Value of the Study

The current study attempts to raise awareness among linguists, teachers and students of the importance of evaluation in general and the appraisal theory in particular. The three categories of the appraisal framework, attitude, engagement and graduation are integral parts that work together to form a comprehensive and powerful tool dealing with discourse as a sort of interpersonal meaning and rendering a way of negotiating solidarity between authors and writers to present certain positions and social values.

The appraisal system, particularly the category of engagement has pedagogical implications, since it helps teachers, via means of negotiating solidarity and alignment, to construe types of addressees that share with them the views they are presenting. Additionally, textbook designers make use of engagement values which help them form a sort of discourse in which a variety of readers are construed in consistent with a particular situation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Preliminary

This chapter shows how the appraisal theory is one approach to evaluative language, and how it has evolved from a number of linguistic approaches to evaluation, such as, stance, affect, evidentiality, hedging, metadiscourse. Some light is shed on the appraisal theory as an extension of Systemic Functional Linguistics (henceforth SFL), focusing on the principles whereby Martin and White (2005) situate their theory within that of SFL. The chapter also sheds some light on the critical discourse analysis (henceforth CDA), and the concept of ideology. This chapter presents a general description of media and news media, focusing on newspaper, its forms, historical development, and its relation to ideology and power. Some discussion is devoted to the term of ‘criminalisation,’ its historical development, and the portrayals of African-Americans in the American news media. At the end of this chapter, a summary of previous studies is presented that helped the researcher in certain aspects.

2.2 Evaluative Language

This section shows how the appraisal theory has been traditionally included under the umbrella term of ‘evaluative language.’ The concept and definition of ‘evaluation,’ its parameters, linguistic characteristics, and importance are generally described. The linguistic approaches to evaluation are given a considerable amount of discussion, namely, stance, affect, evidentiality, hedging, metadiscourse, and the appraisal theory.

2.2.1 Evaluation: Concept and Definition

According to *Oxford Advanced Learner’s Dictionary*, the verb ‘*evaluate*’ means “to form an opinion of the amount, value or quality of sth [something] after thinking about it carefully.” Although this definition of

‘evaluation’ refers to general usage in English, it has something in common with the ‘evaluation’ as a linguistic phenomenon. In language studies, *evaluation* has received a great deal of attention from authors who are interested in the interactional, interpersonal and rhetorical aspects of communication, and no longer concerned with the idea of language as expressions of propositions or truth conditions (Aijmer, 2005).

However, the underlying concept of ‘evaluation’ is not new in linguistics and has been investigated by a number of writers. In this regard, quite different terminologies have been adopted by some scholars to describe the same phenomenon. The research on the topic has been conducted under various linguistic approaches to evaluative discourse, including ‘*stance*’ (Biber & Finegan, 1989; Conrad & Biber, 2000; Hyland, 2005a), ‘*evidentiality*’ (Chafe & Nichols, 1986), ‘*affect*’ (Ochs, 1989), ‘*point of view*’ (Simpson, 1993), ‘*hedging*’ (Hyland, 1998), ‘*metadiscourse*’ (Hyland & Tse, 2004; Hyland, 2005b), and ‘*appraisal*’ (Martin, 2000b; Martin & Rose, 2003; Martin & White, 2005) (Camiciottoli, 2013).

Hyland and Diani (2009) point out that although these approaches to evaluation adopt different terms, they are all oriented towards attitudinal meaning, that is, “how we take a position on something and seek to position others to do the same” (p. 4). However, the term ‘evaluation’ itself has its origin in the works of Hunston, 1994; Hunston & Thompson, 2000. Hunston and Thompson’s (2000) definition of ‘evaluation’ is:

The broad cover term of the expression of the speaker’s and writer’s attitude or stance towards, viewpoint on, or feelings about the entities or propositions that he or she is talking about. The attitude may relate to certainty or obligation or desirability or any of a number of other sets of values. (p. 5).

Three functions are included within Hunston and Thompson’s definition of evaluation: (1) to express the speaker’s or writer’s opinion; (2)

to construct and maintain interpersonal relations; and (3) to construct and organise the discourse.

Martin (2000b) defines appraisal (evaluation) as “the semantic resources used to negotiate emotions, judgments, and valuations, alongside resources for amplifying and engaging with these evaluations” (p. 145). This definition, as explained by Martin and Rose (2003), models evaluation as a discourse semantic system in which there are semantic resources used to express judgements, emotions, and valuation via *negotiation*-interactional exchange in which speakers adopt certain roles and assign them in a dialogue.

Hyland and Diani (2009) address the term in academic discourse. They define ‘evaluation’ as the interpersonal use of language, and how the subjectivity of the writer or the speaker plays a role in communication to convey an attitude to both the people they address and the things they discuss. This is the interpersonal dimension of language which Martin and White (2005) describe as being concerned with how writers/ speakers approve and disapprove, enthuse and abhor, applaud and criticise, and how they put their readers or listeners to do likewise. It is concerned with the construction of communities of shared feelings and values, and with linguistic mechanisms for emotions, tastes and normative assessments. It is also concerned with how writers or speakers construct their authorial identities or personae.

Furthermore, Bednarek (2006) suggests that the correct understanding, interpretation and analysis of the phenomenon of evaluation can be only via looking at its context. Martin (2003) states the assumption strongly: “we will never understand the function of evaluation in a culture if our studies are based, however quantitatively, on the analysis of deco-textualized examples” (p.177). In support of this view, Stotesbury (2003) concludes that the automatic corpus-based analysis can never be able to show the evaluative force of linguistic expressions in the text. Those expressions or

linguistic means, as pointed out by Hunston (1994), run over the text like a wave and lends a specific “evaluative prosody” to it (p. 200).

Pounds (2015) claims that what is often problematic is the distinction between evaluative and nonevaluative language, that is, evaluative meaning is particularly context-sensitive so that many evaluative expressions may be factual in some contexts, for example, ‘*a red car*’ and evaluative in others, for example, ‘*a red nose or red lips.*’ Another problem is that what is assumed to be positive or negative evaluation relies heavily on unstable and varying sociocultural assumptions and expectations.

Similarly, Martin and White (2003) refer to ‘technicalised morality’ which they associate with legal institutions. They mention some legal judgements, for example, ‘*had committed crime,*’ ‘*sees the offence.*’ These examples, for certain analytical purposes, should be left out of an appraisal (evaluative) analysis, because each is associated with ideational meaning that is situated within legal institutions, rather than interpersonal meaning like appraisal. But we sometimes cannot make sure of their total technicality. Most of them, however, seem to carry with them some of their attitudinal power, especially for lay readers (pp. 36-7).

2.2.2 Parameters of Evaluation

Hunston and Thompson (2000) mention four parameters of evaluation: (1) *the good-bad* (positive-negative) parameter, which is associated with value systems; (2) *certainty* parameter, which includes modal meaning and hedging; (3) *expectedness*, which is associated with obvious and expected discourse and information; and (4) *importance*, which is often associated with directing the reader or hearer to the main point.

These parameters, as stressed by Pounds (2015), may work on a basic high/ low or positive/ negative scale. They are also affected to some extent by key variables, such as the source (whether the evaluation is authorial or attributed to third parties), orientation or target (whether people or entities or the material discussed), the degree of subjectivity or factuality embedded

in the evaluative language (e.g., when referring to a person, the adjective ‘*brilliant*’ may be more subjective than ‘*thin*’), and levels of explicitness (e.g., when referring to one’s feelings, it seems that “*I felt embarrassed*” is more explicit than saying: “*I didn’t know what to say*”) (p. 1).

2.2.3 The Linguistic Features of Evaluation

Hunston and Thompson (2000) group the linguistic features that signal evaluation into three groups:

1. Evaluation involves the comparison of one object against another object. These include comparative adjectives and adverbs, adverbs of degree, comparator adverbs, such as *just*, *only*, *at least*; and expressions of negativity such as *hardly*, *fail*, *lack*, etc.
2. Evaluation is described to be subjective. There is a large group of subjectivity markers. This includes modal and other markers of (un) certainty; non-identifying adjectives, certain adverbs, nouns, and verbs; sentence adverbs, and conjunctions; report and attribution structures, marked clause structures, including patterns such as *it* and *there*.
3. Evaluation is value-laden. The markers of value are divided into two groups: the first group includes lexical items whose typical use is to convey an evaluative environment; the second group includes indications of the existence of goals and their (non-) achievement “*what is good*” may be glossed as “*what achieves our goals*” and “*what is bad*” may be glossed as “*what impedes the achievement of our goals*.”

(Hunston and Thompson, 2000, p. 13)

Moreover, Pounds (2015) mentions a number of lexicogrammatical structures used to express evaluation in discourse, including intensifiers and quantifiers, such as (*very*, *highly*, and *many*), comparators (*larger / smaller than...*), superlative (*largest*, *smallest...*), hedges (*sort of*, *actually...*), negatives, questions, imperatives, and subordinators as well as adverbs, verbs and adjectives. Evaluation can also be explored in lexicalised propositions, which may convey explicit evaluative language, particularly

adjectives, such as *beautiful*, *terrifying*, and often implicitly expressed, as in the examples ‘*Victorian property*,’ and ‘*silky hair*.’

2.2.4 The Importance of Evaluation

According to Thompson and Hunston (2000), evaluation is important because it has three functions:

1. The first function that evaluation performs in language is to express the speaker’s or writer’s opinion, and thus, reflecting the value system of that person and their society.
2. The second function is the way in which the relations between the speaker/ writer and hearer/ reader are constructed and maintained.
3. The third function is how to organise discourse between the speaker/writer and hearer/ reader.

Moreover, Bednarek (2006) suggests three answers to the question: Why do we study evaluation? These are summarized as follows:

1. Much research still needs to be done regarding the phenomenon of evaluation. Although evaluation has been searched widely and systematically in different contexts, such as English for academic purposes (e.g., Bondi & Mauranten, 2003) and Appraisal theory (e.g., Macken-Horarik & Martin, 2003; Martin & White, 2005), it remains an active and unexplored area of inquiry, especially a parameter-based approach of evaluation to text.
2. Evaluation is a significant device for interpreting and understanding the world in which we live. Our short-term evaluations may once turn to long-term values, which become in later life sources to our beliefs and ideas. Moreover, what makes evaluation important in actual discourse is that people cannot speak with a completely objective voice.
3. Although there is much research on the media in general, much of it is either non-linguistic or of a limited scope (focusing only on a few aspects of media discourse, offering case studies, etc.).

2.3 The Linguistic Approaches to Evaluation

As noted above, the term of ‘evaluation’ is used to refer to similar approaches of language use: *stance*, *affect*, *evidentiality*, *hedging*, *attitude*, *metadiscourse*, and *appraisal*. In this section, each approach is discussed in some detail.

2.3.1 Stance

Benamara et al. (2017) claim that the first attempt to describe evaluation is attributed to Biber & Finegan, 1988, 1989; Conrad & Biber, 2000, who approach evaluation from the perspective of ‘stance.’ Biber and Finnegan (1988) define ‘stance’ as “the overt expression of an author’s attitude, feelings, judgement, or commitment concerning the message” (p. 1). Stance, according to this definition, includes ‘*evidentiality*’ (certainty/doubt) and ‘*affect*’ (positive/ negative evaluation).

According to Biber et al. (1999), ‘stance’ is “the linguistic expression of personal feelings, attitudes, value judgements, or assessments by speakers or writers” (p. 966). Stance, in this sense, is a feature of both spoken and written register, but, although it is more frequent in spoken discourse, there is now more research supporting the idea that written academic registers have their unique ways of stance markers (Gray & Biber, 2012).

Biber and Finnegan (1988) distinguish between six semantic types of stance: manner of speaking, attitude, approximation, conviction/ certainty, possibility/ likelihood, and actuality/ emphasis (p.1). Other markers, are added by Biber and Finegan (1989) including adjectives, verbs, modal verbs, and hedges as markers of evidentiality and affect. It seems that, as pointed out by Benamara et al. (2017), both of these classifications represent various stance styles, such as emphatic expression of affect, expository expression of doubt, or faceless. Within each one of these styles one can recognise different genres or registers. For example, emphatic expression of affect includes personal letters, face-to-face interaction, and

romance fiction. Faceless texts, on the other hand, are recognised in some genres such as academic prose, biographies, official documents and letters.

Again, the six semantic categories are summarised by Biber et al. (1999) into three broader types:

1. Epistemic (i.e., evidentiality) markers focus on the information in a proposition, for example, “*He has **probably** been with his company for 13 years and in his present job for four.*”
2. Attitudinal stance markers (i.e., affect) focus on attitudes or feelings: “***Interestingly** sudden electric death is more likely following right coronary artery occlusion.*”
3. Style stance markers are concerned with the speakers’/ writers’ comments on the communication itself, as in “***Quite frankly**, we are having a bad year*”

(Biber et al., 1999, pp. 69-75).

In an effort to best describe stance markers, Biber (2006a) introduces his refined framework which consists of three main categories of stance markers:

1. **Modal and semi-modal verbs** expressing possibility/ permission/ ability (e.g., *can, could, may, might*), necessity/ obligation (e.g., *must, should, have to, etc.*), and prediction/ volition (e.g., *will, would, shall, be going to*).
2. **Stance adverbs** expressing certainty (e.g., *actually, certainly*), likelihood (e.g., *apparently, perhaps*), attitude (*amazingly, importantly*), and style/ perspective (e.g., *according to, generally*).
3. **Complement clause** marked by verbs, adjectives, or nouns:
 - a. **Stance complement clauses marked by verbs:**
 - (Stance verb+ that-clause)** expressing certainty (e.g., *conclude, know*), likelihood (e.g., *believe, think*), attitude verbs (e.g., *expect, worry*), and speech acts (e.g., *argue, report*).

-(Stance verb+ to-clause) expressing probability (e.g., *appear, seem*), mental verbs (e.g., *believe, consider*), desire/ intention/ decision verbs (e.g., *intend, need, want*), and speech acts (e.g., *advise, remind*).

b. Stance complement clauses marked by adjectives:

-(Stance adjective+ that-clause) expressing certainty (e.g., *certain, obvious*), likelihood (e.g., *(un)likely, probable*), attitude/ emotion adjectives (e.g., *amazed, surprised*), evaluation adjectives (e.g., *essential, noteworthy*).

-(Stance adjective+ to-clause): expressing certainty/ likelihood (e.g., *certain, sure*), attitude/ emotion (e.g., *happy, surprised*), evaluation (*essential, necessary*), and ability/ willingness (e.g., *able, willing*).

c. Stance complement clauses marked by nouns:

-(Stance+ noun+ that-clause): expressing certainty (e.g., *conclusion*), likelihood (e.g., *assumption*), attitude/ perspective nouns (e.g., *hope, view*), and communication nouns (e.g., *comment*).

-Stance noun+ to-clause expressing (e.g., *failure, tendency*).

(Biber, 2006a, pp. 101-2)

Furthermore, Precht (2003) highlights the importance of culture and society in shaping our stance expressions, that is, we are culturally programmed to use a very limited, very specific number of stance expressions. We are also socialized to use a particular stance expression in a particular way. The social norms of stance are different from one culture to another. As a result of this difference, the system of stance markers is considered to be ingrained and shorthand for expressing our feelings, emotions and attitude. But we often adjust our use of stance markers in relation to context and audience, and shape the way others understand us.

Ortiz and Hernandez (2014) point out that although the terms ‘stance’ and ‘evaluation’ are used in relation to ‘evaluative language,’ the latter, more generally, is associated with ascription of values to an entity, whereas the former focuses on the study of evidence that a speaker/ writer

communicates actively in accordance with their prospective listener/ reader. Furthermore, Hunston and Thompson (2000) claim that the major difference between evaluation and stance is that evaluation has great syntactic and morphological flexibility, which, to some extent, allows the researcher to talk about the values ascribed to entities and about evaluated propositions, whereas stance, Bednarek (2006) states, is not always recognized in evaluative texts.

2.3.2 Affect

As noted above in 2.3.1, the concepts of ‘evidentiality’ and ‘affect’ are brought together into a broader model of *stance*. In Biber & Finegan’s (1988, 1989) approach, for instance, their functions are realized through the same set of grammatical devices. But later, as pointed out by Gray and Biber (2012), they have been discussed by some authors as branched out and more detailed approaches to evaluation.

‘Affect’ is usually used as an alternative term to evaluation. However, whereas ‘evaluation’ refers to the expressions of opinion, the term ‘affect’ refers to the expressions of emotions and feelings (Bednarek, 2006). Furthermore, although the two terms are related to the expression of the speaker’s approval or disapproval, evaluation does not necessarily refer to the way in which speakers are emotionally engaged in discourse, nor with the expressions that are of interest to the hearer’s emotions (Ortiz & Herzandez, 2014).

Lyons (1977) refers to the ‘affective meaning’ in his distinction among the three types of linguistic meaning: *descriptive meaning* (also termed ‘referential,’ ‘propositional,’ ‘notional,’ or ‘denotative’) –how the linguistic signs refer to entities or processes; *social meaning*, which deals with how social categories (gender, social class, ethnicity, situation, etc.) are represented in language; and *expressive meaning* (also termed ‘affective’ or ‘emotive’) which refers to the speakers’ or writers’ feelings,

moods, and attitudes towards the content of the message they use in the communicative context.

Recently, affect has been approached by different studies including (e.g., Athanasiadou & Tabakowska, 1998; Bensier, 1990; Caffi & Janney, 1994; Harkins & Wierzbicka, 2001; Janney, 1996; Kovecses, 1998a, 1998b; Labove, 1984; Ochs, 1986; Ochs & Schieffelin, 1989; Palmer & Occhi, 1999, Ungerer, 1997; Wierzbicka, 1992). Such studies on language and affect, though widely different in their approach and focus, are in some way concerned with the parameter of emotionality (Bednarek, 2006).

Ochs and Schieffelin (1989) propose their framework of affect keys, which vary in their positions with respect to constructions they modify: antecedently, concurrently, or subsequently:

1. **Initiators** (e.g., *interjections, adjectives, adverbs, and determiners*) occurring before the referent, proposition, or sequence of propositions. They give an affective framework to the information expressed in a construction (e.g. “**Sorry!** *You have no woman!*”).
2. **Concurrents** appearing simultaneously with the expression of the referent, proposition, or sequence of propositions. Affect concurrents may act as affect intensifiers or they may specify a particular kind of affect. They include: tense-aspect marking, nominal inflections for gender, determiners, adverbials, etc. (e.g., “**Sadly enough** *you are going*”).
3. **Terminators** drawing on the same linguistic resources as initiators, i.e. interjections, formulaic expressions, address terms, etc. They may also use some linguistic features that act as concurrents such as sentential particles. Terminators may follow the referent, proposition, or sequence of proposition.

(Ochs and Schieffelin, 1989, pp. 19-21)

Psychological models in the west distinguish three categories: *feelings*, a broad subset of person-centred psychological sensations,

emotions, a subset of visible and identifiable feelings, and *affect*, the subjective states that are ascribed to a person on the basis of the person's conduct. In addition, whereas ethnographers, in large part, depend upon the concept of '*emotion*' in order to know how the person is identified in a particular society, cross-cultural differences in the definition of both terms '*emotion*' and '*person*' are careful in assigning a precise universal relationship between them (Bensier, 1990).

Wierzbicka (1999) argues that the English word '*emotion*' has a combination of three components: *feeling*, *thinking*, and *the body*. For example, we can talk about a '*feeling of hunger*' but not an '*emotion of hunger*' because the feeling in the previous example is not thought-related. We can also talk about a '*feeling of loneliness*' but not about an '*emotion of loneliness*,' because whereas this feeling is clearly thought-related, but it does not imply any bodily processes. In this regard, Izard (1984) explicitly draws a distinction between thought-related emotions (such as '*shame*,' '*anger*,' or '*sadness*') and purely bodily feelings (such as '*pain*,' '*hunger*,' or '*thirst*').

In her book, *Semantics: Primes and Universals*, Wierzbicka (1996) argues that all natural languages, despite their diversity of different language families, possess the same basic relatively small set of innate '*concepts*.' The words those concepts present Wierzbicka calls '*semantic primes*' or '*semantic primitives*.' They are described as '*semantic*' for the reason that linguists have applied '*semantic*' to the meaning of words. Wierzbicka (1996) identifies nearly sixty universal semantic primitives arranged under the headings of *substantives* (e.g. *you*, *people*), *determiners* (e.g. *this*, *other*), *quantifiers* (e.g. *one*, *all*), *attributes* (e.g. *good*, *small*), *mental predicates* (e.g. *think*, *feel*), *speech* (e.g. *say*, *true*), *action* (e.g. *do*, *move*), *existence and possession* (e.g. *there*, *have*), *life and death* (e.g. *live*, *die*), *logical concepts* (e.g. *not*, *if*), *time* (*now*, *after*), etc.

Concerning the grammar of feelings, affective meaning can be expressed via many syntactic features. By exploiting negative clauses, for instance, language users can express logical presupposition and provide the status of shared knowledge with certain elements necessary for the affective purpose. Such syntactic structures are used for different functions: active-passive alternatives (e.g. “*the opposition accused the government* vs. *the government was accused by the opposition*”) for aligning speaker, hearer, and events along different scales of identification; nominalization (e.g. “*picketing curtailed coal production*”) for affecting point of view; and depersonalization (e.g. “*it will be shown that this hypothesis is incorrect*”) for communicating in impersonal constructions. Additionally, some syntactic structures as left-dislocation (e.g. “*that man, I can’t stand him*”), inversion (e.g. “*and down he went into the ditch*”), clefting (e.g. “*what I really feel like is a cup of tea*”), and relatively free word-order in languages are commonly used for ‘information packaging’ (Bensier, 1990, p. 425).

Moreover, Ochs and Schieffelin (1989) note that syntactic structures give more options to specifying a range of affective meanings than pinpointing a precise affective meaning. Thus, many syntactic structures may simply encode either positive affect (e.g. *happiness, excitement, love, etc.*) or negative affect (e.g. *sadness, worry, anger, etc.*). Affective meaning, however, can be specified syntagmatically via a number of non-linguistic means such as gesture, facial expression and other semiotic features.

2.3.3 Evidentiality

There are two major opposing approaches to evidentiality, one is the narrower morphosyntactic which is concerned with the distinction between grammatical categories and other categories such as lexical or evidential strategies (e.g., Bybee, 1984; Anderson, 1986; Aikhenvald, 2003), and the other is the broader semantic approach which acknowledges forms that are

not fully grammaticalised as evidentials (e.g., Chafe, 1986; Cornillie, 2007; Squartini, 2008) (Arakaki, 2013).

Bybee (1984) defines ‘evidentiality’ as “markers that indicate something about the source of the information in the proposition” (p. 184). For Anderson (1986), ‘evidentiality’ expresses “the kinds of evidence a person has for making factual claims” (p. 273). Furthermore, ‘evidentiality’ is about how to state the existence of a source of evidence for some information; this involves stating that there is some sort of evidence, and specifying what kind of evidence there is (Aikhenvald, 2003). It seems that all these definitions center on the notion of the speaker’s source of information that is expressed through morphosyntactic markers, such as affixes, particles, or special verb forms (Reber, 2021).

Chafe (1986) adopts the opposite view, stating that the term ‘evidentiality’ is not restricted to the expression of ‘*evidence*’ per se. Rather, it covers “any linguistic expression of attitudes toward knowledge” (p. 262). In this regard, there is a range of epistemological considerations that are linguistically realised in spoken and written texts. Thus, ‘evidence,’ Chafe (1986) suggests, if taken literally, is just one of these linguistic considerations. What give coherence to the text under analysis is that everything dealt with under the broad term of evidentiality involves attitude toward knowledge.

Chafe (1986) proposes his multifaceted approach, discussing the linguistic devices of four major categories of ‘attitudes towards knowledge’:

1. **The degree of reliability of knowledge:** people are aware that knowledge about things is not equally reliable. Thus, one way in which knowledge can be checked is via a number of expressions indicating high or low degree of reliability. English speakers use for this purpose adverbs like *maybe*, *probably*, or *certainly* (e.g., “*He’s quite nice, and **certainly** very cheery*”).

2. **The source of knowledge** which includes evidence, the language of others, and hypotheses.
3. **Mode of knowing** is concerned with the manner in which the knowledge is acquired. Mode of knowing includes beliefs: *think, guess, suppose* (e.g., “**I guess** I was thinking about it in a different way”), induction or inference: *must, seem to, evidently* (e.g., “It **must** have been a kid”), hearsay: *people say, they say, I’ve been told* (e.g., “They were using more verbs than English speaking kids **have been said to learn**”), and deduction: *should, presumably* (e.g., “He or she **should** take longer to respond...”).
4. **Expectation:** human understanding depends upon connecting ongoing knowledge with expectation. People interpret particular experiences by matching them with categories and schemas already exist in their minds. The most common expressions used for this purpose are hedges such as, *sort of, kind of, about, of course, oddly enough* (e.g., “And they tend to be **sort of** farmer...”).

(Chafe, 1986, pp. 264-271)

Bednarek (2006) claims that the categories suggested by Chafe, 1986 are useful in terms of her approach, asserting that all the values mentioned by Chafe are included in her framework of evaluation. Bednarek’s (2006) parameter-based approach is a combination of two-sub categories, ‘*core evaluative parameters*’ and ‘*peripheral evaluative parameters*’:

1. Core Evaluative Parameters are related to evaluative qualities given to the entities, situations or propositions that are evaluated, and also include evaluative scales with two poles, but potential stages between them. Six parameters are included within the core evaluative parameters: *Comprehensibility* has to do with the extent to which speakers evaluate things as being within or beyond human understanding; *Emotivity* is concerned with the way in which things are evaluated as good or bad; *Expectedness* is about how writers evaluate aspects of the world as more or

less expected or unexpected; *Importance* is about the way in which speakers judge things as important, relevant and significant; *Reliability* refers to the genuine or fake evaluation of entities or situations, and *Possibility/Necessity* deals with what is considered to be (not) necessary or (not) possible.

2. The Peripheral Evaluative Parameters include three categories: *Evidentiality*, *Mental-state* and *Style*. *Evidentiality* is concerned with the evidence of knowledge. It is further sub-classified into six values: hearsay (*he said it was...*), mindsay (*well done*), perception (*seem, visibly*), general knowledge (*(in) famously*), evidence (*proof that*), and unspecific (*meaning that*). *Mental-state* is concerned with the evaluation of mental state of social actors. It includes: belief/disbelief (*accept, doubt*), emotion (*scared*), expectation (*expectation*), knowledge (*know*), state-of-mind (*tired*), process (*forget*), and volition/ non-volition (*forced to*). Finally, *style* is related either to the speaker's own discourse (style: self) (e.g., *frankly, briefly*), or the discourse of the third party (style: other) (e.g., *promise, threaten*).

2.3.4 Hedging

Bednarek (2006) points out that the notion of 'hedges' has been developed in connection with '*hedged performatives*' (e.g., Lakoff, 1972; Stubbs, 1986; Brown & Levinson, 1978). The term was introduced into linguistics by Lakoff (1972), but it was fully developed by Fraser (1975) (Schneider, 2010). Lakoff (1972) defines 'hedges' as "words whose meaning implicitly involves fuzziness- words whose job is to make things fuzzier or less fuzzy" (p. 471).

Fraser (1975) argues that *a hedged performative* should contain a modal or semi-modal verb, such as, *can, must, have to, will, might*, etc. In addition, the sentence which contains a modal verb, like, "*I must advise you to leave*" is not identical to its alternative performative sentence, "*I advise you to leave*," because the first sentence indicates that the speaker has the

obligation to advise, whereas the second does not (p. 187). Fraser (1975) makes a distinction between (1) *strong performatives*, such as, for example, “*I must advise*,” whose performative meaning can easily be interpreted, and (2) *weak performatives*, such as, “*I can claim*,” “*I might order*,” or “*I could warn*,” whose meaning use is dubious (p. 188).

In their book, *Politeness: Some Universals in Language Usage*, Brown and Levinson (1978) discuss in rather more detail the concept of ‘*performative hedges*.’ In their examples, although explicitly referring to Fraser’s (1975) ‘*performative hedges*,’ they do not directly act on a performative clause just because the latter is omitted. Moreover, Brown and Levinson (1978) state that the distinction between hedges recognised on performative force and hedges recognised on propositional content is of little importance in assertive speech acts.

Hyland (1994) states that hedging expressions are important for two reasons: first, claims are allowed to be made with caution, modesty, and humility, and the status of such claims are academically discussed when referring to the work of other authors and writers. Second, the removal of hedging expressions and qualification from a text is one essential linguistic feature that results in a greater certainty on propositions, and is therefore central to the academic discourse.

The importance of hedging expressions is reflected in the interaction between writer and reader, which Hyland (1994) expresses to be one essential feature of any written text. Academic discourse, for instance, requires its writers to be aware of the expected audience and their background knowledge, processing problems, and reactions to the text. Writers, in this sense, must present themselves as servants of the discipline while asserting a single contribution. They also have to be careful when defining their relationship to the research community, or using hedging expressions to convey their ideas. In turn, readers are trying to understand

what behind the text, investigate the positions of authors, and evaluate the importance and usefulness of their own research.

Along the same line, Crompton (1997) points out that there is a relationship between hedging and modesty. In this regard, Swales (1990) defines ‘hedges’ as rhetorical devices used by writers to project honesty, modesty and proper caution in self-reports. Hedges, in Salager-Meyer’s (1994) words, are “the product of a mental attitude which looks for prototypical linguistic forms” (p.152). They are not only a reflex of personal attributes such as ‘attitude’ and ‘modesty,’ which seem to be matters of taste, but rather “a product of social forces” (Crompton, 1997, p. 275). Myers (1989) argues that any academic knowledge claim is considered to be a threat, or Face Threatening Act (FTA), to other writers or researchers because it may infringe on their “freedom to act” (p.16). Such threats, Brown and Levinson (1978) argue, can be minimised through the use of hedging expressions.

Crompton (1997) suggests that there has been little agreement on what the term ‘hedge’ denotes. In some approaches, hedging seems to be used as ‘a catch-all’ term for an assortment of features noticed in academic writing. In other approaches (e.g., Hyland, 1994; Crompton, 1997), the term ‘hedge’ seems to be used as a competing term for epistemic modality (Bednarek, 2006).

Concerning the taxonomies of hedges, Hyland (1994) states that hedging can be expressed via the use of the following categories:

1. Modal auxiliary verbs, such as, *may*, *might* and *could*;
2. Adjectival, adverbial and nominal modal expressions, such as, *possible*, *perhaps*, *probability*;
3. Modal lexical verbs, such as, *believe*, *assume*;
4. If-clauses, question forms, passivation, impersonal phrases, and time reference

(Hyland, 1994, p. 240)

Crompton (1997) mentions two problems that researchers are confronted with when they try to reach a satisfactory definition of *a hedge*. The first problem is that forms which have been treated as hedges have other functions. Hyland (1994) observes, for instance, that identifying modal verbs as hedges is problematic because of “the degree of indeterminacy between the root and epistemic meanings of modal verbs” (p.243). The second problem lies behind the forms which have not yet been identified as hedges. This problem is referred to by Brown and Levinson (1978) as “a productive linguistic device” (p.146) and by Hyland (1994) as “unpredictable form” (p.143).

Salager-Meyer tackles the first problem by considering both formal and functional criteria and the second problem by considering only linguistic expressions commonly regarded as hedges (Crompton, 1997). Salager-Meyer’s (1994) framework of hedging expressions has four categories, summarised below:

1. **Shields:** modal verbs indicating possibility; semi-auxiliaries (e.g., *to appear, to seem*), probability adverbs (e.g., *probably, likely*) and their derivative adjectives, epistemic verbs (e.g., *to suggest, to speculate*).
2. **Approximators:** adaptors and rounders of quantity, degree, frequency and time (e.g., *roughly, somewhat, quite, often*).
3. **Expressions of the authors’ personal doubt and direct involvement:** (e.g., *we believe, to our knowledge*).
4. **Emotional charged intensifiers:** comment words presenting the authors’ reactions (e.g., *particularly encouraging, extremely difficult/interesting*).
5. **Compound hedges** which include strings of hedges. Such compound hedges can be double hedges (e.g., *It may suggest that.....*), treble hedges (e.g., *It would seem likely that.....*), quadruple hedges (e.g., *It would seem somewhat unlikely that.....*), etc.

(Salager-Meyer, 1994, p. 297)

2.3.5 Metadiscourse

The term ‘metadiscourse’ can be traced back to Zelling Hariss in 1959 to offer a perspective of understanding language in use, representing a writer’s or speaker’s linguistic means to guide the reader’s or listener’s navigation through the text. Later, the concept has been used and developed by some writers, such as Williams, 1981; Vande Kopple, 1985; and Crismore, 1989 (Hyland, 2005b).

Williams (1981) defines ‘metadiscourse’ as the language writers/speakers use when they refer not to the substance of their ideas, but to themselves, their readers, or their writing. In this regard, writers attempt to include, in one way or another, their thinking and act of writing (e.g., *I will explain/ I will suggest*), their readers’ actions (e.g., *consider now/ as you recall*, etc.), and the logical form of what they have written (e, g., *first, to begin*, etc.).

Similarly, Vande Kopple (1985) defines ‘metadiscourse’ as the linguistic features which do not add propositional material, but rather, guide readers to organise, classify, interpret, evaluate, and react to such kind of material. It is, therefore, discourse about discourse or communication about communication.

Furthermore, Hyland (1999) points out that metadiscourse is used as an umbrella term to refer to the combination of cohesive and interpersonal features which help, in one way or another, make a relationship between text and its context, and assist readers to connect, organise and interpret the content of the text in a way preferred by the writer. Additionally, Hyland (2005b) states that ‘metadiscourse’ is a fuzzy term, often manifested as ‘discourse about discourse’ or ‘talk about talk.’ The concept is acknowledged by Swales (1990) as lacking theorization, clear definition and function. Nash (1992), on the other hand, remarks that although the concept is easy to catch in principle, but it is harder to establish its clear boundaries.

Vande Kopple (1985) proposes his classification system for metadiscourse which consists of seven types, summarised as follows:

-Textual metadiscourse:

1. **Text connectives:** (e.g., *first, next, in the third place*) help readers recognise how texts are organised and how different parts of them are connected.
2. **Code glosses:** (e.g., *reward, explain, define*) help readers understand the appropriate meaning of text.
3. **Validity markers:** (e.g., *clearly, undoubtedly, it's obvious that*) express writers' view of the validity of the proposition material they convey.
4. **Narrators:** (e.g., *according to Smith, James announced that*) help readers know the source of the information presented.

-Interpersonal metadiscourse

5. **Illocution markers:** (e.g., *to conclude, to sum up, for example, I promise to*) help readers recognise what speech acts are performed at certain points.
6. **Attitude markers:** (e.g., *surprisingly, I find it interesting that, it is alarming to know that*) allow speakers/ writers to express their attitude toward the propositional content.
7. **Commentaries:** (e.g., *you will certainly agree that, most of you will oppose the idea that*) are used to address readers directly, drawing their intention to implicit dialogue.

(Vande Kopple, 1985, pp. 83-92).

Hyland and Tse (2004) suggest a model for metadiscourse in academic discourse which draws on three principles. These are:

1. There is a distinction between metadiscourse and propositional aspects of discourse.
2. The term 'metadiscourse' covers those features of the text that reflect writer-reader interactions.

3. Metadiscourse differentiates relations which are external to the text from those that are internal.

These principles are discussed below:

As for the first principle, Hyland and Tse (2004) make a distinction between metadiscourse and propositional content, regarding the latter as ‘primary.’ In this regard, Vande Kopple (1985) defines metadiscourse as “the linguistic material which does not add propositional information but which signals the presence of an author” (p. 83). In addition, Williams (1981) describes it as “whatever does not refer to the subject matter being addressed” (p.262).

The term ‘proposition,’ on the other hand, is generally used to refer to anything outside the text, including thoughts, actors, or states of affairs (Hyland & Tse, 2004). Additionally, propositional content is something that can be discussed, affirmed, denied, doubted, qualified, regretted, and so on (Halliday,1994).

The second principle of metadiscourse considers writer-reader interaction necessary for successful communication. It, however, rejects the strict duality based on the textual-interpersonal functions found in many studies on metadiscourse (e.g., Crismore & Farnsworth, 1990; Crismore et al., 1993; Hyland, 1998; Vande Kopple, 1985). The textual-interpersonal categorisation draws on Halliday’s (1994) conception of metadiscourse which differentiates between the ideational elements of a text and its textual and interpersonal functions. The distinction between textual and interpersonal metadiscourse seems to be unhelpful and misleading. Writers, rather, indicate their sensitivity to the context of the discourse and make predictions about the knowledge of the audience and how they respond (Hyland & Tse, 2004).

The third principle of metadiscourse is concerned with the distinction between ‘internal’ and ‘external’ reference. An ‘internal relation’ refers to the way in which the situations described by propositions are connected,

whereas an ‘external relation’ refers to the situations themselves (Hyland & Tse, 2004). Palmer (1990) recognises this distinction in terms of epistemic and dynamic modality. The latter is concerned with the ability of the subject of the sentence, not with the opinions of the writer. The distinction between internal and external relations is not always observed in the text. It is therefore crucial to distinguish the interpersonal (metadiscourse) from the ideational (propositional) (Hyland & Tse, 2004).

2.3.6 The Appraisal Theory

The appraisal system that draws on the discursive semantic stratum introduced by Martin, 2003; Martin & Rose, 2003; and Martin & White, 2005 offers a model for categorising interpersonal meanings that are connected to the systems of speech functions and negotiation (Oteiza, 2017). Appraisal is a framework used for the analysis of the language of evaluation with the aim of describing different linguistic features in which interpersonal meanings are recognised (Jakaza & Visser, 2016). According to Bednarek (2006), the appraisal theory is “concerned with the subjective presence of the writer or speaker in texts as they adopt stances towards both the material they present and those with which they communicate” (p. 27).

As a development from SFL, the appraisal framework consists of three main semantic systems: *attitude*, *engagement* and *graduation*. They are summarised as follows:

1. System of attitude

Attitude is related to the way in which feelings are realised as a system of meanings. According to Martin and White (2005), attitude has three semantic subsystems: (*affect*), which is concerned with the linguistic expressions of positive or negative feelings or emotions; (*judgment*), which is related to attitudes towards behaviour (e.g., to admire, to criticise, to appraise); and (*appreciation*), which is concerned with evaluating semiotic and natural phenomena in a way that presents them as they are. The

subsystem of affect is considered to be the basic subsystem and the other two (*judgment* and *appreciation*) are embedded within it.

2. System of Engagement

The subsystem of engagement has to do with the interpersonal negotiation of the sources of attitudes: “who are the evaluations coming from?” (Martin & Rose, 2003, p. 48). In this respect, two terms are used: *heterogloss* (different voices) where the source of an attitude is other than the author, and *monogloss* (single voice) where the source of an attitude is the writer (Martin & Rose, 2003).

3. System of Graduation

The subsystem of *graduation* is concerned with the fact that the value of attitudes may be raised or lowered in discourse. Graduation has two meanings: (*force*) where we can either intensify or diminish the value of our attitudes, and (*focus*) where we can sharpen or soften the boundaries of categorical meanings of an attitudinal value (Oteiza, 2017). For Force, we use a kind of words known as intensifiers, as in ‘*a very serious issue*’ and ‘*a far more personal approach*’ (Martin & Rose, 2003). Focus, on the other hand, is concerned with non-gradable resources to express graduation and it deals with the effect of adjusting the boundary between categories, for example, to sharpen the experiential meaning of an attitude, as in ‘*a real policeman*’ or ‘*exactly four*’ (Oteiza, 2017).

Table 2.1: *An Outline of Approaches to Evaluation*

Approaches to Evaluation	Brief Description
1.Stance Biber & Finegan,1988, 1989; Biber et al. 1999; Conrad & Biber, 2000	A lexicogrammatical, including modal/ semi modal verbs, stance adverbials and complement clauses.
2.a. Affect Ochs & Schieffelin,1989	A lexical approach, involving affect specifiers (e.g., <i>sorry</i> , <i>sadly enough</i>).
2.b. Emotion Wierzbicka, 1996,1999	A lexical approach exploring universal emotions.

3.Evidentiality Bybee, 1984; Anderson, 1986; Aikhenvald, 2003; Chafe, 1986; Cornillie, 2007	A lexical approach to evaluation, focusing on modals (e.g., <i>must</i>) and adverbs (e.g., <i>certainly</i>).
4.Hedging Hyland, 1994; Salager-Meyer's, 1994; Crompton, 1997	A lexical approach, focusing on modals (e.g., <i>may</i>) and boosters (e., g., <i>certainly</i>).
5.Metadiscourse Williams, 1981; Vande Kopple, 1985; Crismore, 1989; Hyland & Tse, 2004; Hyland, 2005	A lexicogrammatical approach, including: hedges (e.g., <i>might</i>), boosters (e.g., <i>in fact</i>), attitudinal markers (<i>I agree</i>), comment clauses (e.g., <i>you will certainly agree</i>).
6. Appraisal Theory Martin, 2003; White, 2003; Martin & Rose, 2003; Martin & White, 2005	A lexicogrammatical, discourse semantic approach, focusing on attitude: (e.g., affect, judgement, appreciation, engagement and graduation.

Appraisal theory, as outlined above, focuses on *attitude* and distinguishes *engagement* and *graduation* as distinct resources (for occupying a position with respect to propositions and for scaling intensity or degree of attitude respectively. Compared with *affect* (e.g., Ochs & Schieffelin, 1989), the concept of ‘attitude’ goes beyond emotion, dealing more comprehensively with *affect*, *judgement*, and *appreciation*. *Engagement* is contrasted in many respects with *evidentiality*, but it is, as a social perspective, inspired by Bakhtin’s dialogism. *Graduation* (e.g., force, focus) is concerned with modulating meaning by degree.

Furthermore, compared to *evidentiality* (e.g., Chafe & Nichols, 1986; Ochs, 1989) the appraisal approach has focused on English language. It is, therefore, a social constructionist (e.g., Harre, 1987) rather than universalist (e.g., Wierzbicka, 1986) (Martin & White, 2005).

2.4 Systemic Functional Linguistics

In this section, the appraisal theory as an extension of SFL is discussed. Some of the basic principles are outlined, whereby Martin and White (2005) situate their theory. These principles are: *metafunction*,

realisation, axis, system, structure, instantiation, genesis, context, register, and genre.

The Systemic Functional Grammar (henceforth SFG) is a theory of language originated in the works of Michael Halliday (1967, 1985) and Halliday & Matthiessen (2004) and has a wide following nowadays (McDonald, 2000). For Halliday (1994), language is “a network of systems or interrelated sets of options for making meaning” (p. 15). The functional perspective-i.e., the perspective of meaning, indicates that the grammatical analysis of texts is not simply a description of individual sentences separated from their co-text (the surrounding text) and context (extralinguistic factors) but a description of how particular grammatical units function (i.e., make meaning) within particular clauses, text, or a sociocultural situation (Caffarel, 2015).

Moreover, systemic functional approach looks at how meaning is made in relation to context of situation. Meaning, in this sense, is made paradigmatically in terms of systems of choice relevant to what is being talked about (i.e. ideational); how participants interact with each other through what they say (i.e. interpersonal); and how ideational and interpersonal meanings are formed into discourse (i.e. textual) (Webster, 2021).

2.4.1 Appraisal in Systemic Functional Linguistics

Martin and white (2005) state that their “new approach” [appraisal theory] is an extension of SFL paradigm of Halliday and his colleagues (p. 1) (See Halliday 1994, Martin 1992, Matthiessen 1995). Martin and White (2005) outline some of the basic parameters of SFL, by way of situating their approach within a comprehensive model of language and social context. These include the following:

2.4.1.1 Metafunction

In SFL, the semantic system is composed of three main functional components that Halliday (1985) calls ‘metafunctions.’ These three

components or metafunctions are *ideational*, including logical and experiential, *interpersonal*, and *textual*.

1. The ideational metafunction is concerned with how to represent experience in language (Eggins, 2004). It represents, as Halliday (1970) points out, “our experience of the processes, persons, objects, abstractions, qualities, states, and relations of the world, both around us and inside us” (p. 145). Within the ideational metafunction, there is a further subdivision into the experiential (“constructing a model of experience”) and the logical (“constructing logical relations”) (Halliday, 1994, p. 36).

2. The interpersonal metafunction is described by Halliday (1972) as the grammar of personal participation; it conveys the speaker’s role in a certain situation, his personal commitment, and the way in which he interacts with other participants. Moreover, interpersonal meaning is concerned with negotiating social relations: how people interact with each other and the feelings they try to share in the speech situation (Martin & White, 2005).

3. Textual metafunction is concerned with the way in which the text is organised into a piece of writing or discourse (Eggins, 2004). Textual metafunction, in short, “enables the speaker or writer to construct text” (Halliday, 1970, p. 143). In textual metafunction, clauses consist of Theme and Rheme. The term ‘Theme’ is defined by Halliday and Matthiessen (2004) as “the element which serves as the point of departure of the message” (p. 64); it is that which comes in first position in the clause. The term ‘Rheme’ refers to the remainder of the message, or the part of the clause in which the Theme is developed.

Martin (2000b) points out that the appraisal is a system of interpersonal meaning, that is to say, expressing the speaker’s attitude about what they say depends on clause rank interpersonal systems such as *mood* and *modality*. In addition, Martin and White (2005) claim that their approach is a more lexically-based perspective based on the need for a deeper understanding of interpersonal meaning in monologic texts.

2.4.1.2 Realisation

In SFL, language is a stratified system, including three levels (strata), namely, *discourse semantics*, *lexicogrammar* and *phonology/ graphology*. Discourse semantics is concerned with meanings beyond the clause. Lexicogrammar is associated with meanings made at the levels of clauses, sentences and other grammatical elements that constitute the grammar such as morphemes, words and phrases. Phonology and graphology are concerned with the sounds (phonology) and letters/ punctuation (graphology) that realise the other meanings made either by discourse semantics or lexicogrammar (Martin and White, 2005).

Martin and White (2005) situate their appraisal theory in discourse semantics for three reasons:

1. Attitude is realised across a phase discourse, regardless of grammatical boundaries. For example, “*awesome! awesome! awesome! awesome! awesome! thank you. Stevie ray!*”
2. Attitude is realised across a range of grammatical categories: adjective (e.g., “an interesting contrast in styles”), verb (e.g., “the contrast in styles interested me”) or adverb (e.g., “interestingly, there is a contrast in styles”).
3. The third reason is related to *grammatical metaphor*-“a process whereby meaning is cooked twice as it were, introducing a degree of tension between the wording and meaning.” It is, therefore, possible to nominalise the above attitude as: “*The contrast in styles is of considerable interest*”

(Martin and White, 2005, p.10)

Furthermore, Halliday and Matthiessen (2004) mention two kinds of grammatical metaphor, *ideational* and *interpersonal*. Ideational metaphors can be manifested through transitivity systems, where there is material, mental, relational, behavioural, verbal, or existential process, as in “*Most linguists today believe that...*” Interpersonal metaphors are of two

kinds, metaphors of *modality* (by using a modalised interrogative: “*Oh can you get some napkins?*” and metaphors of *mood* where a speech functional meaning is of command: “*Tell me the way to...*” (pp. 626-36).

2.4.1.3 Axis

The third principle is *axis*, which is the consideration of paradigmatic and syntagmatic relations (axes of choice and chain in language) (Martin & White (2005). The paradigmatic relation is defined by Halliday (1992) as a system of a paradigmatic set of alternative features, of which just one is chosen if the entry condition is satisfied. In English, for example, the major clause is either ‘positive polarity or negative polarity;’ any finite verbal group includes either ‘modal deixis or temporal deixis;’ and if temporal, then it is either ‘past, present, or future tense.’ Syntagmatic relation, on the other hand, “is a linear string of classes, like nominal group +verbal group+ prepositional phrase,” [or] “free clause+ dependent clause” (Halliday, 2003, p. 20). These classes, as pointed out by Eggins (2004), go along the axis of chain, forming a relation in which one class may go before or after the other.

2.4.1.4 System

According to Halliday and Matthiessen (2004), a *system* is associated with the paradigmatic order. A *system*, in its technical sense, includes an alternative set of options, together with its condition of entry. Halliday (2003) illustrates that meaning is choice, that is, “selecting among options that arise in the environment of other options; and the power of a language resides in its organization as a huge network of interrelated choices” (p.8). These choices are represented in the form of network (from which ‘systemic functional grammar’ gets its name). Within the network system, there are two dimensions, horizontal and vertical. As for horizontal dimension, propositions are generally selected for *polarity* (i.e., positive or negative) and for *mood* (declarative or interrogative). In the horizontal, the network of options is ordered in delicacy (making one choice depends on

another, or more than one other). For example, if one selects interrogative, then the subsequent choice is either ‘WH-’ type or ‘Yes/no’ type (Halliday, 2003).

Along with paradigmatic relations, Martin and White (2005) introduce similar systems networks to display appraisal systems when there is a need for sub-classifications of one system, or for multiple dimensions. Martin and White (2005) mention an example of sub-classification of the difference between explicitly subjective and implicitly subjective realisations:

Table 2.2: *Probability-Value by Orientation (Martin & White, 2005, p. 13).*

	Objective	subjective
high	perhaps	I suspect
medium	probably	I believe
low	certainly	I know

Furthermore, Martin and White (2005) state that system networks in grammar are used to show categorical opposition. In this regard, systems are used to classify grammatical categories as one thing or another. Although the high/ median/ low value system looks like a scale, the system network does not formalise it in this way. In other words, arranging features from top-to-bottom in a system has no meaning. Halliday (1994) argues that this system is not a scale, because median modalities interact differently with negation than high or low scales. Martin and White (2005) mention the following example of median probability, in which negativity can be freely transferred between the modality and the proposition:

“It’s probable his playing styles aren’t different.”

“It’s not probable his playing styles are different.”

It seems that both of these sentences are equivalent to “*His playing styles won’t be different.*” With high/ low scale, if the negativity transfers, then the value switches from low to high or vice versa (p. 15).

Martin and White (2005) point out that, as far as appraisal semantics is concerned, it is useful to deal with some systems as scaled and suspect that this can be a distinctive feature of interpersonal system. It is, therefore, useful to use the notion of values that, for such meanings, extend from low to high. Thus, the sequence of adjectives, *contented*, *happy*, *joyful*, *ecstatic*, can present the value from low value of *contented* to extremely high value of *ecstatic*.

2.4.1.5 Structure

In SFL, the term ‘structure’ is associated with the syntagmatic order—the compositional aspect of language, often referred to as ‘constituency.’ How the sequence of classes is ordered is of a *rank*: compositional layers are organised by the relationship of ‘is a part of’ (Halliday & Matthiessen, 2004).

Martin and White (2005) suggest that there is an association between ideational meaning and particulate structure, interpersonal meaning and prosodic structure, and textual meaning and periodic structure. What is of relevance to appraisal analysis is the prosodic nature of interpersonal structure on which Halliday (1979) comments:

The interpersonal component of meaning is the speaker’s ongoing intrusion into the speech situation. It is his perspective on the exchange, his assigning and acting out of speech roles. ...we shall refer to this type of realisation as ‘prosodic’, since meaning is distributed like a prosody throughout a continuous stretch of discourse. (pp. 66-7).

Martin and White (2005) propose three types of prosodic realisation, which they think useful for explaining the ways in which appraisal operates as an ongoing cumulative motif:

1. Saturation-where prosodic realisation is opportunistic; the prosody is realised where possible. For example, “*I suppose he might possibly have, mightn’t he?*” where possibility is realised through the first person present tense mental process (*I suppose*), a modal verb (*might*), a modal adjunct (*possibly*), and the tag (*mightn’t*).

2. Intensification-this kind of realisation involves amplification; the voice goes up so that prosody forms a bigger splash that echoes through the surrounding discourse. Intensification includes repetitions of different kinds, and is similar in some aspects to the use of loudness and pitch movement realised in phonology. For example, “*What an amazing album. ‘Love Struck Baby’ starts it off and is one of their most famous songs,*” where intensification is accomplished via exclamation (*what an amazing...*) and the superlative (*most*).

3. Domination-in this type of realisation, the prosody is associated with focus, where one constituent in a clause is highlighted more than other constituents. For example, “*Fortunately for us, we have excellent live recordings...*,” where the initial comment adjunct is highlighted.

(Martin and White, 2005, pp. 19-20)

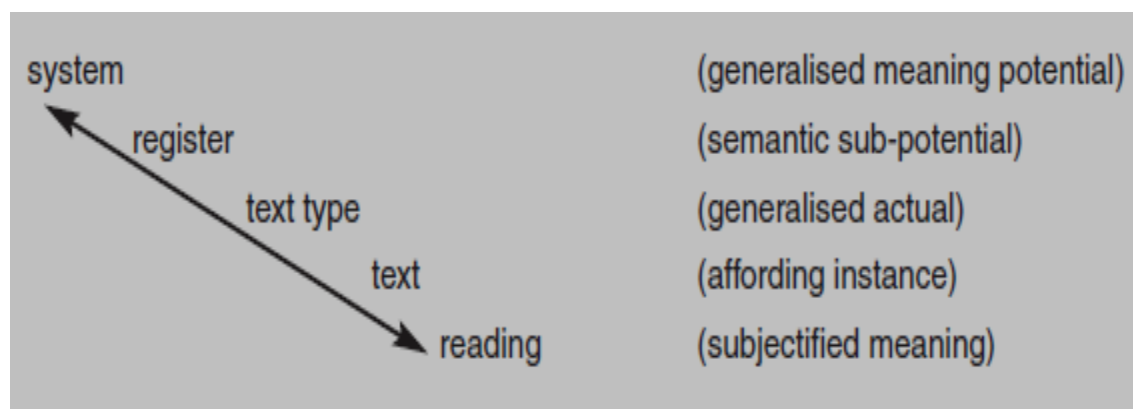
2.4.1.6 Instantiation

Halliday and Matthiessen (2004) argue that how language is organised and the function it accomplishes in real life situations can be interpreted via the combination of two perspectives, one perspective is that of language as *system* and the other is that of language as *text*. *System* and *text* are related through *instantiation*, which Halliday (1985) describes as the process whereby (text) *instantiates* the system. There is a distinction between *instantiation* and *realisation*, whereas the latter is “a scale of abstraction, involving the recording of one pattern of meanings as another...), the former is a scale of generalisation, involving our perspective on inertia and change” (Martin & White, 2005, p. 23).

Martin and White (2005) argue that register and genre theory (functional variation with respect language use), and text type (collections of texts which are too small to generalise as register or genre) are two sub-systems positioned between the two ends of the scale (*text* and *system*). To this scale, Martin and White (2005) add the notion of *reading*, which accounts for the variety of meaning potential to be read in different ways (See figure 2.1). This view argues that the reading is not the text itself, and that our discourse analyses are socially positioned.

Furthermore, Martin and White (2005) situate their appraisal theory in relation to *text* and *reading*. One basic assumption is that appraisal analyses focus on the meanings that a text provides and the reading positions which focus on this potential in a variety of ways. Additionally, appraisal analyses are concerned with the reading which is ‘naturalised’ by the overall project of the meanings in a text.

Figure 2.1 *Cline of Instantiation* (Martin & White, 2005, p. 25).



2.4.1.7 Genesis

Genesis is concerned with time in relation to semiotic change. Halliday and Matthiessen (1999) mention three terms related to timescales: ‘ontogenesis’ refers to the development of language within the individual, ‘phylogenesis’ refers to the evolution of a language system, and ‘logogenesis’ is concerned with the unfolding of language in a text.

Martin and White (2005) state that their appraisal is concerned with the shortest of these timescales (*logogenesis*)- the unfolding of language in a text.

2.4.1.8 Context

Language strata, such as phonology, graphology, lexicogrammar, and discourse semantics are seen as realising social context, which is modelled through register and genre theory. This kind of modelling considers context from a social semiotic perspective as a higher level of meaning that can be realised through language. Register is, thus, realised through the metafunctional stratification, with ideational encompassing field, interpersonal meaning realising tenor, and textual meaning composing mode (e.g., texture) (Martin, 2013).

Martin and White's (2005) suggest that their appraisal is a development within the stratified register and genre model of context. (See figure 2.3).

2.4.1.9 Register

Register is defined by Halliday (1985) as “a configuration of meanings that are typically associated with a particular situational configuration of *field*, *mode* and *tenor*” (p. 39). *Field*, Thompson (2014) points out, is concerned with the role of language in a particular activity going on in a certain situation; *tenor* has to do with the relationship between individuals involved in the communication; and *mode* is about how the language (written or spoken) performs functions in the communication. Each dimension is associated with one of the metafunctions: *field*, for instance, is associated with the experiential meanings; *tenor* with the interpersonal meanings; and *mode* with the textual meanings.

Furthermore, Martin and White (2005) argue that since their approach is concerned with interpersonal meaning, then it is *tenor*, not any other register variable, which plays a central role in the analysis. *Tenor* is recognised through five social factors: *generation* (e.g., inequalities

associated with maturation), *gender* (e.g., sex-based differences), *ethnicity* (e.g., racial, religious, or cultural classifications), *capacity* (e.g., abilities and disabilities of certain kinds), and *class* (e.g., the division associated with the distribution of material resources).

Interpersonal relations are realised by two key tenor variables, *power* and *solidarity*. For power, following Poynton, 1985, Martin and White (2005) consider ‘reciprocity’ of choice to be the critical variable. In this sense, social subjects of equal status access the same kind of choices, whereas subjects of unequal status access choices of different kinds. What is of relevance to appraisal (evaluation) is who can express feelings and who cannot, what kinds of feelings are involved, how strongly they are expressed, and whether they are sourced directly or indirectly.

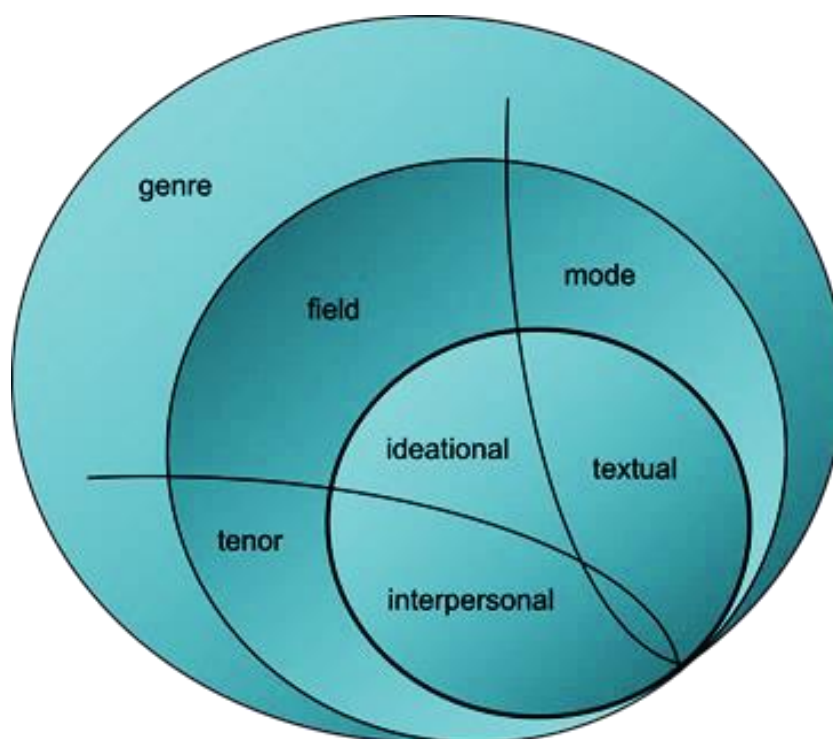
As for *solidarity*, two terms are of relevance, ‘proliferation’ and ‘contraction.’ *Proliferation* is associated with the idea that the closer people are to each other the more meanings they have available to exchange. So, talking with friends, relatives, acquaintances or strangers can determine what people can or cannot talk about. *Contraction*, on the other hand, is associated with how much work it takes to exchange meanings and that the better you know someone the less explicitness it takes. It is assumed, for example, that we use short names for people whom we know better and longer ones for those whom we know less well (Martin & White, 2005).

2.4.1.10 Genre

Martin and White (2005) define *genre* as a system encompassing configurations of field, mode and tenor selections which can be realised in recurring stages of discourse- register patterns- in other words: ideational, interpersonal and textual. Martin and White (2005) adopt a working definition of genre as “a staged, goal oriented social process.” It is *social* because people interact in genres with each other; *goal oriented* because they employ genres to get things done; and *staged* because it requires them follow a few steps to reach their goals (p. 32).

What is of relevance to appraisal is the range of evaluations that genre outlines in order to achieve its goal and the crucial role it plays out of these evaluations from one stage of genre to the second (Martin & White, 2005).

Figure (2. 2): *Register Recontextualised by Genre* (Martin & White, 2005, p. 32).

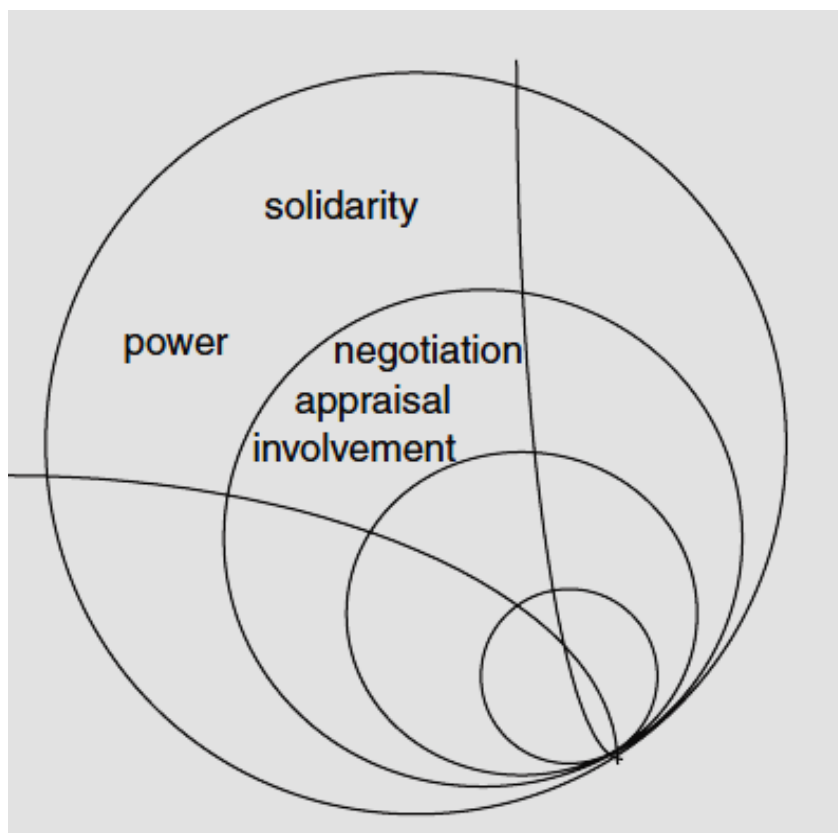


2.4.2 Situating Appraisal in SFL

On the basis of the issues mentioned above, the appraisal approach can be located as an interpersonal system at the level of discourse semantics. At this level, interpersonal meaning is co-articulated with two other systems-negotiation and involvement. *Negotiation* complements the appraisal system by concentrating on the interpersonal aspects of discourse, speech function and exchange structure. *Involvement*, on the other hand, complements the appraisal system via non-gradable resources of negotiating tenor relationships, especially *solidarity* (Martin & White, 2005). Appraisal, negotiation and involvement constitute the superordinate category of tenor,

which is concerned with the construal relations of power and solidarity among speakers. The relationship of tenor to these interpersonal semantic systems is presented in Figure (2.3).

Figure (2.3): *Interpersonal Semantic Systems with Tenor Variables*
(Martin & White, 2005, p. 34)



2.5 Critical Discourse Analysis

Fairclough (2001) defines CDA as an approach which systematically aims to: (1) investigate relationships of causality and determination that exist between (a) discursive practices, events, and texts, and (b) wider social and cultural structures, relations and processes; (2) explore how such discursive practices, events and texts arise out of and are ideologically formed by relations of power and conflict over power; and (3) investigate how the opaque relationship between discourse and society is itself a factor that can secure power and hegemony.

For Van Dijk (2001), CDA is “a type of discourse analytical research that primarily studies the way social power abuse, dominance, and

inequality are enacted, reproduced, and resisted by text and talk in the social and political context” (p. 352).

Similarly, Baker et al. (2013) argue that CDA is concerned with language as a social practice, and attempts to uncover how ideologies and power relations are expressed in language. To achieve such a purpose, CDA employs a close examination of language in texts via showing how particular linguistic features, such as, word choice, sentence, structure, metaphor, implicature, argumentation strategy, etc. are used to express a particular stance. This kind of linguistic analysis is multidisciplinary, that is, it takes its resources from different fields of study, like, critical linguistics which concentrates on how grammatical systems are related to social and personal needs.

2.5.1 Ideology

According to Van Dijk (1998), ideologies are systems of ideas that are associated with certain beliefs about what is right or wrong, what is good or bad and so on. These ideas and beliefs can be both personal and social. They are socially acquired, constructed and even changed through interaction with other group members, discourse production and communication.

Ideology, being positive or negative, is an important aspect of exploring and maintaining unequal power relations. What is of relevance to CDA is the way in which language mediates ideology in various social institutions (Wodak, 2001).

For Fairclough (2003), ideologies are “representations of aspects of the world which can be shown to contribute to establishing, maintaining, and changing social relations of power, domination, and exploitation” (p. 9). This critical view of ideology, considering it as a modality of power, is contrasted with the other descriptive views of ideology as shared attitudes, beliefs, perspectives, etc. of social groups without referring to relations of power and domination between such groups. In this sense, textual analysis

needs to be framed in relation to social analysis which can consider texts in terms of their effects on power relations (Fairclough, 2003).

Ideology is defined by Harris-Lacewell (2011) as a cognitive structure existing in the minds of individuals and a social construct that connects individuals to social groups. Ideology is composed of attitudes, which are individual orientations toward objects are recognisable as personal choices rather than absolutes. In this regard, it is possible for public opinion scholars to predict what attitudes might exist toward candidates, parties, policies, etc. It is also possible for the social scientists to describe the racial animosity by exploring the negative attitudes of the Whites toward the African American or Latinos. These attitudes, together with beliefs and values create a structure of knowledge-the framework for the individual ideology.

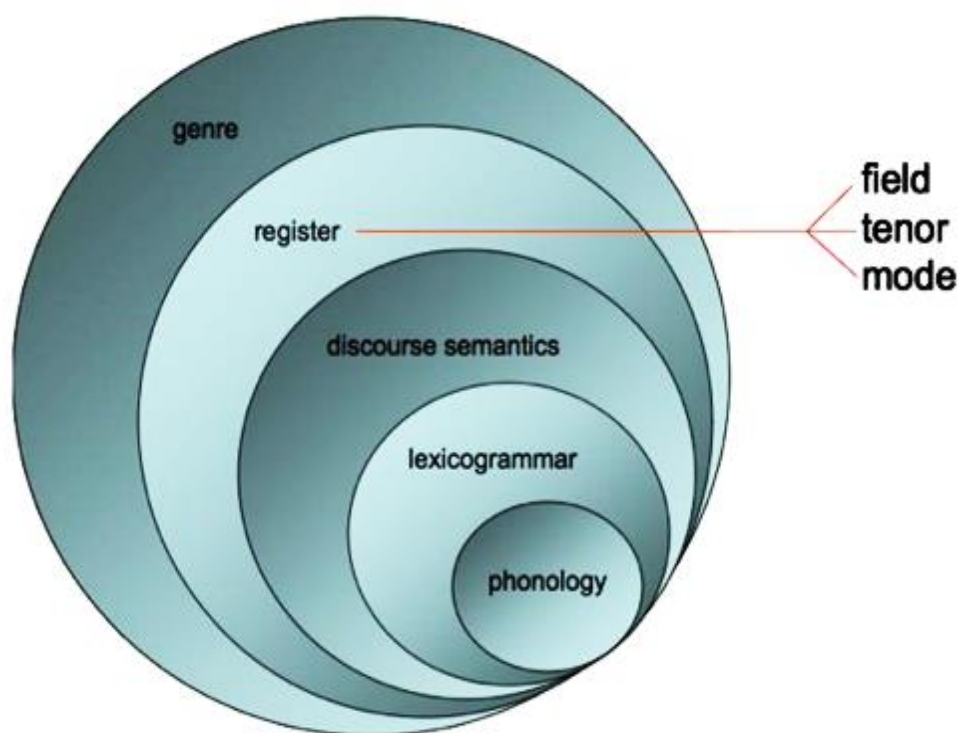
2.5.3 Appraisal as an Approach of CDA

Martin and Rose (2003) adopt the view that “ideology and power run through the whole ensemble of language and culture, positioning people within each social context with more or less power, and opening and narrowing their access to resources for meaning” (p. 16). According to this view, the existence of ideology and power is related to the existence of language and culture. In addition, all language users share the same resources of meaning making, but there are certain kinds of various meanings that are not equally distributed.

Martin’s (1992) approach offers one way of understanding how ideology works in SFL. He points out that context is rather a series of connotative semiotics encompassing such levels as register, genre, ideology; and a series of denotative semiotics including such levels as semantics, lexico-grammar, and phonology/ graphology. Thus, understanding the notion of text can only be through combining text-forming resources with contextual ones (Martin, 1992).

Furthermore, such semiotic categories, Liu and Irwin (2017) argue, can provide us with two research perspectives: first, by investigating the levels of register, genre, and ideology, we can understand why language is used in certain ways; second, by analysing the levels of semantics, lexicogrammar, and phonology /graphology, we can understand register, genre, and ideology from which language is derived. Each of the strata in Figure 2.4 below is interrelated through the principle of realisation, which means that “language construes, is construed by, and reconstrues social context” (Martin, 2000a, p.4).

Figure 2.4: *Language and its Semiotic Levels* (Martin, 1992, p. 496)



Martin and White’s (2005) sub-systems of attitude: *affect*, *judgement*, and *appreciation* are used to explore ideology. Appraisal theory concentrates on the way in which the text creates, negotiates, and maintains relationships between participants through semantic choices expressing positive or negative feelings in such a way that those semantic choices are seen to “reflect and reinforce the ideological values of the culture”

Appraisal theory provides one way of unfolding speaker or writer's ideological intentions encoded in positive or negative evaluations of, an attitude towards, entities (Thompson, 2014, p. 1).

2.6 Media, News Media and Newspaper

This section presents a description of media and news media, focusing in some details on the genre of newspaper, its definition, history, forms, categories, and its relation to ideology and power.

2.6.1 Media

McQuail, as cited in Huq et al. (2018), defines media as “means of communication that distribute content, such as texts, pictures and sound, to an anonymous and spatially diverse public via technical means” (p. 89). O’keeffe (2006) uses the term ‘media discourse’ to refer to the way in which reality is represented in either broadcast or printed media from television to newspaper.

The media occupies an increasingly important place in the modern world. Since discourse plays a crucial role in constructing people’s reality, then the implications for the power and the effect of media discourse are very clear. Moreover, in modern democracies the different variants of media play a vital role as a public forum (Talbot, 2007). In addition, media (e.g., television, newspapers, etc.) plays a role in mediating society to itself. The shared view of the world is constructed by institutions such as newspapers, radio station, and prevailing ideas. In this sense, media discourse analysis allows us to describe and assess this shared meaning of the world in more detail (Matheson, 2005).

There are different kinds of mass media, such as print media, broadcast media, and modern media. Print media (books, magazines, and newspapers) is the oldest kind of media, and many people still use this kind to get their news. Broadcast is the second media type which includes television and radio and has been used since 1950. Finally, modern media (e.g., internet

blogs, websites) are quickly emerging as viable news sources as more and more people all over the world seek these out online (Babu, 2018).

2.6.2 News Media

Wilson (2009) defines news media as a kind of mass media that is specialised in providing the latest news to the public. News media includes newspapers, television, radio station, etc.

Van Dijk (1988a) argues that the notion of news is ambiguous because it is associated with multiple meanings: first, it may mean the information given about people or things. Second, it may be associated with a media program that presents the news. Third, it may refer to a news article or news report, such as, a text or discourse on radio, on TV or in the newspaper, in which new information is given about certain events.

Furthermore, McCombs et al. (2011) point out that news media industry is influenced by a wide range of demographic variables, involving age, income, and educational level. Additionally, a number of psychological factors may impact how much news people consume. Political orientations are also important factors in the role of the news media in an individual's daily life. Political party identification, political ideology and political interest are all related factors to diverse forms of news consumptions. These political orientations have magnificent influences upon how people create meaning from news stories as they approach politics from their own perspectives.

News discourse, as pointed out by Woo (2000), is a process rather than a text product. The news discourse is a process of meaning construction, that is, "the act of making news is considered an act of constructing reality and the news itself is socially constructed." In other words, news discourse analysis is concerned with the relationship between the interpretive process of actors and the structural factors in a society, which are related to the ideological processes of news discourse (p. 35).

2.6.3. Newspaper

2.6.3.1 Defining Newspaper

Benavides (2006) defines a newspaper as a serial publication, involving news of current events and issues of special or general interest, whose main parts are listed chronologically or numerically and appear to the public at least once a week.

The term ‘newspaper’ suggests that the content of the newspaper is primarily associated only with the news of the day, and some additional analysis and comments on this news. Newspapers, rather, contain a range of items, such as news, comments and analysis, advertising, and entertainment. However, the large part of the newspaper is devoted to items other than news, such as, for example, TV. Listing and advertising. A percentage of the news stories are related to celebrities, film, and TV stars, as well as the royal family (Reah, 1998).

2.6.3.2 A Brief History of Newspapers

The earliest version of a newspaper was published in 59 BC in Rome called *Acta Duirna*. Then *Guhannes Gutenberg* uses a press to print a poem starting an era of newspapers in 1451. The seventeenth century saw the emergence of the first newspapers in Europe (Andrews & Wilkins, 2017). The first daily newspaper in the world was the *Courant* in England in 1702; the first daily newspaper in France was the *Journal de Paris* in 1777; and the first in North America was the *Pennsylvania Packet* in 1784. In England, other more daily newspapers, such as, the *Post*, the *Journal* and the *Advertiser*, followed in 1719, 1720 and 1730, respectively. The first English regular evening newspaper was the *Star* in 1788, and the first *Sunday* paper was the *Sunday Monitor* in 1799 (Milner, 2005).

The mass-circulation of newspaper was aided by the significant innovation in printing technology. For example, in 1903, the *Daily Mirror* was the first picture-newspaper, and in 1911-12 it reached a very high

circulation. By the 1960, newspaper reading had become a universal habit in Western Europe. In 1961, the British daily newspapers reached the highest circulation in the world. From the 1940s until the 1960s, the *Daily Mirror* and the *Daily Express* dominated the English market, each with a very wide circulation (Milner, 2005).

In the twentieth and twenty-first centuries, the idea of newspaper was more related to professional development, changing consumer and media markets. At the beginning of 2000s, newspapers were devoted to news about consumption, advertising investment, balancing the wants of the marketplace, etc. In this respect, it was the *Sun* paper which gained the largest circulation in the English country (Harcup, 2009; Milner, 2005).

As for USA, the industry of newspaper grew rapidly along with the new country. In 1985, America became the greatest newspaper country. Most of the American newspapers were published once a week and only the wealthy could afford to read them. In 1833, the *New York Sun* became the first inexpressive newspaper in the country, sold on the street by newsboys. At the end of the 19th century, the two journals, *New Journal* and *New York World* were competing for more readers, especially the growing immigrant population. By 2004, the newspaper industry began to shrink and the number of readers began to decline dramatically. Despite the decline in newspaper reading, newspapers still play a crucial role in keeping the American public informed (Potter, 2006).

2.6.3.3 Forms of Newspaper News

Harrison (2008) suggests a taxonomy consisting of three forms of newspaper news: *discursive*, *descriptive*, and *tendentious*.

1. The discursive form of news reporting is the critical narrative. It is a form of news that is said (incorrectly) to be exclusively the preserve of those newspapers described as upmarket, broadsheet, or qualities. In this form, the news stories must be serious, well explored or sourced, offer a kind of analysis or commentary, and are written by specialists. The

discursive form of news covers a hard news agenda that includes national and international political and economic affairs. This form of news needs a different kind of intelligence, because people do not require that everything be explained to them.

2. The descriptive form of news is described as neutral in its orientation and having the feature of displaying and reflecting support for other views. The assumption that facts are sacred may help to be able to obtain them and then in a clear and intelligent way report them. In the descriptive form of news, events are displayed or presented in reductionism and simplicity. The descriptive form seeks to be reporting news without comment or opinion, and its function is to simply describe events as they are and not as one likes them to be. It is hence the opposite of tendentious form and is deeply antithetical to propaganda.

3. The tendentious form of news is concerned with human interest in stories, where news focuses on human behaviour and experience. It is related to sensation wrapped in entertainment values, or ridiculously trivial and increasingly defined in terms of prurience, voyeurism and celebrity. The tendentious form of news adopts a sensational style, and is associated with those who do not follow the strict tradition of newspapers (Harrison (2008, pp. 39-44)

2.6.3.4 Categories of Newspapers

1 Daily Newspapers

Daily newspapers are published every day, with the exception of Sundays and some national holidays. Saturday and Sunday editions of these daily newspapers tend to be larger, including more specialised sections and advertising columns and cost more. Most daily newspapers are issued in the morning. Afternoon or evening newspapers are aimed more at travellers and office workers (Jain, 2016).

2 Weekly Newspapers

Weekly newspapers are common and smaller than daily newspapers. They are published twice or three times a week. In the United States of America, these papers are still classified as weeklies (Jain, 2016).

3 Local or Regional Newspapers

Local or regional newspapers refer to the newspapers issued in a certain area or province, and the majority of news published is about that area. These local newspapers usually cannot be circulated or even bought in other areas (Reah, 1998).

4 National Newspapers

In most nations, there is at least one national newspaper that circulates all over the country. National newspapers are contrasted with local newspapers which serve a city or region. In the United Kingdom, the national newspapers include: *The Independent*, *The Times*, *The Daily Telegraph*, *The Guardian*, *The Observer*, etc. In the United States, there are certain national newspapers, notably *The New York Times*, *The Wall Street Journal* and *USA Today* (Reah, 1998).

5 Printed Newspaper

News are printed on paper and delivered to readers by mail or by local distribution. With the recent technology, the circulation of newspaper has changed into a more technical way where newspapers have started to offer online editions to meet the needs of the public (Spencer, 2007).

6 Online Newspapers

Online newspapers are newspapers which exist on the World Wide Web (henceforth WWW). It appears to be an alternative version of the printed newspaper with all the characteristics of news media. There are two types of online newspapers, web newspapers and e-papers. E-papers are electronic versions of a day's real newspapers mostly in Portable Document Format (PDF) available on the web, whereas, web newspapers are

electronic sites dedicated to news and other newspaper contents (Manoj, 2018).

3.6.4 Opinion Articles

Van Dijk (1996) claims that opinion articles are generally expected to show opinions, depending on the type and position of a particular newspaper. The basic assumption is that opinions may vary in a considerable way as to their presuppositions. This inevitably implies that ideologies of authors somehow influence what opinions they adopt, which in turn affects the discourse structures of the opinion articles. Golan (2013) points out that the opinion section of most newspapers aims to attract more readers and advertisers. It also aims to improve the quality of elite debate and inform readers about salient social and political issues. One typical example is The New York Times which has been successful in creating exciting public sphere that was both evocative and profitable.

Furthermore, opinion articles (op-ed) are “columns that are published on the same page, at the same place by the same author on a daily basis.” They are recognised as a genre that include the opinions of the writers on a particular topic depending on the current agenda of the society, and they guide readers to have a perspective on what is socially and politically happening in the world. In addition, opinion articles play a role in forming and changing the public opinion, directing the political agenda, and affecting public debate, decision making and other sociopolitical issues (Özge and Ercan, 2020, p. 267).

Van Dijk (1996) focuses on how authors encode their opinions and the way in which ideologies organise certain groups of attitude. Attitudes may be used as forms of personal opinions, and these personal opinions are likely to be expressed in text and talk. This is the indirect use of ideological expressions in discourse. People, however, not only shape general models about events they know about (via personal experience or via

communication), but also about the communicative events in which they participate.

2.6.5 Media and Ideology

As noted by Fowler (1991), the growth in the news production and the spread of newspaper readership, together with the economic and political positions and attitudes adopted by individual papers are main factors that lead to the ideological diffusion of the press. Paffey (2010) claims that texts function ideologically in a certain society because journalists' reports do not simply reconsider facts about interesting events within or outside that society. Writers, instead, make decisions about what is ideologically noteworthy to be included for their readers.

More specifically, ideological practices in newspapers work more effectively through the circulation of ideas, representations, and portrayals of social reality. Media ideologically adopt the ideas and attitudes of the ruling class. But this does not mean that everything in the news media (written or represented) is literally and directly the product of the ruling class. It means that the ideas presented by the media are compatible with or at least do not openly confront the ideas of the ruling class. In this regard, journalism, in all its forms, mediates ruling class ideology through its content (Richardson, 2007).

Moreover, the ideologies of the ruling class are reproduced and presented to the public till they become "naturalised" in the news media. Naturalised ideologies may be perceived as common sense among people who live in the same community. A distinction is to be drawn between two types of ideologies: the naturalised ideology used in a particular community, and the ideology used consciously by a text producer. Naturalised ideologies are perceived unconsciously, that is, people might not be aware of them. The assumption is that the naturalised discourse of ideology has already shaped our conception of and attitudes towards crimes, victims, and other political issues (Tabbert, 2015, p. 31).

Van Dijk (1995) argues that ideologies may be manifested at the level of meaning (discourse semantics) and reference plays a central role. Cognitive representations of attitudes may directly map onto semantic representations and then through surface levels of discourse such as syntax, phonology and graphic structure. Among other discursive semantics, it is the selection of word meaning that plays a role in manifesting ideologies through what is often referred to as *lexicalisation*. *New York Times (NYT)* editorials, for example, ideologically use the word “terrorists” instead of “freedom fighters” to refer to Arabs or Muslim fundamentalist, as are other words “extremist” and “fanatic” associated with people who use violence in their resistance against Israel’s occupation (p. 259).

2.6.6 Power and Media

Media power is described by Van Dijk (1996) as “symbolic and persuasive” because the media have the ability and potentiality to control the minds of their audience. The control of action, which is the main objective of power, is generally indirect, whereas the control of knowledge, intentions, plans, beliefs, or opinions is presupposed. Because of the presence of other sources of information and because of the lack of access to public discourse, mind control can never be complete. On the contrary, despite the pervasive symbolic power of the media, media users will generally be able to “resist” such power (pp.10-11).

Fairclough (2001) uses the term “hidden power” to refer to the power in mass media-television, radio, film and newspapers. In mass media, the nature of the power relations is often not clear. The distinction between media discourse and face-to-face discourse is the “one- sidedness” of the former. In face- to-face interaction, participants are themselves the producers and the interpreters, but in media discourse, there is a sharp division between producers and interpreters. The second distinction is that, in face-to-face interaction, producers adapt their language for the particular people they are interacting with, whereas in mass media, discourse is

designed for mass audiences, and there is no way according to which producers can know who is in the audience (p. 41)

Furthermore, one important characteristic of power relations in media discourse is that producers exercise power over interpreters in that they have the right to produce discourse and can therefore determine what is included or excluded, how news or events are presented, and even the subject chosen to the audience (Fairclough, 2001).

Van Dijk (2011) emphasises the discursive nature of power relations in modern societies. Power relations (e.g., the relationship between media and politics) are exercised and negotiated in media discourse. One typical example is the power construed in broadcast political interviews, where interviewers can act a lot of power over politicians: deciding the beginning and ending of an interview, the time allowed, and the topics covered during the interview.

2.7 Criminalisation

This section sheds some light on the concept of ‘criminalisation,’ its history, and the portrayal of the Afro-Americans in the American news media.

2.7.1 Concept and Definition

According to *Oxford Advanced Learner’s Dictionary*, the verbs ‘criminalise’ means: (1). “to make sth [something] illegal by passing a new law: *The use of opium was not criminalized until recently*, and (2). to make sb [somebody] a criminal by making their activities illegal.”

The term criminalisation is associated with the process (es) by which some basic and procedural laws are legislated, written, and applied to certain behaviours that were once socially tolerated. Hence to criminalise a set of behaviours is to give them a criminal status in the criminal law based on perceived social harms. The enforcement or non-enforcement of such laws plays an important role in forming public attitudes towards the seriousness of certain actions. Predictable law enforcement sends a message

of warning and social rejection and educate the public that such behaviour or action will not be tolerated (Roberts, 1996).

Fisher (2019) defines ‘criminalisation’ as the process in which some behaviours “once not defined as illegal become so through a legislative process” (p. 318). According to this definition, some social behaviours with respect to criminalisation change as life or governmental systems change. The American experience with the consumption of alcohol is a typical example, when it was criminalised in 1920, and then de-criminalised in 1930 (Fisher, 2019).

2.7.2 The History of Criminalisation in the USA

In the modern history of the United States of America, the term ‘*war on drugs*’ is often associated with policies and procedures of criminalisation and prohibition, with the aim to create a drug-free world. American policies associated with this approach focus on prohibiting drugs and limiting their availability through some policies such as border control, harsh punishments for users, treating drug use as a criminal case, and raising social fears (real or false) as to the realities of drug use (Degenstein, 2022).

The term ‘*war on drugs*’ was first coined by the American president Richard Nixon in 1971, declaring a post-World War II American agenda of prohibiting the global supply of illegal substances. The war on drugs, as has been the case since its declaration, has had implicit racial and class connotations. Nixon, in seeking for election, courted the majority of the mainly white voters, who feared the perceived rise in committing crimes and drug use as a target allowed a population to have greater political power, African Americans, to be targeted without being named explicitly (Degenstein, 2022).

Ronald Reagan continued his campaign in the 1980s, increasing punishments and legal restrictions on drug supply and use. When he was elected president, Reagan promised to enhance the federal government’s role in fighting crime. In October 1982, Reagan officially announced his

administration's war on drugs. Although less than 2% of the American people viewed drugs as the most serious problem facing the nation, Reagan largely increased the budgets for federal law to fight drug crimes. Being the implicit target of Reagan's war on drugs, African American communities were hit even harder. The role of the American media was to highlight the dangers of drugs and to draw the public's attention to the racial view on African Americans (Alexander, 2010).

In the early 1990s, the term '*zero tolerance*' was largely used to describe school discipline. Educational settings have implemented discipline policies because they were strict and carried severe punishments. With the 1994, the Gun-Free School Act (henceforth, GFSA) was legislated by federal to curb school violence and prohibit the possession and use of firearms in and around schools. While not explicitly using the term '*zero tolerance*', GFSA involves definitions of such policies. The zero tolerance policies require actions that mandate suspension and expulsion for students, particularly boys to commit offenses that involve weapons, drugs, and other forms of violence. Extensive research about the policies suggests that these policies are punitive in nature and target the African American males than any other ethnic group (Curren, 2017).

In 1994, the American President Bill Clinton signed a federal law, ultimately leading to overcriminalisation and disproportionate incarceration of American blacks. Clinton led a campaign against individuals involving in drug-selling and gang activity (Oware, 2018). However, the number of the African American people put in prison was increasing, particularly in Clinton and George W. Bush's presidencies. By 2017, their number in federal prisons reached 500 times higher than that of Whites. Collectively, the policies of Reagan, Clinton, Bushes and their political leaders created systems of power that operated to oppress the African Americans and support the Whites (Gavin, 2021).

2.7.3 The Afro- Americans in the American News

The term '*African American*' refers to the ethnic groups who are from African origins, or descendants of enslaved Africans who are from the United States of America. The African Americans are acknowledged to be the largest minority in the United States until 2000, when census revealed the exceeding number of Hispanics over that of Blacks. African-Americans are also referred to as Black Americans, occasionally as Afro-Americans, and formally as Negroes (Hobbs, 2016).

Unnever et al. (2018) argue that the reason behind using the term '*black criminology*' is to reinforce the association between blackness and crime. Using the two terms, 'black' and 'crime' together suggests that the two concepts are ideologically connected. This connection depicts the blacks as more violent, more deviant, and thus in need of more control by the law. Additionally, the association between the Afro-American men and street crime is frequently reproduced by the American news media, and this "normalisation reconfirms for mainstream America that crime and black America are synonymous" (p. 15).

The African Americans shape about 13% of the USA population but almost half of its prisoners. About one-third of the young African Americans are seen under correctional supervision (in prison) at any time. The African American people are overrepresented as criminals in the United States. This overrepresentation is a good evidence of bias by police and other criminal justice institutions (Barken & Bryjak, 2014).

Researchers suggest that the news media's biased coverage of crime is an evidence of the inaccurate stereotype of victims and offenders. There is a considerable difference between the reality of crime and justice and their representation in the news media. For example, studies find that media coverage of crime (i.e., reports on violent crime, serious types of offenses) underrepresents White offenders and non-White victims and ignores contextual causes of offending (Dixon & Linz, 2000). The

overrepresentation of African American males in crime-related news stories creates an association between African Americans and the way to offend them. News media reports are seen as framing negative images of ethnic minorities by presenting “a world of crime and justice that is not found in reality” (Surette, 1998, p. 264).

Some recent studies have explored the media bias towards reporting on crime in the United States. The existing evidence for the overrepresentation of the black offenders in news media is contradictory. So, when the crimes of the American blacks are over-reported, police harassment of black families is considered uninteresting for both the news media and the white readership. However, as far as crime is concerned, some researchers have compared news media reports on the black crimes with actual crime statistics and found a divergence between the two. In this case, media content is employed to ideologically show the under-or overrepresentation of particular ethnic groups in crime news (Maneri & Ter Wal, 2005).

2.8 Previous Studies

This section presents some of the previous studies which are related to the present study. These studies are chosen because they are relevant to the present study in their aims and procedures. They are presented chronologically:

2.8.1 Martin and White (2005)

In their study, Martin and White (2005) demonstrate how appraisal systems inform our interpretation of evaluation in text. Particularly, they are concerned with the interaction of attitude, engagement and graduation in relation to the social meaning of tenor. Martin and White (2005) investigate the interaction between appraisal and other modes of meaning, so as to make contact with more comprehensive approaches used to deal with discourse semantics.

In this study, two texts are ideologically chosen. The first text is commentary piece from *Daily Express*, a British middle –brow tabloid newspaper. The second is entitled ‘Mourning,’ a text taken from *HK Magazine* published in Hong Kong.

2.8.2 Wilson (2011)

This study adopts different models to understand evaluative language used in the context of market research interviews. The data are collected from thirty interviews, in the field of New Product Development. The data are transcribed and then tagged using O’Donnell’s (2007) Corpus Tool Software. The data are analysed using Martin and White’s (2005) appraisal theory, in conjunction with Brown and Levison’s (1987) Politeness Theory and Sinclair and Coulthard’s (1975, 1992) work on teacher/ pupil interaction.

The results of the study suggest two potential extensions to the appraisal theory: the first is related to the subject matter made by the speaker. The second is related to the notion of neutral evaluation. The study also contributes to the understanding of ‘evaluation’ in relation to the development of a Scale of Importance for individual turns.

2.8.3 Shahad (2017)

This study adopts Martin and White’s (2005) framework to investigate the discourse of the American eulogies. Specifically, this study aims at identifying the linguistic resources of attitude (e.g., affect, judgment, and appreciation), the resources of attitude (engagement) and the means by which these resources are amplified (graduation).

The study shows four important results: (1) attitudinal values are expressed through sub-category of judgment rather than affect and appreciation, (2) the positive evaluations (appraisals) are more frequent than the negative ones, (3) the values of judgment in the American eulogies are realised through social esteem rather than social sanction, and (4) as for the graduation system, the values of force are used dominantly in the data.

2.8.4 Sangka (2017)

This study aims at exploring the appraisal devices (e.g., affect, judgement, and appreciation) in Obama's speech. It identifies how Michelle Obama expresses her feeling, attitude, and judgment towards the presidential candidates of the United States. The analysis is limited to the sub-categories of attitude, where speech is broken down into clauses and manageable chunks to find the attitude devices.

The results of the study show that the sub-categories of attitude are realised in (97) different situations. They are distributed in terms of positivity and negativity as follows: affect, (11) positive and (13) negative; judgement, (41) positive and (10) negative; and appreciation, (15) positive and (7) negative. In Michelle Obama's speech, the percentage of positive forms of attitude is higher than the negative, because she gives her positive attitudes to Hillary Clinton, the Democratic candidate, and her negative attitudes to the Republican candidate, Donald Trump.

2.8.5 Cahyono et al. (2021)

This study aims at revealing the ideology and power expressed in the news entitled "The burning Scar: Inside the destruction of Asia's last rainforest." The data of the study are obtained from the online BBC newspapers. The adopted framework is that of Martin and White's (2005) appraisal theory.

In this study, affect is the most dominant meaning in the text. It represents the feelings of the people living in Papua where their land has been destroyed under the effect of the world's largest exporter of palm oil from South Korea. The ideology is represented via the use of the attitude meanings (affect, judgment, appreciation). Furthermore, power is realized through the tribe's tenor, such as contact and status.

Chapter Three

Appraisal Theory

The appraisal framework is a powerful tool for engaging with discourse analysis because of the possibilities that it offers with regard to the systematization of interpersonal meanings and the ways in which the negotiation of solidarity between writers and readers legitimate certain positions and social values over others. (Oteiza, 2017, p. 469).

3.1 Preliminary

This chapter attempts to discuss in more detail the main systems (attitude, engagement, and graduation) and sub-systems of the appraisal theory and, how their lexicogrammatical and semantic realisations play a role in conveying explicit/ implicit and positive/ negative attitudes of authors towards people, their behaviour, and the external world around them.

Furthermore, this chapter is concerned with presenting the linguistic resources from dialogistic perspective that forms discourse in terms of the writer-reader relationship, and creates a kind of mutual knowledge on which the text is linguistically built. In this sense, the systems of engagement and graduation are discussed in relation to alignment, solidarity, and the construed reader. Additionally, some light is shed on the evaluative key in journalistic discourse (the ‘voices’ used in news, opinion, analysis, and commentary articles) and its relation to the attitudinal subtypes of judgement (social esteem, social sanction) and those of appreciation, graduation and engagement.

3.2 Appraisal Theory

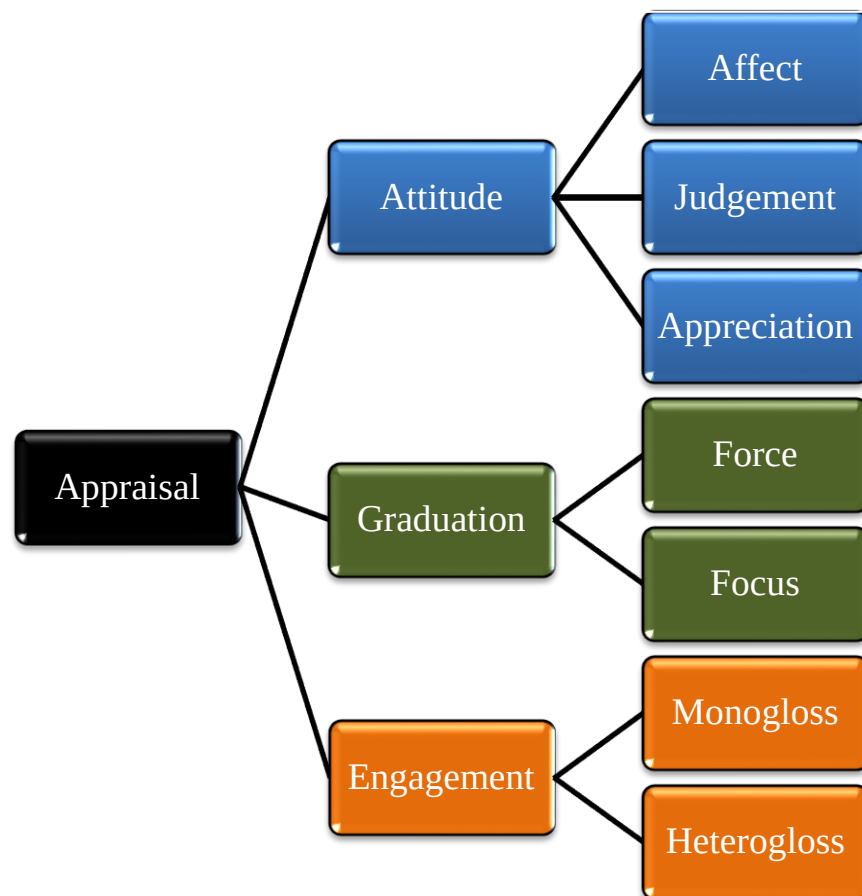
Thompson (2016) describes appraisal theory as “the most fully developed model of evaluation,” which has paved the way for significant advances in the investigation of interpersonal meaning that had been relatively neglected within SFL (pp.169-70). Oteiza (2017) points out that

appraisal is concerned with negotiating meaning with real interlocutors, that is, every utterance enters into either processes of alignment or disalignment with others, helping readers to understand the types of ideological solidarity that writers maintain with their potential readers. In addition, Martin and White (2005) describe appraisal as a discourse-semantic approach that is based on the general theory of SFL, in the context of its rich developing descriptions of phonology, graphology, lexicogrammar, register and genre (see, 2.4.1).

Furthermore, concerning the sub-system of engagement, two of the most commonly used models of evaluation, like, ‘stance’ (e.g., Conrad & Biber, 1989) and ‘metadiscourse’ (e.g., Hyland, 2005) employ a number of discrete linguistic markers, such as, *first-person pronouns, modals, attitudinal adjectives, etc.* However, these models can be described to be less comprehensive than the more recent engagement approach embedded within appraisal theory because they offer little justification for the reason why a particular linguistic feature is selected from among other equally important features (Alramadan, 2020).

3.3 Appraisal Framework

Appraisal is one approach to evaluation. It is concerned with the kinds of attitudes negotiated in a text, the intensity of the feelings involved, and the ways in which values are sourced and readers aligned (Martin & Rose, 2003). Appraisal is a discourse semantic system construing interpersonal meaning. It includes three interacting domains (See Figure 3.1): **attitude**, **engagement** and **graduation**. **Attitude** deals with feelings, judgements of behaviour, and evaluation of things. **Engagement** is concerned with sourcing attitudes and voices around opinions in discourse. **Graduation** has to do with grading phenomena whereby feelings or attitudes are amplified and categories blurred (Martin & White, 2005). (See Chapter 2, Section 2.4).

Figure (3.1): *Appraisal Resources* (Martin & White, 2005, p. 38)

3.3.1 Attitude

Attitudes deal with evaluating things, people's character, and their feelings. Such evaluations may be more or less intense; that is, they may be either more or less amplified (graduation). **Attitude** can be the writer's or it may be ascribed to someone else (engagement) (Martin & Rose, 2003). **Attitude** is described by Thompson (2016) as the system in which the core systems of evaluative choices are captured. This system includes three semantic regions covering what is traditionally known as emotion (**affect**), ethics (**judgment**), and aesthetics (**appreciation**) (Otieza, 2017). (See, 2.3.6).

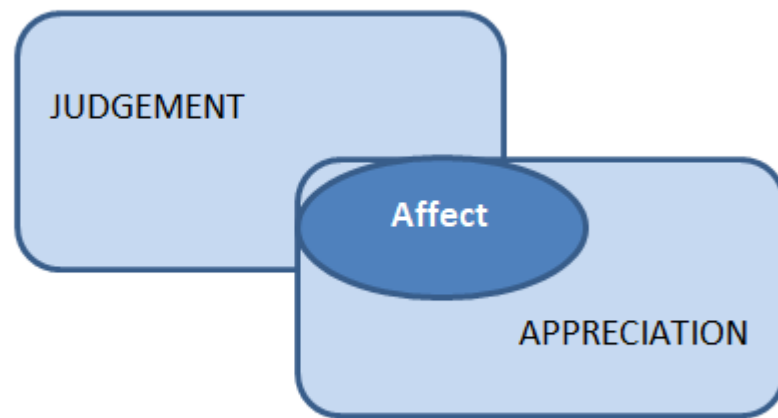
Furthermore, emotion is considered to be at the heart of these semantic regions because it is the expressive source people are born with and embody physiologically from the moment of their birth (Martin &

White, 2005). In appraisal system, the emotive dimension of meaning is referred to as ‘**affect**’ (See 2.3.2). **Affect** is considered to be the basic sub-system and the other two (**judgement** and **appreciation**) are institutionalised feelings (Martin, 2000b).

Figure (3.2): *Judgement and Appreciation as Institutionalised Affect* (Martin, 2000b, p.147)

ethics/ morality (rules and regulations)

feeling institutionalised as proposals



feeling institutionalised as propositions
aesthetics/ value (criteria and assessment)

The term ‘**judgement**’ is associated with the way in which people evaluate other people, either in terms of their abilities or behaviour, and whether this evaluation accords with moral and legal norms (e.g., *kind*, *powerful*, *corrupt*). Finally, the term ‘**appreciation**’ refers to the general appraising of objects with respect to an aesthetic point of view (Cavasso & Taboada, 2021).

3.3.1.1 Affect

Affect is viewed as a semantic resource applied for construing emotions. What is important about the appraisal system is that it is holistic and culture-specific, unlike that of Wierzbicka (1996, 1999), who proposes a universal set of semantic primitives, focusing on one emotion at a certain period of time across languages and culture (Martin, 2000b).

Martin and Rose (2003) point out that **affect** can be realised by different grammatical niches. In Halliday's terms (1994), these involve **qualities**, **processes** and **comments** as shown in Table (3.1):

Table (3.1): *Grammatical Niches of Affect* (Martin & Rose, 2003, p. 64)

	Describing participants	A happy girl	Epithet
Quality	Attributed participants	The girl was happy	Attribute
	Manner of process	The girl played happily	Circumstance
process	Affective mental	The present pleased the girl	Process (effective)
	Affective behavioural	The girl smiled	Process (middle)
Comment	Desiderative comment	Happily, she had a long nap	Modal Adjunct

Furthermore, Oteiza (2017) mentions the following factors which determine the classification of affect:

1. Feelings can be either positive or negative, following the idea that feelings are constructed by the culture as either positive or negative:

Positive: The policeman was **happy**.

Negative: The policeman was **sad**.

2. Feelings can be realised as “a surge of emotion” which involves some kind of paralinguistic and extralinguistic factors, or a kind of emotive state or ongoing mental process. This distinction can be grammatically realised as:

Behavioural surge: the girl **laughed**.

Mental process: the girl **liked** the present.

Relational process: The girl **felt happy**.

3. Feelings might be realised as directed at, or reacting to, some emotional trigger or as a general ongoing mood. This distinction can be grammatically codified as:

Reaction to other: The worker **disliked** the boss/ the boss **displeased** the worker.

Undirected mood: The worker was **sad**.

4. Feelings may be graded towards either the lower or the higher valued end of a scale of intensity:

Low: the girl **liked** the present.

Median: the girl **loved** the present.

High: the girl **adored** the present.

5. Feelings can be realised as involving intention, rather than reaction, related to a stimulus that is **irrealis** rather **realis**. This opposition is codified grammatically as:

Realis: the girl **liked** the present.

Irrealis: the girl **wanted** the present.

6. The last factor groups feelings into three major sub-categories:

In/security: the girl was **anxious/ confident**.

Dis/satisfaction: the girl was **fed up/ absorbed**.

Un/happiness: the girl was **sad/ happy**.

Moreover, affect can be realised by means of a grammatical metaphor, which involves nominalised realisations of qualities (*joy, sadness, sorrow*) or processes (*grief, sobs*) (Oteiza, 2017).

Furthermore, Martin and Rose (2003) group emotions into three basic sets: **un/happiness**, **in/security** and **dis/satisfaction**. Each group involves examples of both emotional dispositions and surges of behaviour. Each group also involves positive and negative feelings, with examples that express three degrees of intensity.

Table (3.2): *The variables of Un/happiness (Martin & White, 2005, p. 49)*

Unhappiness	Surge (of behaviour)	Disposition
Unhappiness misery' [mood 'in me']	Whimper cry wail	down [low] sad [median] miserable [high]
Unhappiness: antipathy [directed feeling: 'at you']	rubbish abuse revile	dislike hate abhor
Happiness: cheer	chuckle laugh rejoice	cheerful buoyant jubilant
Happiness: affection	shake hands hug embrace	be fond of love adore

The **unhappiness** set of meanings covers emotions which are concerned with 'affairs of the heart', such as, *sadness*, *anger*, *happiness* and *love*. The unhappiness variable is likely to come first to mind when we think about emotions (Martin & Rose, 2003; Martin & White, 2005). As for unhappiness, Table (3.2) shows two types of feelings: first, '*misery*' is related to mood and directed to oneself (e.g., *whimper*, *cry*, *wail*, etc.). Second, '*antipathy*' shows a kind of hatred feeling directed to someone else (e.g., *rubbish*, *abuse*, etc.). *Cheer* and *affection*, on the other hand, show the feelings of happiness (e.g., *laugh*, *rejoice*, *hug*, *cuddle*, etc.). Each set of these feelings is scaled as in *down* [low], *sad* [median], and *miserable* [high]).

Table (3.3): *The Variables of In/security (Martin & White, 2005, p. 50)*

In/security	Surge (of behaviour)	Disposition
In/security: disquiet	restless twitching shaking	uneasy anxious freaked out
In/security: surprise	start cry out faint	startled jolted staggered
Security: confidence	declare assert proclaim	confident assured boastful
Security: trust	delegate commit entrust	comfortable with confident in/about trusting

The **in/security** variable refers to meanings covering feelings or emotions of peace and anxiety in relation to our environs and the people who share these environs with us. This set of feelings is related to ecosocial well-being, such as anxiety, fear, confidence and trust (Martin, 2000b). In stereotypically gendered communities, this type of feelings has to do with ‘mothering’ in the home-used for protection from the world outside (Martin & White, 2005).

Table (3.4): *The Variables of Dis/satisfaction (Martin & Rose, 2003, p. 67)*

Dis/satisfaction	Surge (of behaviour)	Disposition
Dissatisfaction: ennui	fidget yawn turn out	bored fed up exasperated
Dissatisfaction: displeasure	caution scold castigate	cross angry furious
Satisfaction: interest	attentive busy flat out	curious absorbed engrossed
Satisfaction: admiration	pat on the back compliment reward	satisfied impressed proud

Dis/satisfaction variable is concerned with feelings of achievement and frustration in relation to our activities in which we are engaged, such as, for example, our roles as both participants and spectators. In stereotypically gendered communities, this type of feelings is associated with ‘fathering’-used for learning and accomplishment. Feelings of this kind are sensitive to how active a role people are playing in the activity they are reacting to. For example, they get angry as frustrated participants in an activity, but fed up as spectators; they are pleased with their own achievements but charmed by others (Martin & White, 2005).

Table (3.5): *Options for Affect (Martin & Rose, 2003, p. 32)*

Positive	We are ecstatic We never celebrated
Negative	I was torn to pieces I can't explain the pain and bitterness in me.
Direct	Emotional state: wild consuming fear Physical expression: shake uncontrollably
Implicit	Extraordinary behaviour: wander from window to window Metaphor: ice cold in a sweltering night

Affect can be either **positive** or **negative**, and it can be realised **directly** or **implicitly** in text. Direct (inscribed) and implicit (invoked) realisations are often seen work together in order to establish the mood of phases of discourse (Martin & Rose, 2003).

Furthermore, evaluation conveyed via the use of attitudinal lexis in discourse is termed as ‘direct’ or ‘inscribed.’ Evaluation may be expressed not through a single item but, rather, as a whole phrase as the case with “*fighting mad*” or “*tears were falling down.*” The point here is that the selection of ideational meaning is sufficient to invoke meaning, even in the absence of the lexical item (attitudinal lexis) that helps us express our feelings directly. Ideational meaning can also be used to provoke an attitudinal response in readers. This is functionally achieved via the use of lexical metaphor, as in “*We bought like a market.*” In addition, invoked evaluation can be indicated via the use of non-core vocabulary, which is in some sense associated with a lexicalized circumstance that is infused into the core meaning of a word, as in ‘*herd*’ which means ‘*gather*’ in a certain context. Both lexical metaphor and non-core vocabulary have the effect to intensify feeling (Martin & White, 2005, pp. 61-6).

3.3.1.2 Judgement

Martin (2000b) defines **judgement** as “the realm of ethical and moral assessments of human behaviour, drawing on and constructing norms

about how people should and shouldn't behave" (p.155). Judgement is concerned with our attitudes about people, their behaviour, and character (Martin & White, 2005). It is divided into two major variables, **social esteem** (personal judgement) and **social sanction** (moral judgement). *Social esteem* includes admiration and criticism, typically without legal implications; if you face difficulties in this region you may need a therapist. *Social sanction*, on the other hand, includes praise and condemnation; if you have difficulties in this region you may need a lawyer. *Social esteem* is further subdivided into three variables: **normality** (how usual someone is), **capacity** (how capable they are), and **tenacity** (how resolute they are). *Social sanction* is concerned with **veracity** (how truthful someone is) and **propriety** (how ethical someone is) (Martin, 2000b). Tables (3.6) and (3.7) show each type with positive and negative variables.

Table (3.6): *Judgement-Social Esteem* (Martin & Rose, 2003, p. 68)

Social Esteem	Positive [admire]	Negative [criticise]
Normality 'how special?'	lucky, fortunate, charmed ...; normal, natural, familiar ...; cool, stable, predictable ...; in, fashionable, avant garde ...; celebrated, unsung ...	unlucky, hapless, star-crossed ...; odd, peculiar, eccentric ...; erratic, unpredictable ...; dated, daggy, retrograde ...; obscure, also-ran ...
Capacity 'how capable?'	powerful, vigorous, robust ...; sound, healthy, fit ...; adult, mature, experienced witty, humorous, droll ...; insightful, clever, gifted ...; balanced, together, sane ...; sensible, expert, shrewd ...; literate, educated, learned ...; competent, accomplished ...; successful, productive ...	mild, weak, whimpy ...; unsound, sick, crippled ...; immature, childish, helpless...; dull, dreary, grave ...; slow, stupid, thick ...; flaky, neurotic, insane ...; naive, inexperienced, foolish ...; illiterate, uneducated, ignorant ...; incompetent; unaccomplished ...; unsuccessful, unproductive ...
Tenacity 'how dependable'	plucky, brave, heroic ...; cautious, wary, patient ...; careful, thorough, meticulous tireless, persevering, resolute ...; reliable, dependable ...; faithful, loyal, constant ...; flexible, adaptable, accommodating	timid, cowardly, gutless ...; rash, impatient, impetuous ...; hasty, capricious, reckless ...; weak, distracted, despondent ...; unreliable, undependable ...; unfaithful, disloyal, inconstant ...; stubborn, obstinate, wilful ...

Table (3.7): *Judgement-Social Sanction* (Martin & Rose, 2003, p. 68)

Social sanction 'mortal'	Positive [praise]	Negative [condemn]
veracity [truth] 'how honest?'	truthful, honest, credible ...; frank, candid, direct ...; discrete, tactful ...	dishonest, deceitful, lying ...; deceptive, manipulative, devious ...; blunt, blabbermouth ...
propriety [ethics] 'how far beyond reproach?'	good, moral, ethical ...; law abiding, fair, just ...; sensitive, kind, caring ...; unassuming, modest, humble ...; polite, respectful, reverent ...; altruistic, generous, charitable ...	bad, immoral, evil ...; corrupt, unfair, unjust ...; insensitive, mean, cruel ...; vain, snobby, arrogant ...; rude, discourteous, irreverent ...; selfish, greedy, avaricious ...

Martin and Rose (2003, pp. 32-4) argue that, as with affect, judgement can be positive or negative or expressed explicitly or implicitly. But unlike affect, judgements distinguish between personal judgements of admiration or criticism and moral judgements of praise or condemnation, as noted above in Tables (3.6) and (3.7), respectively. An example of explicit positive personal judgement is shown in sentence (1), whereas sentence (2) provides an explicit negative personal judgement:

1. He is a *beautiful, big, strong* person.
2. He was a *stubborn, odd* man.

In addition, an example of implicit positive personal judgement is presented in sentence (3), while sentence (4) provides an implicit negative personal judgement:

3. He was working in *a top security structure*.
4. *I can't explain the pain and bitterness in me...*

Like personal judgements, moral judgements can be positive or negative. Sentence (5) is an example of explicit positive (praising) judgement, whereas sentence (6) presents an explicit negative (condemning) judgement:

5. Their leaders have *the guts*.
6. Our leaders are *too holy*.

Additionally, moral judgements can be expressed implicitly as in sentences (7) and (8), which show the positive and negative judgements, respectively:

7. I envy and respect *the people of struggle*...

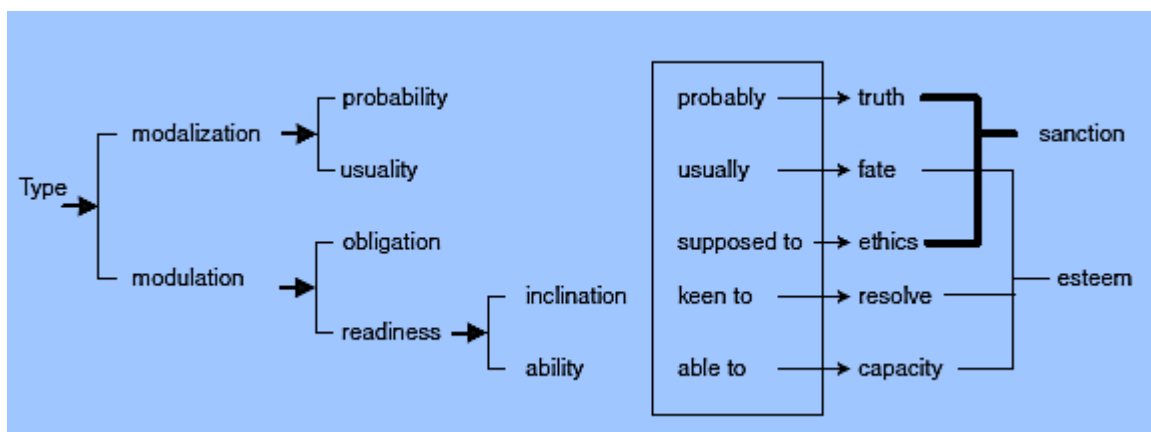
8. ...*'those at the top'* were again targeting the next *'permenant removal from society'*...

Metaphor plays a crucial role in judgements, as in (9) which shows how leaders wash the blood off their hands, an example of the African-American carcasses, and how they have the life chocked out of them with legislation:

9. And today they all *wash their hands* in innocence.

Judgement is also reflected through the system of **modalisation**. Halliday (1994) mentions two types of modality: **modalisation** (epistemic modality) and **modulation** (deontic modality). **Modalisation** is concerned with the modality of proposition (statements and questions), as opposed to **modulation** which deals with the modality of proposals (commands and offers). **Modalisation** involves two kinds of possibilities: probability (e.g., *possibly*, *probably*, and *certainly*) and usuality (e.g., *sometimes*, *usually*, and *always*). Figure (3.4) below shows modality and the types of judgements:

Figure (3.3): *Modality and Types of Judgements* (Martin & White, 2005, p. 54)



In addition, Martin and White (2005, p. 55) argue that modalisation of probability in mood is concerned with lexicalised judgements of veracity:

10. She is ***certainly*** disobedient.

Similarly, modalities of usuality are related to judgements of normality:

11. She is ***often*** disobedient.

Likewise, ability or capacity is realised in:

12. She ***can*** go.

As for proposals, modulations of inclination are related to lexicalised tenacity:

13. I'm ***determined*** to go.

And modulations of obligation are related to lexicalised judgements of propriety:

14. She is ***supposed*** to go.

3.3.1.3 Appreciation

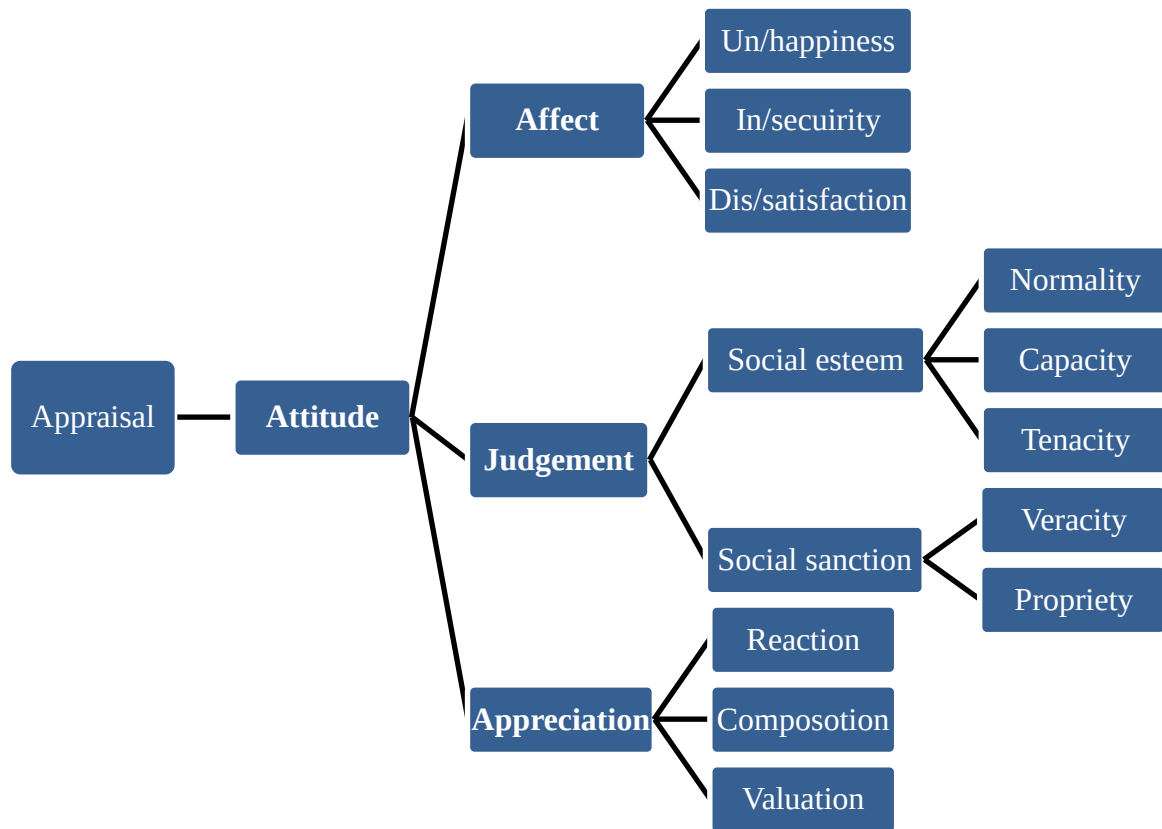
Thompson (2016) defines **appreciation** as “the realm of aesthetic assessments of products, performances and naturally occurring phenomena” (p. 171). It is concerned with our evaluations of things, such as TV show, books, films, CDs; about paintings, sculpture homes, parks, etc. (Martin & Rose, 2003). Like affect and judgement, appreciation can be positive or negative and direct (inscribed) or implicit (invoked). The system of appreciation involves three variables: **reaction**, **composition**, and **valuation**. *Reaction* has to do with our reactions to things, and how they emotionally attract us. *Composition* is concerned with our perception of proportionality (composition is either balanced or complex). *Valuation* is related to the way people assess the social significance of the text or process (Martin, 2000b). Additionally, Thompson (2016) suggests that *reaction* is associated with “it is exciting,” *composition* with “it is harmonious” and *valuation* with “it is innovative” (p. 172).

Table (3.8): *Types of Appreciation (Martin & White, 2005, p. 56)*

	Positive	Negative
Reaction: impact “did it grab me?”	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 “did I like it?”	okay, fine, good ... lovely, beautiful, splendid ...; appealing, enchanting, welcome ...	bad, yuk, nasty ...; plain, ugly, grotesque ...; repulsive, revolting, off-putting ...
Composition: balance “did it hang together?”	balanced, harmonious, unified, symmetrical, proportioned ...; consistent, considered, logical ...; shapely, curvaceous, willowly ...	unbalanced, discordant, irregular, uneven, flawed ...; contradictory, disorganised ...; shapeless, amorphous, distorted ...
Composition: Complexity “was it hard to follow?”	simple, pure, elegant ...; lucid, clear, precise ...; intricate, rich, detailed, precise ...	ornate, extravagant, byzantine ...; arcane, unclear, woolly ...; plain, monolithic, simplistic ...
Valuation: “was it worthwhile?”	penetrating, profound, deep ...; innovative, original, creative ...; timely, long awaited, landmark ...; inimitable, exceptional, unique ...; authentic, real, genuine ...; valuable, priceless, worthwhile ...; appropriate, helpful, effective ...	shallow, reductive, insignificant ...; derivative, conventional, prosaic ...; dated, overdue, untimely ...; dime-a-dozen, everyday, common; fake, bogus, glitzy ...; worthless, shoddy, pricey ...; ineffective, useless, write-off ...

Grammatically, **reaction**, **composition**, and **valuation** might be reconsidered in relation to mental processes. *Reaction* is concerned with affection (emotive-‘it grabs me,’ ‘I want it’); *composition* is related to perception (our view of order); and *valuation* is concerned with cognition (our considered opinions). Alternatively, appreciation variables can be explained metafunctionally- *reaction* is associated with interpersonal meaning, *composition* with textual organisation, and *valuation* with ideational meaning (Martin & White, 2005).

Figure (3.4): An Overview of the Attitude Sub-system



3.3.2 Engagement

Engagement, as argued by Hood (2019), is the second system of appraisal theory which is concerned with negotiating intersubjective stance in discourse. This system distinguishes between two types of text, ‘single - voiced’ and ‘multi- voiced,’ often referred to by Bakhtin (1981) as ‘**monoglossia**’ and ‘**heteroglossia**.’ Propositions in monoglossic text offer no space for any type of negotiation or alternative positions. Martin and White (2005) refer to **monoglossic** text as ‘bare’ or categorical assertion which is characterised as “intersubjectively neutral, objective or even factual” (pp. 98-9).

Heteroglossia, by contrast, refers to “the key resources by which voices other than the writer’s can be introduced into the text” (Hood, 2019, p. 394). In **heteroglossic** text, alternative viewpoints, responses, and truth values are acknowledged (Martin & White, 2005). The resources of heteroglossic text involve obvious and explicit choices for mental or verbal ‘projection’ as reporting or quoting, as well as choices where such resources are implied and processes are metaphorised (Hood, 2019).

3.3.2.1 Dialogic Perspective

Martin and White (2005) refer to a dialogic perspective as “the linguistic resources by which speakers/ writers adopt a stance towards to the value positions being referenced by the text and with respect to those they address” (p. 92). Christie and Derewianka (2008) argue that discourse is not necessarily of a single speaker; instead, attitudes of various people might be negotiated in a discourse. Heteroglossic resources enable speakers/ writers to situate themselves in particular positions with respect to the values of the imagined reader and the values of the assumed discourse community. This idea is expressed explicitly by Stubbs (1986) who points out that “whenever speakers (or writers) say anything, they encode their point of view towards it” (p. 197).

For Martin and White (2005), dialogue is not only related to face-to-face interaction or verbal communication between people but also verbal communication of any kind whatsoever. A book, for example, is not only a printed verbal performance but also an element of verbal communication between the writer and the reader. Thus, the printed verbal meaning engages in ideological value-positions, whereby it responds to a certain point of view, affirms it, anticipating it, or seeks to support, and so on. In addition, it is interesting, as further argued by Martin and White (2005), to state the degree to which authors acknowledge these prior points of view in which they are engaging. It is also interesting to know whether they present themselves as agreeing or disagreeing with such points of view.

3.3.2.2 Alignment and the Putative Reader

Alignment/ disalignment are part of the sub-system of engagement, which is concerned with the interplay and interaction between different voices in discourse, and how writers position their own opinions in relation to those of others (Gotti, 2009). **Alignment/ disalignment** refer to **agreement/ disagreement** respectively with regard to both attitudes and beliefs about the world, its past history, and how it should be. When writers convey their attitudinal positions, they not only express their feelings or talk about their points of view but simultaneously invite others to share such views. Thus, writers declare their attitudes in a way that makes them dialogically directed towards aligning the reader into a community of shared values and beliefs (Martin & White, 2005).

The notion of ‘**putative reader**,’ as stated by White (2020), has a relatively long history, particularly within literary texts of narrative fiction. Authors build their assumptions about how readers look at the world, and on the basis of these assumptions, make expectations as to what extent readers will respond to propositions under consideration. Schmid (2014) points out that “the term ‘implied reader’ designates ... the author’s image of the recipient that is fixed and objectified in the text by specific indexical signs” (p. 301). In a similar vein, Hasan (1999) observes that for the putative reader of monologic texts, all aspects of interaction- their social distance, status, the specific attributes of the reader- are logically created by the language of the text.

Furthermore, in order to achieve a kind of intersubjective meaning, writers are more interested in constructing for themselves a type of ‘**imagined**’ or ‘**ideal**’ reader since it is with this ‘putative reader’ that the writer is presented as more or less aligned/ disaligned (Martin & White, 2005). In addition, White (2020) argues that the effect of sharing a particular reader is often referred to as “the reader in the text” or “writing the reader into the text.” Writers, in this regard, project some particular

characteristics, values, opinions to this “absent dialogistic partner,” making indications whether or not he/ she shares their points of view with the reader. This is presented textually- as to actually assert, concur, acknowledge, doubt, disagree or otherwise have some particular view into the communicative act (p. 405).

More, specifically, White (2020) mentions three types of ‘putative reader’:

1. **Likeminded reader:** sharing or holding the same viewpoint as the author. The likeminded reader or addressee is shown as finding unproblematic the viewpoint, interpretation or valuation being currently advanced by the writer.
2. **Un-likeminded reader-** being potentially at odds with the writer- is actually or likely presented as questioning or rejecting the proposition being advanced by the writer.
3. **Uninformed or uncommitted reader** vis-à-vis the proposition being advanced. It is possible that this type of reader is not committed to the proposition being currently advanced by the writer but is nevertheless potentially persuadable.

For each type of reader, there is a particular kind of formulation employed and further advanced by the author in order to invite the reader to share or adopt the proposition currently being advanced. White (2020: 409) argues that authors, for example, employ **monoglossic assertions**, heteroglossic **concurrence**, and **countering** for the first type of reader (likeminded). **Negation** is one formulation that is used for the second type of reader or addressee (un-likeminded), who is committedly at odds with the writer. Authors often employ formulations of ‘**epistemic modality**,’ ‘**evidentiality**’ and ‘**hedges**’ for the last type of reader or addressee (uninformed), who is potentially not committed to, or aware of, the proposition being currently advanced.

In appraisal model, the issue of alignment/ disalignment is made central to the attitudinal resources as how solidarity is built. Solidarity is not simply a matter of ideational or attitudinal agreement but a complicated relationship, whereby writers maintain solidarity with those with whom they disagree by presenting themselves as recognising this diversity of opinions as valid and by showing themselves as prepared to engage with these positions. Solidarity, thus, is not a matter of agreement/ disagreement but how to tolerate alternative viewpoints, and the communality into which the writer aligns the reader is one issue in which the diversity of opinion is realised as natural and legitimate (Martin & White, 2005).

3.3.2.3 Engagement and Bare Assertions

Lyons (1977) makes a contrast between the objective bare assertion, which he calls ‘factive,’ and the subjective modalised utterance, which he calls ‘non-factive.’ But, as emphasised by Martin and White (2005), this distinction does not account for the dialogistic perspective of such formulations, focusing only on the issue of truth conditions.

In the appraisal framework, ‘bare’ or **categorical assertions** are referred to as monoglossic formulations. Such formulations are understood as involving an option by the speaker not to engage with the multiplicity of other voices and related value positions in which propositions are located. **Bare assertions** are, thus, monoglossic in that they present the voice of the speaker as isolated from the heteroglossic environment in which all verbal communication is situated (White, 2021).

In a similar vein, Martin and White (2005) argue that **bare assertions** are contrasted with heteroglossic choices in not overtly referring to other voices or observing alternative positions. The communicative context, as a consequence, is construed as a single voice, monoglossic or ‘undialogised.’ By this, the speaker presents the proposition being advanced as one which has no dialogistic alternatives, for example: “*The banks have been greedy.*” This proposition is monoglossic, making no reference to other

voices or opinions, but the matter is different when, for example, **modalisation** or **negation** is used, as in “*The banks haven’t been greedy.*” **Denial** is employed as a different voice from the implied positive one (p. 99).

Authors exploit monoglossic **bare assertions** to construe the ‘**likeminded**’ putative reader on the basic assumption that authors imply that the reader already holds the same view being advanced, and that the reader will unproblematically accept it as reasonable, accurate and well-founded (White, 2021).

Monoglossic assertions introduce a key distinction regarding whether the proposition being advanced is presented as taken-for-granted or up for discussion. Taken-for-grantedness is constructed via what is often referred to as ‘**presupposition**’ (Martin and White, 2005). As for likeminded reader, White (2020) suggests that there is a distinction between **bare assertion** and ‘**presupposition.**’ As widely referred to in the philosophy of language and pragmatics, **presupposition** is associated with formulations by which a particular proposition is presented as taken-for-granted or as a universally agreed upon belief or attitude. The following extract, as cited in White (2020, p.409), is taken from Sydney Morning Herald, 28 July 2004:

1. “*I am not blind to Israel’s faults. I deplore the rightwards shift of the nation’s political culture. I mourn the collapse of Labour Zionism.*”

In the above example, the propositions that Israel has ‘faults,’ and that there is a ‘collapse’ in Labour Zionism are treated as given, unproblematic and dialogistically inert. In these two cases, the ‘**presupposition**’ includes the use of nominalisations (‘Israel’s fault,’ and ‘collapse’) together with clausal arrangements by which the propositions being advanced are made inaccessible to direct argumentation.

The **bare assertion** is the second type of monoglossic formulations which construes the proposition being in advance as unproblematic for the

putative reader, implying that the reader holds the same view as the author.

The following extract is cited in White (2020, p. 409):

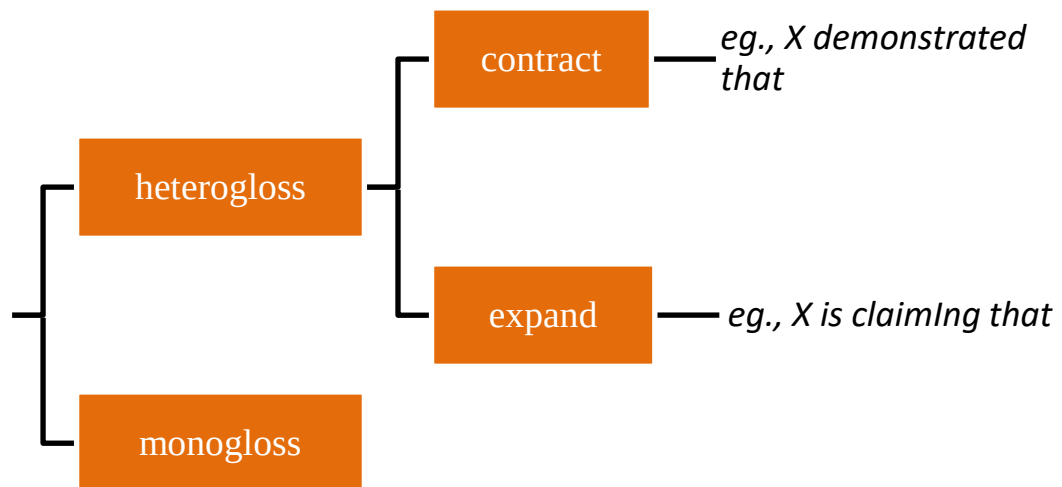
2. *“The West Bank settlements are a cancer eating away at Israel’s democratic soul.”*

Additionally, Martin and White (2005) state that the reader does not necessarily share the author’s view- who is perhaps unsure and thus looking for further guidance or who, already knows the author’s direction, is still interested in further discussion. The text might indicate that the reader holds the opposite view and thus needs more persuasion.

3.3.2.4 Dialogic Contraction and Expansion

Hart (2014) points out that the dialogistic nature of the text is either **monoglossic** or **heteroglossic**. In **monoglossic** utterances, the position of the text introduced by the speaker/ writer is a really incontrovertible fact. On the other hand, when the position of the text is realised as a disputable issue, then the dialogistic nature of the text is heteroglossic. When dialogistic locutions are acknowledged, speakers/ writers might engage with other voices in contractive or expansive ways. The distinction between **contraction** and **expansion** is whether the locutions close down dialogic alternatives (**contraction**), or they open the space for them (**expansion**).

Figure (3.5): *Engagement: Contract and Expand* (Martin & White, 2005, p. 117).



3.3.2.4.1 The Resources of Dialogic Contraction

Dialogical contraction is a term which refers to those meanings which limit or contract the scope of alternative voices and positions. These meanings are directed towards excluding specific dialogic alternatives from any subsequent communicative interaction or towards restricting the scope of these alternative voices in the conversation (Martin & White, 2005). Dialogic contraction falls into two broad categories: **disclaim** and **proclaim**.

3.3.2.4.1.1 Disclaim

Disclaim is associated with meanings by which some alternative voices are directly rejected or supplanted (Martin & White, 2005). **Disclaim** includes two types: **deny** and **counter**.

3.3.2.4.1.1.1 Deny

Through '**denying**,' authors first present an alternative voice into the dialogue and then introduce negation to reject it (Pascual and Unger, 2010). Additionally, negative propositions invoke with them the positive propositions which they contradict (White, 2020).

Furthermore, **denial** is a sub-category mechanism with regard to alignment and putative reader. **Negation** works in two directions: first, **denial** is presented outwards the current writer-reader relationship. In this type of negation, the author presents a disalignment with some third party. **Denial**, in this sense, is constructive of the putative reader and presents the reader as susceptible to proposition being currently advanced. Second, the **denial** is directed against the reader, where the writer is presented as having greater expertise than the reader (Martin & White, 2005). As for their relation to ‘putative reader,’ **denials** are concerned with unlikeminded readers since they introduce already adopted views by the reader and correct them (White, 2020). The writer’s job, thus, is to correct rather than confront the reader. Solidarity is enhanced as long as the reader does not show any resistance regarding the view presented by the writer (Martin & White, 2005).

3.3.2.4.1.1.2 Counter

Countering, on the other hand, is associated with introducing an alternative voice by authors and then presenting a contrary position to the one presented earlier (Pascual & Unger, 2010).

Cowan (2008) argues that there are concessive conjunctions that writers employ to indicate that they are countering an expectation. Readers usually have prior expectations about what will come later in the text; writers take this fact into consideration. In other words, writers admit the existence of other voices in addition to their own. For example:

1. “*Eyes flashed, **but** dull like the dead*” (p. 555).

Martin and Rose (2003) state that ‘*but*’ is the most common conjunction to express concession. But there are other concessive conjunctions that express counter-expectancy, including *however* and *although*, and variations on the theme, including *even if*, *even by*, *in fact*, *at least*, *indeed*, *nevertheless*, etc. For example:

2. “***Even if** God forgives me, I have to live with this hell*” (p. 57).

Even if in the above example means more than expected-given the condition of forgiveness by God, His continued hell is rather unexpected.

Cowan (2008) points out that concessive clauses are often referred to as contrast clauses. The major subordinators that introduce contrast are *although (though), whereas, while*. For example:

3. “*Sarah doesn’t speak English **although** she grew up in London*” (p. 555).

In addition, the independent clauses express the unexpected situation. The expectation, in the above example, is that Sarah would be able to speak English if she grew up in London. In spite of the truth expressed in the contrast clause, there is an unexpected situation (counter-expectancy) that the main clause would be false.

Furthermore, Martin and Rose (2003) mention another set of resources used for adjusting expectations known as ‘**continuatives**.’ Unlike conjunctions, **continuatives** occur inside the clause. They include words such as, *already, finally, still and only, just, even*. **Continuatives** indicate that something may happen sooner or later than expected, or persist longer than one might expect:

4. “*It was the beginning of a good relationship. They **even** spoke about marriage*” (p. 58).

As for alignment and writer-reader relationship, **counters** are similar to denials in that they project on to the reader particular viewpoints or expectations. Frequently, **counters**, such as, for example, *but, however, although*, etc. align rather than disalign in that they construe the writer as sharing particular viewpoints or beliefs with the reader. The writer is presented as astonished or surprised by such viewpoints or beliefs as it is assumed the reader will be (Martin & White, 2005). Additionally, **countering** is such a mechanism for construing **likeminded readers**, that is, the reader will share with the writer the same view that some report, piece of news or situation is surprising or unexpected (White, 2020).

Solidarity is at risk since the reader doesn't happen to subscribe to the implied taken-for-granted assertion. Thus, the reader regards it natural for divorcing couples to remain on good terms because the viewpoint which both the writer and the reader object to is taken for granted (Martin & White, 2005).

3.3.2.4.1.2 Proclaim

Proclaim is concerned with meanings by which some dialogical voices are added or emphasized (Martin & White, 2005). **Proclaim** includes three sub-types: **concur**, **endorse**, and **pronounce**.

3.3.2.4.1.2.1 Concur

Martin and White (2005) point out that the category of '**concur**' is associated with formulations which explicitly present the author as agreeing with, or having the same viewpoint as, some projected dialogic partner. This dialogic partner is typically the text's **putative reader**. Huan (2018) defines '**concur**' as those "semantic values which explicitly project the writer as affirming the voice or positioning of the putative readers" (p.14). Additionally, Pascual and Unger (2010) state that writers employ concurring formulations in order to agree with other voices; this is achieved via some interpersonal modal adjuncts which indicate a shared knowledge, such as, for example, '*of course*,' '*naturally*,' '*certainly*,' and '*obviously*.'

The relationship of **concurrence** is also realised via certain types of rhetorical or '**leading questions**'- questions which are exploited to present the writer as assuming that no answer needs to be supplied for this particular type of question on the grounds that answer being so clear. This type of question is to be contrasted with '**expository**' question of '**expansive entertain**,' where the reader is positioned to supply a particular answer (Martin & White, 2005) (See 3.3.2.4.2.1).

Martin and White (2005) further argue that **concurrence** is a source of alignment between the writer and the reader, that is, the proposition

being advanced is so common to them that agreement can be taken-for-granted, for example:

1. “Iraq: Should we go to war against these children?”

The above question leads the reader to an unavoidable answer: “*No, of course we shouldn’t go to war with these children*” (p. 123).

Similarly, White (2020) believes that writers use such types of questions in order to project values and beliefs onto the reader, whereby an authorial expectation of **concurrence** is signaled via some formulations, such as, ‘*of course,*’ ‘*obviously,*’ ‘*admittedly,*’ etc.

3.3.2.4.1.2.2 Endorse

The term ‘**endorse**’ is concerned with some external sources introduced by speakers as indisputable, reliable or correct. These external sources include some verbal processes, such as, researchers have *shown/ found/ demonstrated*, etc. (Pascual & Unger, 2010). In addition, ‘**endorse**’ refers to formulations or locutions by which propositions sourced to external voices are construed by the writer as correct, valid, or undeniable (Huan, 2018).

Furthermore, **endorsing** utterances present the authorial voice as entering into a dialogic relationship of alignment with the writer. Such dialogistically **contractive endorsements** are similar to dialogistically **expansive attribution** in the grammar of reported speech (See 3.3.2.4.2.2). However, while **expansive attributions** employ the grammar of reported speech via disassociating the proposition from the internal authorial voice, no such authorial disassociation is possible with **endorsing** formulations (Martin & White, 2005).

3.3.2.4.1.2.3 Pronounce

Huan (2018) defines ‘**pronounce**’ as an “explicit authorial intrusion into the dialogue so as to de/value the one positioning over another” (p. 14). It refers to those formulations in which the writer intervenes explicitly into the text in order to emphasize the value of the

proposition. **Pronouncement** is realised by some formulations, such as, “*I contend...*,” “*the facts of the matter are that...*,” “*the truth of the matter is that...*,” “*we can only conclude that...*,” “*you must agree that...*,” and **intensifiers**, like, ‘*really*,’ ‘*indeed*,’ etc. (Pascual & Unger, 2010, p. 267; Martin & White, 2005, p.127).

Furthermore, Swain (2010) argues that the **proclaim: pronounce** category involves formulations which express authorial emphasis or intervention in a particular context, exploited by writers in order to challenge some already assumed or referenced viewpoint. These formulations include some expressions like, ‘*indeed*,’ ‘*really*,’ ‘*in fact*,’ etc. In the example below, the writer challenges the implied view that the death penalty is a good solution for bad people:

1. “**The fact** is, by means of his death, a prisoner cannot try to be a better person” (p. 300).

Other resources include formulations described as intrusions of the writer’s personality into the text, such as “*I hold/ contend/ maintain that...*” Such pronouncing formulations are different from dialogically expansive assessments used to convey the meaning of probability, such as, “*I am convinced that...*,” or “*I think/ believe that....*,” or the ubiquitous phrases, like, “*In my view/ opinion; my opinion/ view is that....*,” which are classified into the system ‘entertain’ (Swain, 2010, p. 300).

When the **pronouncement** confronts the reader, there is a clear threat to **solidarity** since the authorial voice explicitly presents itself as at odds with the construed reader. When such a confrontation takes place, the writer will often exploit further dialogistic sources through which **solidarity** may obtain in the face of the writer-reader disalignment (Martin & White, 2005).

When **pronouncement** confronts some third party on behalf of the **putative reader**, the opposite situation applies. Here **solidarity** is built in that the writer is shown as standing with the reader in opposition to some

third party. This strategy is often exploited in political rhetoric and opinion articles (Martin & White, 2005).

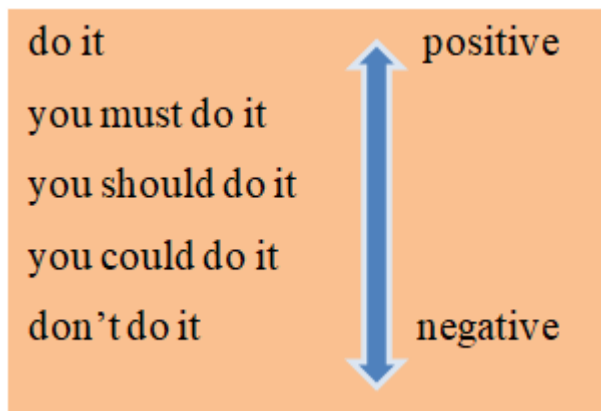
3.3.2.4.2 Dialogical expansion

Expanding formulations fall into two main categories: **‘entertain’** and **‘attribute’**:

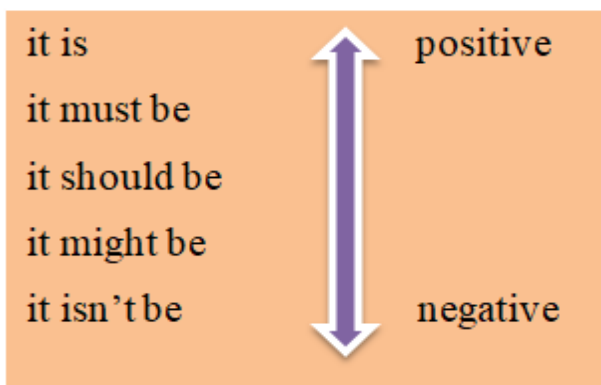
3.3.2.4.2.1 Entertain

The term **‘entertain’** is concerned with formulations through which the authorial voice presents its position as one of a number of other possible positions, and thereby allows dialogistically for other positions to intervene the text. The system **‘entertain’** is traditionally covered by the semantic domains of **‘epistemic modality’** and **‘evidentiality’** (Martin & White, 2005). Swain (2010) points out that **‘entertain’** comprises those resources which are considered as part of the categories **‘hedges’** and **‘boosters’**, and which are typically theorised as **‘epistemic probability’** like the modal verb **‘may’** used in: *“The large scale application of economic, trade or communication sanction, as happened with Italy in 1935 or more recently with Libya, Iraq (...), may represent a failure of the United Nations”* (p. 298). In this example, the modal verb **‘may’** is employed in order to express authorial caution towards the proposition being advanced.

Modality plays a crucial role in the systems of engagement and graduation of appraisal theory. It involves all linguistic features that speakers use to convey their attitudes concerning the truth or the likelihood of suggestions they introduce (Becker, 2011). Halliday and Matthiessen (2004: 97) argue that **modality** is a linguistic resource which sets up a semantic space between *yes* and *no*, a cline positioned between positive and negative poles. There are two general kinds of **modality**; one is used for negotiating services, and the other for negotiating information. Martin and Rose (2003) show how services can be negotiated as follows:



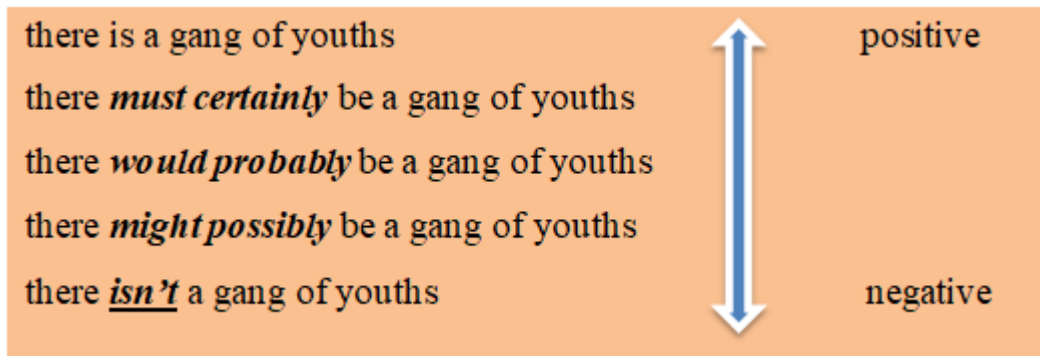
On this scale we can say ‘how obliged’ you are to act. On the other hand, statements that give information can be negotiated as follows:



This scale expresses **probability** (how probable a statement is). At the end of each pole modality is represented by the choice of positive or negative polarity. In this sense, **modality** is used as a linguistic resource for introducing additional voices into a text. Halliday (1970) views **modality** as “the speaker’s assessment of the probability of what he is saying” (p. 89).

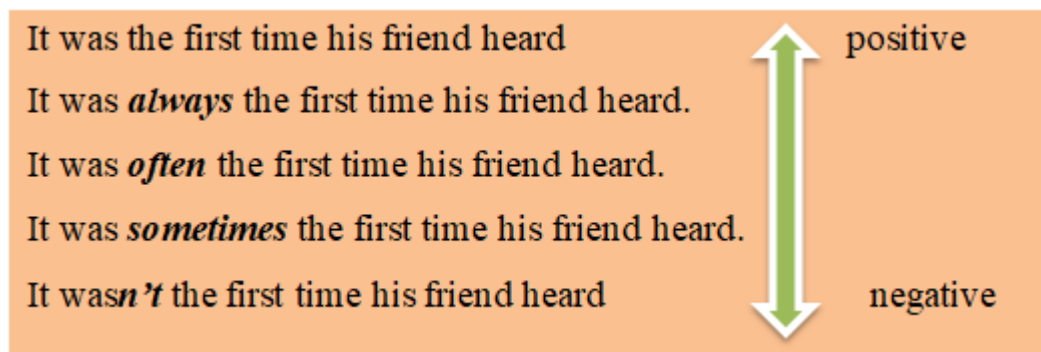
Negative polarity differs from positive polarity, that is, all things being equal, positive polarity introduces one voice while negative polarity introduces two. For example, “*This is not how justice is to be administered in South Africa forever.*” This kind of negation is a feature of persuasive writing where opposing positions need to be addressed and put aside (Martin & Rose, 2003, p. 54).

Modality provides another resource of grading polarity. There is an intervening space of *yes* and *no* between two poles. For example:



Modality functions like negation when it is considered in terms of the above scales. The modal verb *must* in the second sentence sounds assertive but it introduces an element of doubt; it is stronger than *would*. Additionally, **modality**, like polarity, introduces alternative voices about a suggestion or claim, but it is different from polarity in that it does not take these voices on and deny them explicitly; but rather it opens up a grading space of negotiation, in which various points of view can be negotiated (Martin & Rose, 2003, p. 54).

Martin and Rose (2003) show that grading is also concerned with ‘*how often*’ something occurred, along a scale like the following:



Furthermore, Hood (2019) points out that the resources of **modality** and **negation** may be used to negotiate with alternative positions. The modality in the example: “*An alternative method of investigation may be more successful*” is implicitly dialogic with “*It may not be.*” In addition, the negation in the example: *the data are not appropriate to address the questions posed.*” is likewise dialogic with “*the data are...*” (p. 395).

As for **alignment** and the **construed reader**, such **modalising** formulations make allowances for other alternative voices and positions into the proposition being advanced. However, a particular viewpoint is actually or potentially put in tension with other possible dialogistic alternatives. **Modalising** locutions form a reader who is potentially divided over the issue, and hence may not share the value position being referenced (Martin & White, 2005)

The category of ‘**entertain**’ also involves a **rhetorical question** of the ‘**expository**’ type which does not require a specific answer. These types of questions are common in newspaper headline and essay titles, like, “*Has the UN been a failure?*” (Swain, 2010, p. 298).

3.3.2.4.2 Attribute

‘**Attribution**’ has to do with disassociating the proposition from its internal authorial voice and relating it to some external source. This can be achieved via direct and indirect speech and thought. In this sense, propositions are framed by process verbs, as in “*Mr. Mandela said the Group of Eight nations have a duty to help...*” or verbs indicating mental processes (e.g., *believe*, *suspect*), as in “*Dawkins believes that religion is not an adaptive evolutionary vestige, but...*” The category of **attribution** includes nominalisations of these processes, as in “*Russia rejected the United Nations assertion that...*,” “*Chomsky’s belief that language is for individuals rather than groups,*” and adverbial adjuncts such as *according to*, as in “*He poses little threat in the world, according to Halliday*” (Martin & White, 2005, p. 111).

Like attribution, **entertain** is associated with mental process verbs such as *believe*, *suspect*, but it is easy to distinguish between the two categories in that **entertain** values introduce the internal voice of the speaker/ writer (e.g., *I believe*, *in my view*) whereas **attribution** values introduce some external voice (e.g., *Many Italians believe...*, *in Grice’s view*) (Martin & White, 2005, p. 111).

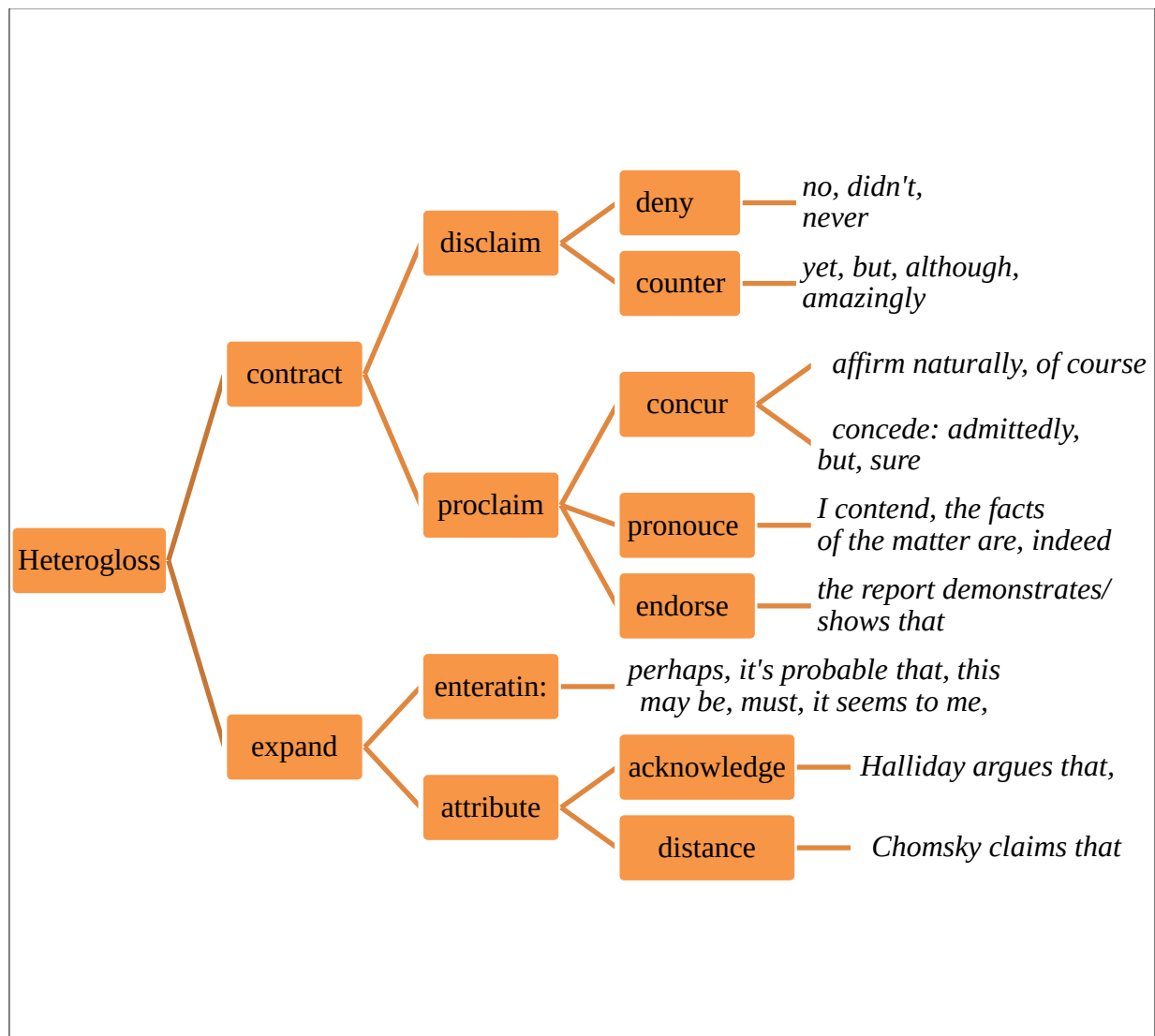
3.3.2.4.2.2.1 Attribute: Acknowledge

The term ‘**acknowledge**’ is associated with locutions where the authorial voice stands with respect to the proposition. It is the domain of reporting verbs, such as *report*, *state*, *declare*, *announce*, *believe*, and *think*. In this regard, authors and writers focus on the semantics of framing device typically the reporting verbs, especially whether or not they act to disassociate the authorial voice from the proposition (Martin & White, 2005). In other words, **acknowledgement** is employed by authors in order to express alignment, whereby the authorial voice is positioned in relation to external voices (Pascual & Unger, 2010).

3.3.2.4.2.2.2 Attribute: Distance

‘**Distance**’ includes formulations in which there is an explicit distancing from the attributed material. These formulations typically include the reporting verb, *to claim*, and ‘scare’ quotes (Martin & White, 2005). **Scare quotes** are where punctuation is used to convey that someone else’s words are being used, such as, ‘*those at the top*,’ ‘*the cliques*’ and ‘*our men*’ (Martin & Rose, 2003).

The contrast between **acknowledging attribution** and **distancing attribution** is that with the former, there is no specification as to where the authorial voice stands with respect to the proposition, leaving it open to the co-text to determine whether the authorial text is **aligned** or **disaligned** with respect to the position being advanced. The author, by using the reporting verb, ‘*to claim*’, detaches him/ herself from the responsibility of what is being reported (Martin & Rose, 2003).

Figure (3.6): *The Engagement System* (Martin & White, 2005, p. 134)

3.3.3 Graduation

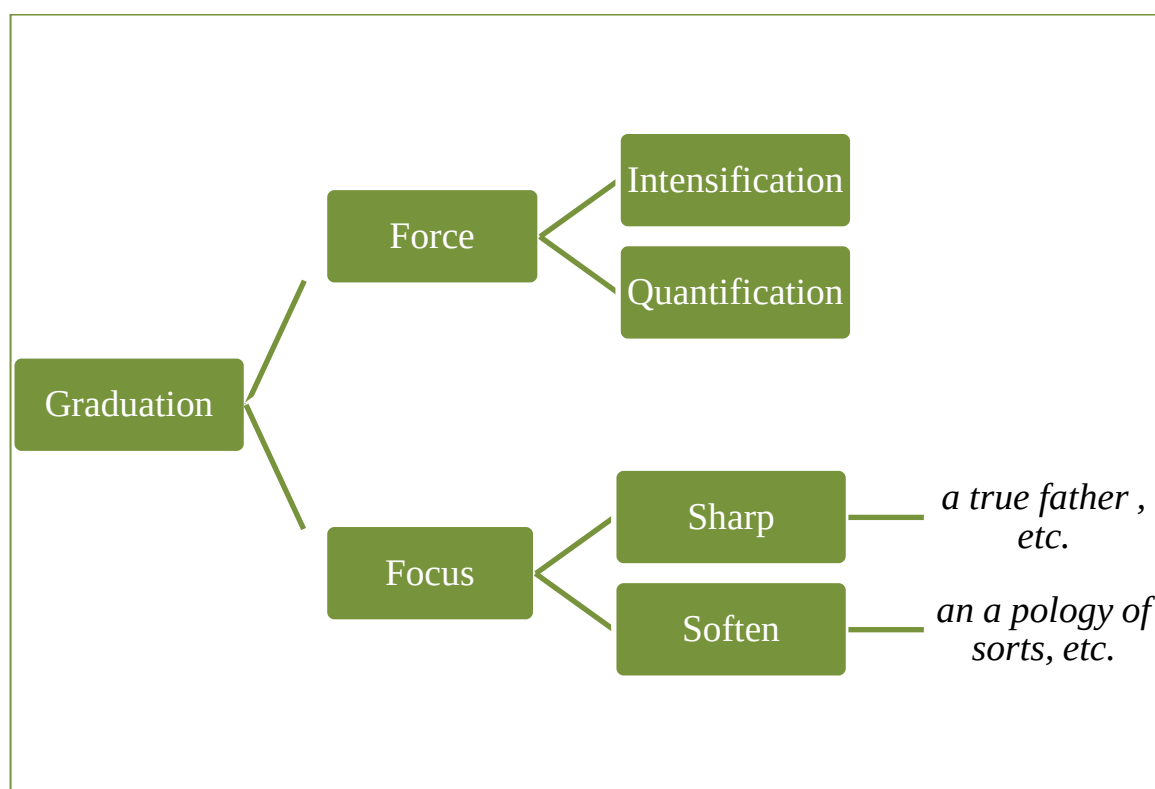
Martin and Rose (2003) point out that one important feature of attitudes is that they are gradable. This gives us the ability to say how strongly we feel about people or things. To express our feelings, we can choose from a set of a grading scale where some choices are placed at the top and others at the bottom.

Furthermore, Macken-Horarik and Isaac (2014) argue that the way in which the volume and precision of our stance is managed is crucial in the academic field, and **graduation** is the term which refers to those resources by which we can achieve this. Depending on the intensity and

type of resources employed, the author's social and individual identities are formulated as more or less authoritative and confident. The author presents his argument more or less persuasive and thus positions the ideal reader in more or less assertive ways

Martin and Rose (2003) mention two kinds of *amplification*, '**force**' and '**focus**'. **Force** is concerned with words that intensify meanings, such as, *very, really, extremely*, etc. **Focus**, as pointed out by Martin and White (2005), includes '**sharpening**' or '**softening**' categories of people and things, such as *about/ exactly* or *real/ sort of/ kind of*. This graduation system is illustrated in Figure (3.7)

Figure (3.7): *An Outline of Graduation (Martin & White, 2005, p. 138).*



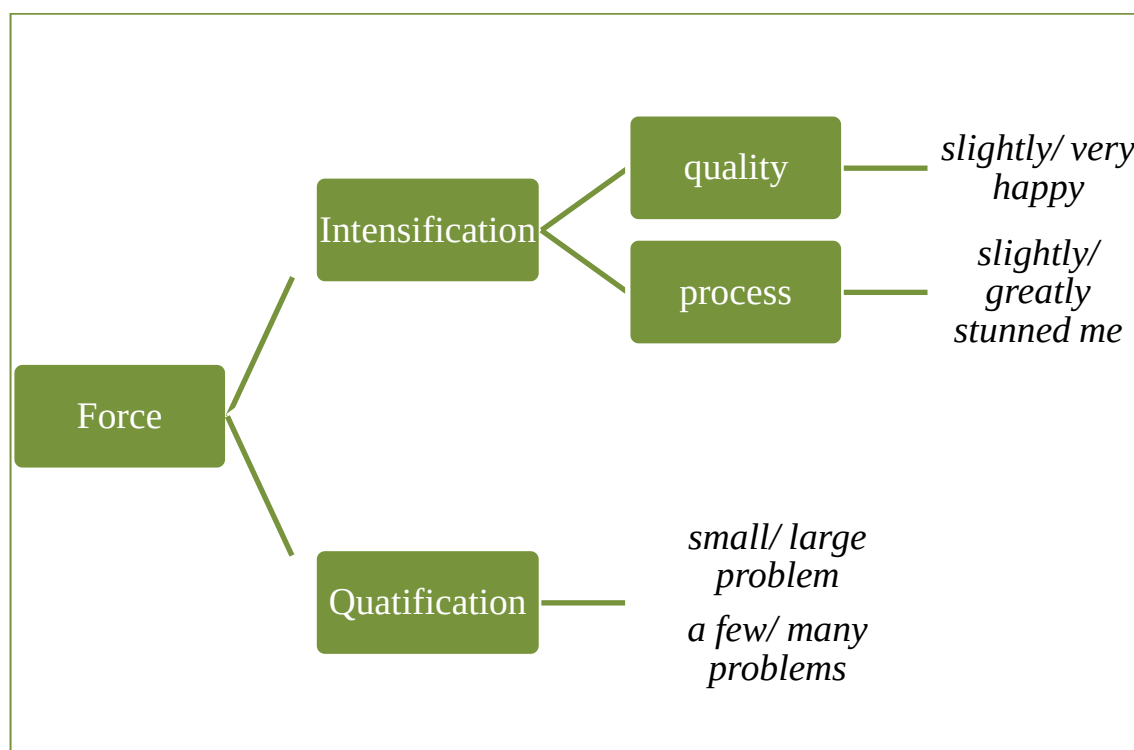
3.3.3.1 Force

Force, as stated by Hood (2019), refers to “the up-scaling or down-scaling that adjusts the '**intensification**' of a value, for example, from *important* to *very important* or to *not so important*”. Attitude, as in the

example above, is recognised as a quality, and the intensity is modified up or down. Attitude can also be realised as a process, and in this case the process is modified via intensity, as in *rigorously investigated*. This option between quality and process is referred as ‘vigour’. **Intensification** is also associated with lexicalized modulation, which modifies the proposition in terms of degree of obligation, as in “*It is vital that you follow my instructions*” (p. 389).

Unlike quality and process, evaluations of amount apply to entities. These are referred to as ‘**quantification**’, and are used to provide imprecise measuring of number (e.g., *few/ many* buildings) and imprecise measuring of mass of entities (e.g., *small/ large* amount, *nearby/ distant* mountain) (Martin and White, 2005, p. 141).

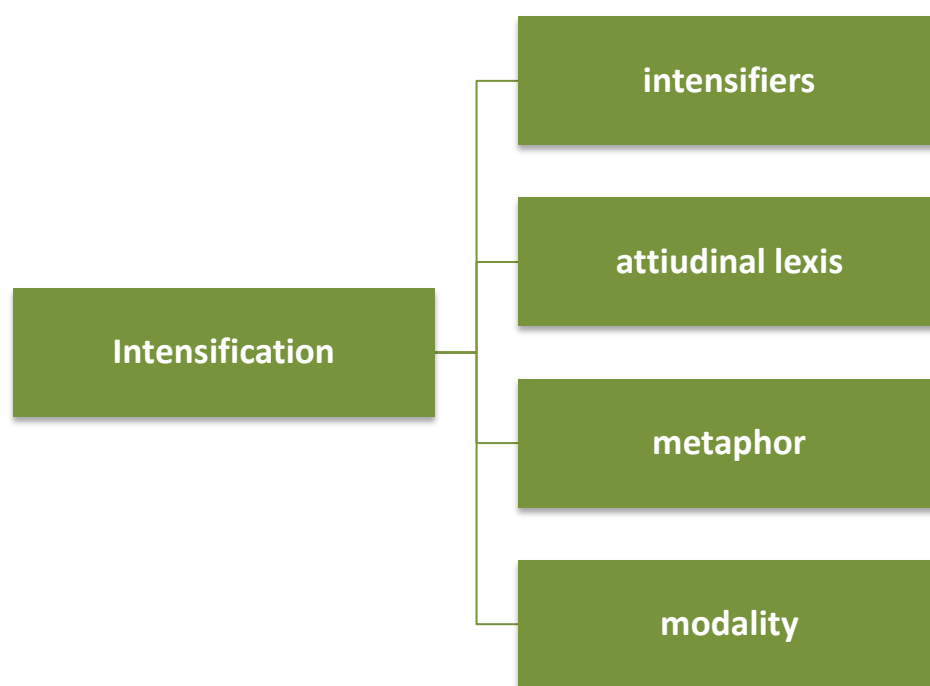
Figure (3.8): *Force: Intensification and Quantification* (Martin & White, 2005, p. 141)



Furthermore, Martin and Rose (2003) argue that the force of attitudes is amplified via a certain set of options or meanings, such as, *very*, *really*, *slightly*, *extremely*, etc. These types of words are referred to **intensifiers**.

Using intensifiers, it is often possible to compare things or to say how strongly people feel about someone or something. The second type is related to vocabulary items that involve degrees of intensity, such as *happy/ delightful/ ecstatic*. These types of words are referred to as **attitudinal lexis**. By contrast with intensifiers, vocabulary items are ‘content words’, or technically lexical items. **Metaphors** play a role in amplifying force, as in “*dull like the dead,*” or “*ice cold in sweltering night.*” Modality is a meaning via which the degree of intensity is expressed as a sequence of semantically related terms. **Modality** here is restricted to graded attitudes (p. 42) (See, 3.2.4.1.1).

Figure (3.9): *Options in the Sub-category of Intensification (Martin & Rose, 2003, p. 48)*



3.3.3.1.1 Force: Intensification

3.3.3.1.1.1 Modes of Intensification-Isolating

Martin and White (2005) argue that intensification is classified into two broad lexicogrammatical classes: ‘**isolating**’ and ‘**infusing**.’ This distinction is based on whether the up-scaling/ down-scaling is realised through an **isolated**, individual item or **infused** with a meaning which

performs some other semantic functions. **Isolating** is realised via the following:

Up/down-scaling qualities

[Pre-modification of an adjective]: e.g., *a bit sad, somewhat sad, relatively sad, fairly sad, rather sad, very sad, extremely sad, utterly sad.*

[Pre-modification of an adverb]: e.g., *slightly abruptly, fairly abruptly, quite abruptly, rather abruptly, very abruptly.*

Up/down-scaling of verbal processes: e.g., “This stunned me *slightly*, this stunned me *a bit*, this stunned me *somewhat*, this stunned me *greatly*.”

Up-down-scaling of modalities: e.g., just possible, *somewhat possible, quite possible, very possible, reasonably possible.*

Macken-Horarik and Isaac (2014) state that graduation is realised via three modes: **isolating** grades refer to grammatical items having a grammatical function; **infused** grades associated with lexical items fusing appraising meanings with a grading function; and **repetition** referring to the repeated lexical item or the whole sentence.

(Martin & White, 2005, pp. 141-3)

3.3.3.1.1.1 Isolating: Maximisation

Quirk et al. (1985) classify a group of adverbs as being located at the upper end of the scale of intensification, which they terms ‘**maximisers**,’ such as, *absolutely, completely, entirely, extremely, fully, perfectly, totally, utterly*, etc. These construe the up-scaling as being the highest intensity. For example:

1. “They fully appreciate our problem.”
2. “She entirely agrees with you.”
3. “I quite forgot about the birthday.”

(Quirk et al., 1985, p. 590)

Quirk et al. (1985) distinguishes between two main types of intensifiers, **emphasizers** and **downtoners**. Emphasizers have “a reinforcing effect on the truth value of the clause or part of the clause to

which they apply” (p. 590). Common emphasizeers are: *actually, certainly, clearly, definitely, indeed, obviously, plainly, really, surely, frankly, honestly, literally, simply, fairly, for certain, etc.* Whereas **emphasizers** indicate an increase in intensity, **downtoners** have a lowering effect, usually moving downwards from a certain point, for example: *almost, more, less, partly, hardly etc.* (Quirk et al., 1985).

In addition, Taboada et al. (2014) point out that graduating through *emphasizing intensifiers* is more common than *downtoning intensifiers*. Graduation via intensifiers sometimes develops more creativity in the sentence, as in “*That’s what makes Bad Santa such a hilariously funny movie...*” (p. 14). In this example, the expression of attitude ‘*hilariously*’ is the graduating item that intensifies the adjective ‘*funny*.’ This kind of a graduating item is often termed by Martin and Rose (2003) as **attitudinal lexis** or ‘**lexis with attitude**’ (See, 3.3.3.1).

3.3.3.1.1.2 Isolating: Lexicalisation

Intensifiers, such as *slightly, very, rather* are typically classified as ‘grammatical’ items because they are a closed set and that they have no referential meaning. However, intensification can be realised by isolated modifiers which are ‘lexical’ rather than grammatical. These are locutions which are considered as figurative, such as *ice cold, crystal clear, dirt poor*, or involve attitudinal meaning, such as, *reasonably happy, amazingly happy, perfectly happy* (Martin & White, 2005).

Moreover, the class of lexical intensifiers is considered as a productive strategy of intensification across different languages. Lexical intensifiers are linguistic units which express an intensifying meaning to the lexemes which they modify. This class of intensifiers consist mainly of adjectives (e.g., *big problem, deep interest, total failure*), and adverbs (e.g., *deeply grateful, extremely rare, perfectly awful*). In such cases, the lexical items usually express a quality (i.e., *big, deep*), and a quantity (i.e., *total*) (Piunno, 2021).

3.3.3.1.1.2 Modes of Intensification-infusion

With this type of intensification, there is no separate lexical item that conveys the up-scaling or down-scaling meaning. Rather, the scaling is conveyed as one aspect of the meaning of a single form. For example:

Quality: *contented, happy, joyous*

Process: “this *disquieted* me, this *startled* me, this *frightened* me, this *terrified* me.”

Modality: *-possible, probable, certain*

-rarely, occasionally, sometimes, often, always

(Martin & White, 2005, pp. 143-4)

3.3.3.1.1.3 Intensification of Processes-metaphor

Intensification can also be conveyed via figurative language (e.g., metaphor, simile). This can be realised either as **isolation** as in:

“*He came out like a jack in a box.*” (high degree of vigour)

Or as **infusion**, for example:

1. “*Prices have sky-rocketed.*” (high degree of vigour)

2. “*The water dribbled from the tap.*” (low degree of vigour)

(Martin & White, 2005, p. 149)

Additionally, Macken-Horarik and Isaac (2014) point out that intensifying attitude via lexical metaphor in processes is more powerful, especially, in narrative, for example: “*She wanted to turn off its realness.*” The verb ‘turn off’ in this example conveys an invoked meaning of **[insecurity: disquiet]** (p. 77).

Table (3:9): *Features Combination for Quality Intensifications (Qualities)*
(Martin & White, 2005, p. 149)

Infusion		Isolation	
contented, happy, joyous	Grammatical	lexical	
	slightly greedy, relatively greedy, very greedy	non-figurative	figurative
		dreadfully poor (attitudinal)	dirt poor (attitudinal) ice cold (non-attitudinal)

Table (3.10): *Features Combination for Process Intensification*
(Processes) (Martin & White, 2005, p. 149)

Infusion		Isolation		
non-figurative	figurative	grammatical	lexical	
likes loves adores	prices inched up prices sky-rocketed	slightly reduce greatly reduce	non-figurative	figurative
			move slowly (non-attitudinal) fell dramatically (attitudinal)	came out like a jack in a box (non-attitudinal) wander about like Brown's cows (attitudinal)

3.3.3.1.2 Force: Quantification

Quantification involves scaling in terms of **number** (e.g., *amount*, *volume*, *mass*) or **extent** covering *proximity* or *distribution* (Hood, 2019). The quantified entity, as argued by Martin and White (2005, pp. 149-152), is either concrete (e.g., *large shark*, *many sharks*) or abstract (e.g., *a large problem*, *many problems*). The attitudinal meaning is conveyed via these abstract entities. For example:

Affect: “I have many worries about her performance.”

Judgement: “There is vast corruption in the elected government.”

Appreciation: “There are a few problems with his article.”

Abstract entities may be realised in terms of qualities or processes. For example:

a slight concern (quantified entity) vs. *slightly concerned* (intensified quality/ process).

a huge success (quantified entity) vs. *very successful* (intensified quality).

(Martin & White, 2005, pp. 149-152)

Furthermore, formulations such as *a huge disappointment/ a slight concern* include quantification when considered from the lexicogrammatical perspective, and intensification from the perspective of discourse semantics. Martin and White (2005) give preference to lexicogrammar and classify such instances as quantification.

Quirk et al. (1985, p. 602) state that quantifiers are a major type of intensification, classifying them as:

-most of the minimizers;

-**the compromisers:** such as, *enough*, *sufficiently*;

-**the boosters:** such as, *much*, *a lot*, *a good deal*, *a great deal*;

-**the diminishers:** such as, *a bit*, *a little*, *least*, *somewhat*, *to some extent*.

It is also possible to contrast several uses of, for example, *a lot*:

1. “I like them a lot.” [to a great extent- booster intensifier]

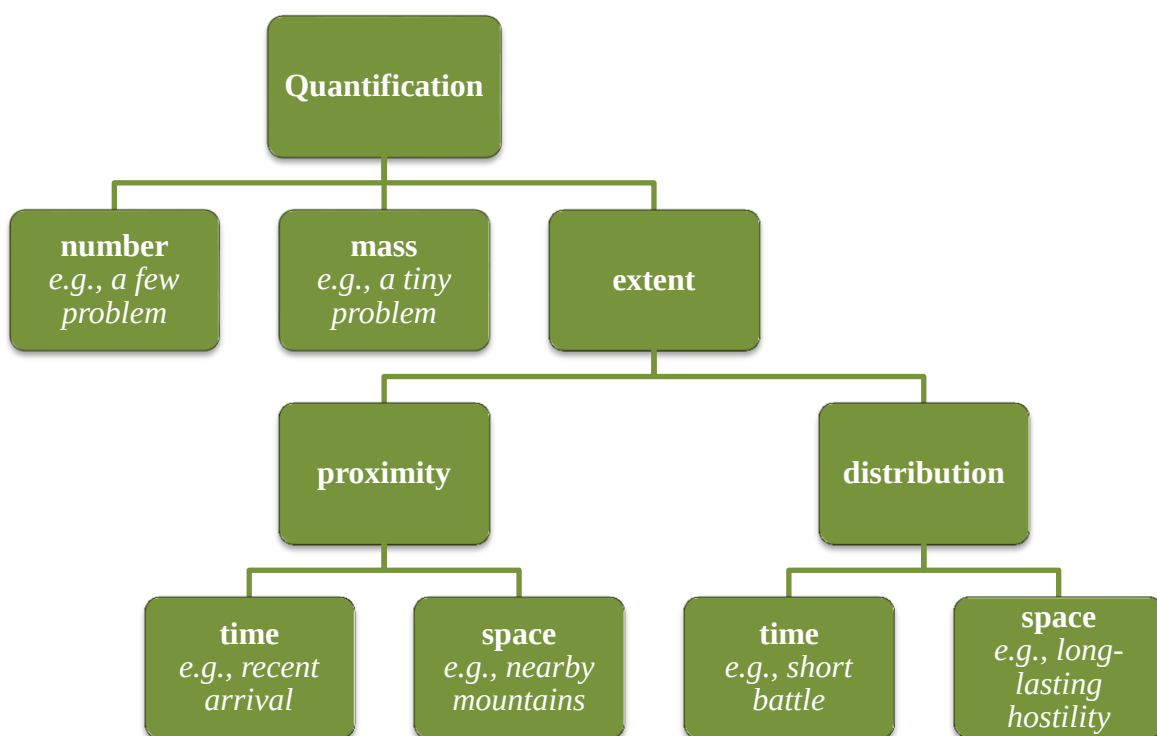
2. “I paid him a lot for his work.” [a large amount- quantifier]

3. “I see him a lot” [often- frequency]
4. “I slept a lot last night” [a long time- duration]

3.3.3.1.2.1 Quantification: number, mass and extent

Quantification can be realised in terms of **number** (e.g., *a few*, *many*), **mass** (e.g., *small*, *large*; *dim*, *bright*), and **extent** in time and space, with time and space being measured in terms of **proximity** (e.g., *near*, *far*; *recent*, *ancient*) or **distribution** (e.g., *long-lasting*, *short-term*; *wide-spread*, *sparse*) (Martin & White, 2005).

Figure (3.10): Force: Quantification (Martin & White, 2005, p. 151).



3.3.3.1.2.2 Quantification: Isolation and Infusion

Quantification is realised via an **isolated** form acting as a modifier, such as, *many*, *large*, *heavy*, *near*, *recent*, *long-lasting*. Quantification is also realised, not by a modifier, but by the noun head itself. For example:

Number: e.g., “The trickle of enquiries rapidly became a stream.” Vs. “A few enquiries soon became many enquiries.”

Mass-size: e.g., “He is a mountain of a man.” Vs. “He is a large man.”

Extent: e.g., “I see a paucity of talent in this country” (Martin & White, 2005, p. 151).

3.3.3.1.2.3 Quantification: Metaphor

These infusions, just listed above, often include **metaphor** which is to greater or lesser degrees delexicalised (e.g., *a trickle of enquiries, a mountain of a man*). In addition, **metaphor** is also found in isolating terms, as in “We were struggling through mountain seas” (Martin & White, 2005, p. 152).

Table (3.11): *Features Combination for Quantification* (Martin & White, 2005, p. 152)

Isolated		Infused	
non- figurative	figurative	non- figurative	figurative
small, large, huge, a few, many	mountain seas	a crowd of, party-goers, a profusion of pink	a trickle/ stream of enquiries, a mountain of a man

3.3.3.2 Force, Attitude and Writer-reader Relationship

Martin and White (2005) argue that there is an interaction between force (whether intensification or quantification) and attitude, that is, force either increases or decreases the volume of that attitude across the text. This effect can be interpreted in terms of alignment and solidarity. Up-scaling attitude for the most part acts to construe the writer as maximally committed to the proposition being in advance, and thus as strongly aligning the putative reader into that proposition, for example: “*The legislature’s extremely unwise decision to remove the cap on tuition*

increases at Ohio's collages was accompanied by an even more reckless act" (pp. 152-3). In this example, employing the up-scaling of '*unwise*', the writer is hence construed as maximally committed to the community of shared knowledge which considers the legislature negatively.

Force, then, as suggested by Porter and O'Donnell (2018), divides sources into up and down scaling. Increased force (up-scaling) construes a highly committed reader to the value position being in advance and attempts to align the reader to the value position. Down-scaling resources present the writer as less than fully committed to the value position.

3.3.3.2 Focus

Focus refers to "the relative sharpening or blurring of categorical boundaries" (Hood, 2019, p. 389). Martin and Rose (2003) point out that **focus** is the second dimension of graduation that is concerned with **sharpening** or **softening** of experiential categories. Taboada et al. (2014) argue that focus is associated with graduation according to **prototypicality** that applies most typically to categories which are not scalable. In this sense, as suggested by Martin and white (2005), graduation operates to present these categories in a way that they participate in scalable cline of prototypicality. For example:

1. "He does not play *real* jazz."
2. "He plays jazz, *sort of*."

'Jazz music,' if taken from the experiential perspective, is a distinct category within a taxonomy of music types that is defined by a variety of properties (for instance, according to one commonly-applied definition, it thus involves improvisation and certain 'swung' rhythms). In the above examples, it is construed in relation to an interpersonal semantic by which some kinds of musical performances are evaluated as prototypical of the jazz category and others as being only marginal exemplars.

(Martin & white, 2005, p. 137)

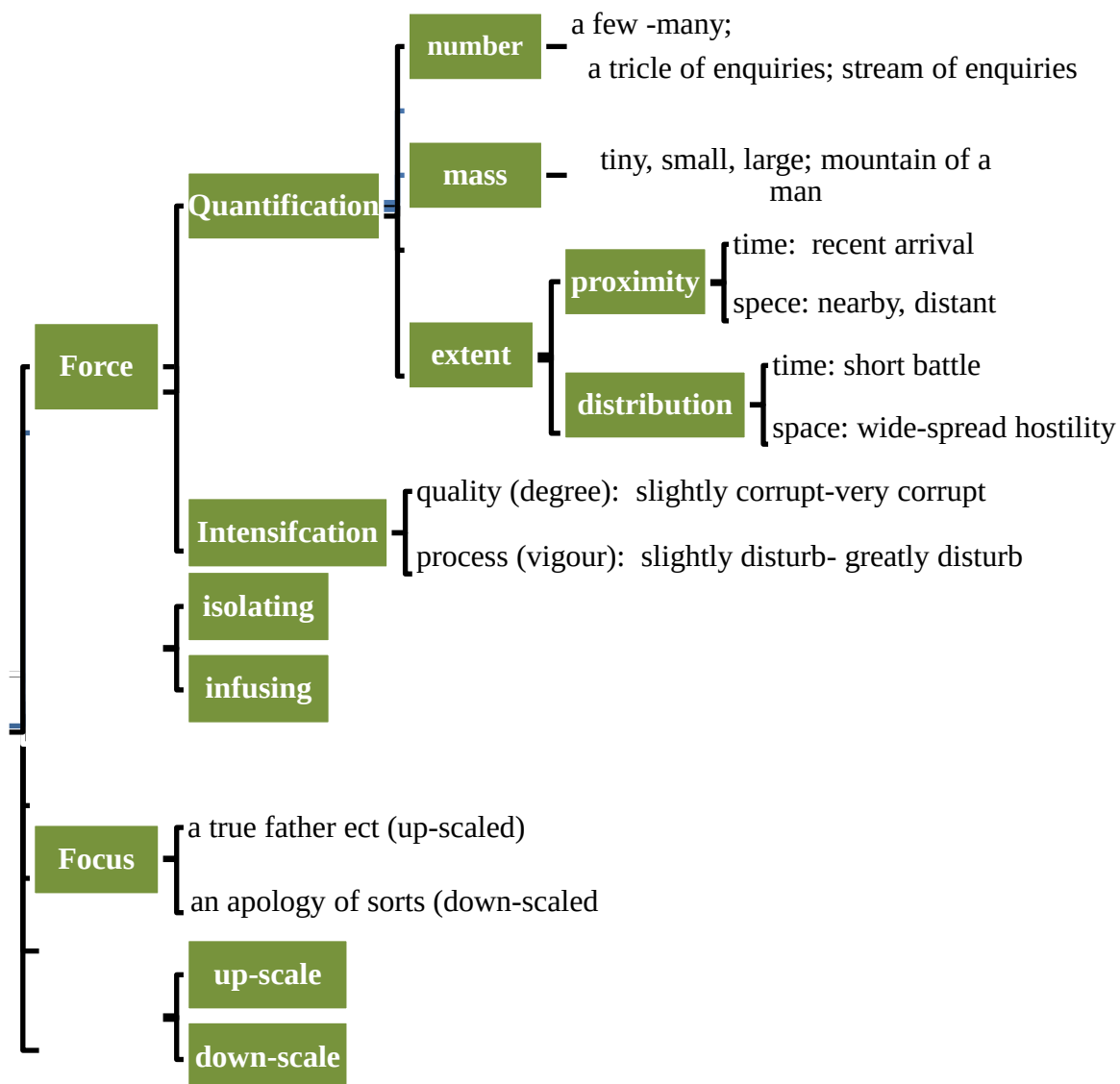
Martin and Rose (2003) point out that the grading resources of this kind sharpen and soften the boundaries between things. For example, *real soldier* sharpens the focus; *a sort of soldier* softens it. In addition, some types of qualities can also be sharpened or softened, such as *deep blue* or *bluish*. Martin and White (2005) state that the sharpening values are associated with intensifiers and the softening values with hedges (See chapter 2, Section 2.3.4).

Quirk et al. (1985) argue that ‘focusing subjuncts’ “draw attention to a part of a sentence as wide as the predication or as narrow as a single constituent of an element,” such as, a premodifying adjective in a noun phrase as subject, or an auxiliary within a verb phrase (p. 604). They are composed of a limited set of items, typically adverbs, but involving also some prepositional phrases. As for functionality, Quirk et al. (1985) mention two main sub-types of focusing items, ‘**restrictives**’ and ‘**additives**’:

1. **Restrictives** are associated with those utterances which are true only in respect to the part focused. These are of two types:
 - a. **Exclusives** are associated with restricting the application of a particular utterance exclusively to the part focused: *alone, exactly, exclusively, just, merely, only, precisely, purely, simply, solely*.
 - b. **Particularizers** restrict the utterance in advance predominantly to the part focused: *chiefly, especially, largely, mainly, mostly, notably, particularly, primarily, principally, specifically, at least, in particular*.
2. **Additive subjuncts** convey the idea that the utterance expressed is additionally true with regard to the part focused: *again, also, either, equally, even, further, likewise, neither, nor, similarly, too, as well, in addition*.

(Quirk et al., 1985, p. 604)

Figure (3.11): *An Overview of the Graduation System (Martin & White, 2005, p. 154).*



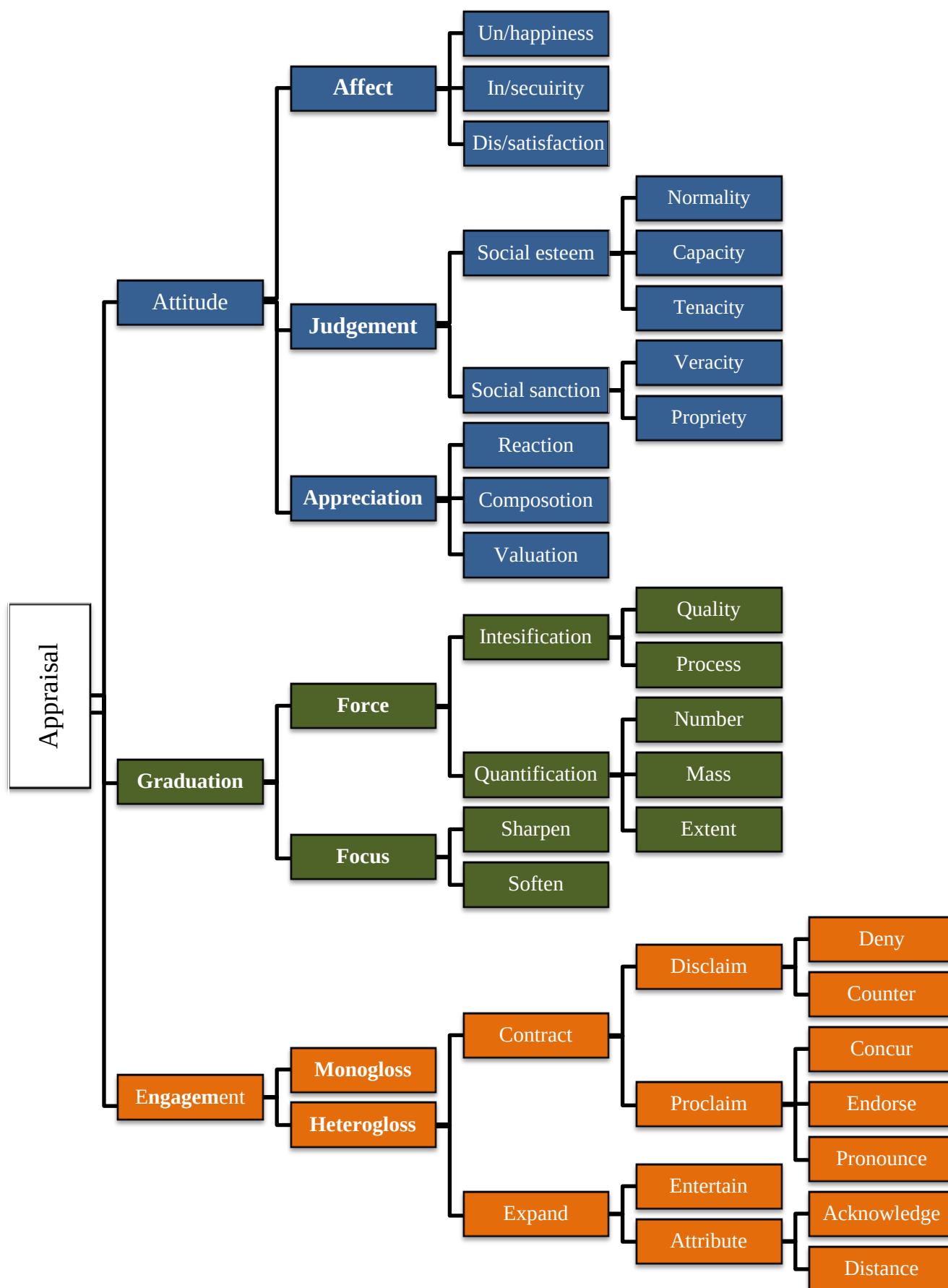
3.3.3.2.1 Focus and the Construed Reader

It is possible to graduate an attitudinal term such as *upset* by reference to intensity (e.g., ‘*slightly upset*,’ ‘*very upset*’), or prototypicality (e.g., “*I am feeling kind of upset*,” “*I am feeling upset, sort of*”). When a term is graduated under focus, there is a strong tendency for the meaning of prototypicality to be invested with attitudinality. In this regard, ‘**sharpen**’ and ‘**soften**’ introduce different directions regarding attitude. So, whereas instances of ‘**sharpen**’ strongly present a positive attitudinal

assessment (e.g., ‘*a real husband*,’ ‘*a true husband*’), ‘**soften**’ is often interpreted as presenting a negative assessment (e.g., “*jazz of sorts, it provides a sanctuary of kind*”) (Martin & White, 2005, pp. 138-9).

Furthermore, when the term being graduated with prototypicality is, already explicitly attitudinal, like, for example, ‘*a real bat*’ or ‘*kind of upset*,’ then the rhetorical effect varies according to whether the meaning is ‘**sharpen**’ or ‘**soften**’. The authorial voice, being busy sharpening a proposition, achieves maximal investment in the value position (positive or negative), and thus to strongly align the reader into the value position being in advance (Martin & White, 2005, pp. 138-9).

When the meaning is conveyed via a negative **softened** term, the writer’s investment regarding value position is lessened and thus a tendency exists towards keeping solidarity with those who hold opposite views. The precise communicative meaning of the positively softened term is somewhat difficult to understand precisely. The writer is in a position towards the positively softened term in order to maintain solidarity with those towards whom this term is directed (Dvorak, 2021).

Figure (3.12): *The Model of Analysis, Adopted from Martin and White (2005).*

3.4 Appraisal and Media Discourse

Hood (2019) mentions a number of studies which are the focus of media discourse in relation to tacit persuasion and ideology. A particular interest is focused on the framework of appraisal in media discourse. The most important of these are: Thompson & White's (2008) *Communicating Conflict: Multilingual Case Studies of the News Media*, and Caffarel & Rechniewski's (2009) study of appraisal and ideology in the French media. Additionally, Bednarek and Caple (2017) develop a framework for analyzing media values in news discourse grounded on the appraisal theory.

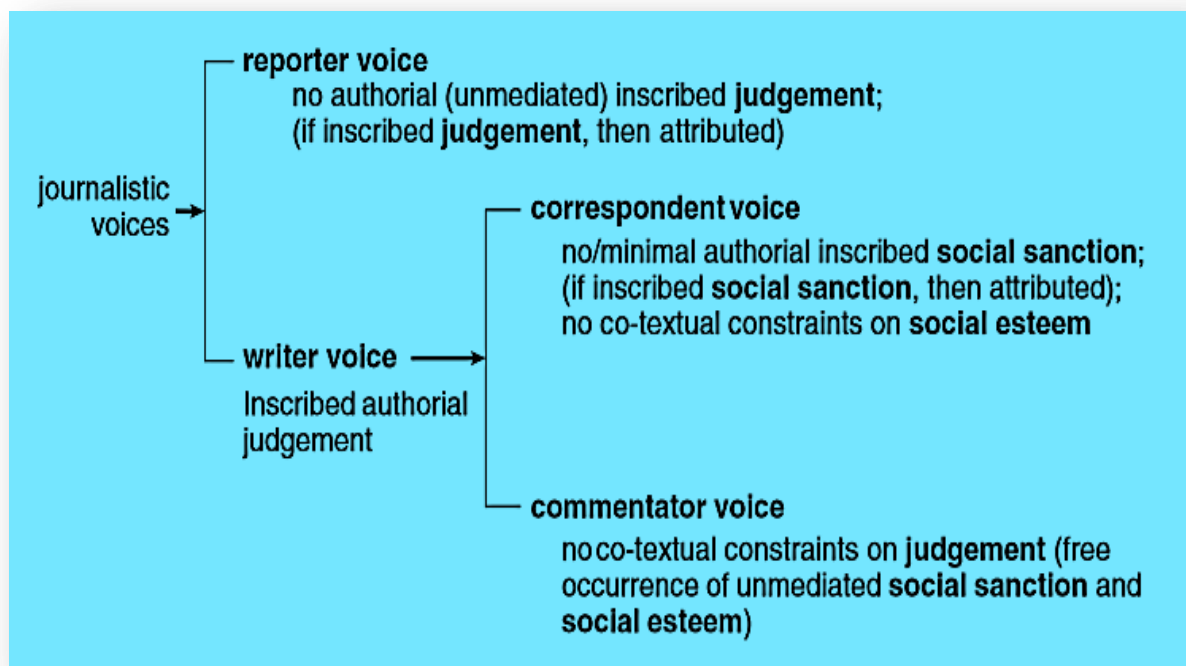
Martin and White (2005) introduce three types of journalistic keys, '**reporter voice**,' '**correspondent voice**,' and '**commentator voice**.' **Reporter voice** is restricted to the use of direct inscribed and unmediated expressions of attitude. This type of voice shows no authorial affect, and judgement is presented indirectly (invoked) or attributed to other sources. **Correspondent voice** shows no co-textual constraints on *social esteem*, whereas the configuration of *social sanction* is curtailed, and if present is typically attributed. **Commentator voice**, on the other hand, shows no co-textual restrictions on judgement with the free occurrence of both *social esteem* and *social sanction*. Hood (2019) claims that 'voices' are associated with different media genres, namely, news, analysis, comment, and opinion.

Furthermore, Martin and White (2005), in their analysis of some journalistic evaluative styles, mention two types of patterning. First, there are highly regular patterns which involve the presence/ absence of unmediated (authorially-sourced) inscribed judgement, and, in those patterns where unmediated, inscribed judgement do occur, the presence or absence of judgement subcategory of social sanction (*veracity*, *propriety*). In other words, texts are divided into three types: (1) those which are characterised by the absence of unmediated inscribed judgement; (2) those

which are limited to the presence of unmediated, inscribed social esteem (*normality, capacity, tenacity*) but no social sanction (*veracity, propriety*); and (3) those which involve both unmediated social esteem and social sanction.

The second pattern is associated with a scaling of probabilities by which a certain kind of evaluative meaning occurs either more or less frequently according to key type. Frequency, here, can be realised either as a matter of the existence of any instances in a particular text of a given key, or the possible number of instances of that meaning in a given text. The second type of patterning includes values of the attitudinal subsystem of appreciation, and of graduation and engagement.

Figure: (3.13): *The System of Journalistic keys* (Martin & White, 2005, p. 178)



Chapter Four

Data Collection, Description and Analysis

“The model [appraisal] is comprehensive and discourse-based, and in many respects it works well in practice” (Thompson, 2016, p. 169).

“The appraisal framework provides a detailed and elaborate description of features of interpersonal meaning, such as evaluative epithets and modal expressions that indicate the speaker’s attitude and commitment to a statement” (Munday, 2018, p. 2).

4.1 Preliminary

This chapter is concerned with the practical part of the study, where it fundamentally focuses on the collection, description and analysis of the data. The focus of this chapter is twofold: (1) to qualitatively and quantitatively analyse each article by applying the appraisal framework to the three sub-systems, attitude, engagement, and graduation, and (2) to present the results obtained in statistical overall analyses in order to get them ready for comparative purposes.

4.2 Data Collection

The data are collected from two American newspapers, namely, The WSJ and NYP. They consist of (10) articles, (5) for each newspaper. All of these articles are published during the period following the murder of George Floyd on 25 May, 2020. Floyd is an African-American who was killed by a police officer in Minneapolis, Minnesota. His death soon went on social media, triggering widespread outrage among American people across the United States against police brutality, especially towards the Blacks. This period represents the turning point in the history of the United States of America, in general, and in the lives of the Afro-Americans, in particular. After this incident, the American media has played a role in reinforcing White supremacist ideologies, and in

presenting Afro-Americans as criminal, ignorant and savage people (Onwuachi-Willig, 2020).

The data are gathered directly from online, and since both journals do not allow free access to all readers, they require a subscription on the two links, WJS, (<https://www.wsj.com/>) and NYP, (<https://nypost.com/>), with an exception of NYP where the data can be sometimes freely downloaded. The key words used for online searching are: *Afro-Americans, African-Americans, black Americans, black community, black males, black homicide, black on black crime, cocaine, abortion, etc.* The data directly downloaded from the links are transcribed and printed on sheets of paper to be ready for further analysis.

4.2.1 Sample of the Study

In the current study, a mixed purposeful sampling technique is adopted, where a combination of qualitative and quantitative research is made. Sandelowski (2000) states that qualitative research typically involves purposeful sampling to enrich understanding with the information obtained from the data. Quantitative research, on the other hand, typically includes probability sampling to allow statistical inferences to be made. The technique in which qualitative and quantitative methods are combined is often referred to as *criterion sampling*. Criterion sampling, as pointed out by Patton (2014), is logically concerned with reviewing and studying “all cases that meet some predetermined criterion of importance” (p. 238). This kind of sampling is also referred to as *typical case sampling*, where cases are selected because they exemplify extreme scores. Such cases are very unusual, and selected because they present a certain variable intensely, but not extremely; it is for this reason this type of sampling is termed as *intensity sampling* (Sandelowski, 2000).

Furthermore, the criteria which are adopted in selecting the data are concerned with the time of publication and the topics each article sufficiently presents. As for the first criterion, all the articles gathered for

analysis are published during the period after 25 May/ 2020, extending to 20 May/ 2022, when data-gathering has completed. In this regard, the nearest article to the date when George Floyd was murder is “*The Myth of Systemic Police Racism*” by Heather Mac Donald/ June 2, 2020, only eight days from the murder incident. The farthest article is “*Hochul’s racial huckstering after Buffalo ignores NY’s violent crime surge*” by Bob McManus/ May 20, 2022. This means that the whole period from the first article to the last one is about (24) months. The second criterion is concerned with the topics that the authors ideologically try to present, such as, *violence, mass shootings, black crime, rape, abortion*, and the like.

4.3 Data Description

The data under consideration can be briefly described in terms of:

1. The data under scrutiny are associated with media discourse. This study focuses on how Afro-Americans are negatively depicted in the American news media by presenting them as crime-committers, drug dealers, ignorant, unsuccessful, etc. The study focuses on printed media, since printed media, as claimed by Baker et al. (2013), “plays an important role in shaping opinions as well as setting agendas regarding the importance of certain topics”(p.2). The data are concerned with two important journals in the United States of America, WSJ and NYP.

WSJ

WSJ is a national daily newspaper (except Sundays), printed in New York City. It is considered as one of the most respected printed newspapers in the world, having a circulation of 2,177, 791 which makes it the largest newspaper by circulation (Witzel, 2013). In addition, WSJ is defined by Shin (2010) as the leading conservative newspaper which represents a wide spectrum of ideological perspective. It is also the most influential financial newspaper in the U.S., which covers an important aspect of the American economics and trade.

NYP

The NYP is a conservative daily newspaper which is published in the city of New York. NYP is described by Pfister and Gems (2015) as a tabloid with a “distinctively conservative bias” (p. 11). NYP, part of the Rupert Murdoch media empire, is a tabloid known for its sensational headlines, sports, and celebrity gossip sections, and conservative perspective. It is the eighth largest national newspaper in the U. S. by circulation (650,000 daily circulation in 2006), ranking fourth in NYC after the *Wall Street Journal*, the *New York Times* and the *New York Daily News* (Bates, 2008).

2. Text-type: all the articles chosen for analysis belong to the genre of opinion articles. The reason for selecting opinion articles, other than other types of news texts, like, for example, news reports, is that such text-types are generally expected to show opinions, depending on the ideology and position of a particular newspaper. Another assumption is that ideologies adopted by authors to some extent affect what opinions they attempt to convey to their readers (see 2.6.4).

3. As for the theme of the data, *criminalization* is properly considered a tragic dilemma that black people are suffering from for decades. The American media play a role in ideologically forming a negative image of the Afro-American through depicting them as crime-committers, drug dealers, rapists, etc. Furthermore, the ten opinion articles focus on nearly similar topics, such as, charges of police racism, black violence against children, media bias against white people, abortion, black poverty, black crime, mass shootings, black gangs, drug dealing, unemployment, Black Lives Matter (henceforth, BLM).

4. The ten opinion articles are authored by different writers. A brief comment on each one is provided at the end of each article (See appendix I and appendix II). The title of each article, its author, and date of publication are provided in Table (4.1).

Table (4.1): *The Opinion Articles, Their Authors, and Date of Publication*

N	The Wall Street Journal (WSJ)	Author	Date of Publication
1	<i>“The Myth of Systemic Police Racism”.</i>	Heather Mac Donald	June 2, 2020 1:44 pm ET
2	<i>“Violence threatens the Black Lives”</i>	Nestride Yumga	June 8, 2020 1:47 pm ET
3	<i>“Media’s Racial Narrative Targets Whites, Harms Black”.</i>	Robert L. Woodson Sr.	April 16, 2021/ 2:19 pm ET
4	<i>“Black Children’s Lives Matter, Too”.</i>	Sylvia Bennett-Stone	Feb. 3, 2022 6:39 pm ET.
5	<i>“Why Won’t the Left Talk about Racial Disparities in Abortion?”</i>	Jason L. Riley	May 10 2022 6:08 pm ET
New York Post (NYP)			
6	<i>“Crime, not cops, is by far the largest threat to black lives”</i>	Jim Quinn	September. 3, 2020/ 7:52 pm.
7	<i>“Drive by Homicide: Don’t these black lives matter, too?”</i>	Michael Goodwin	November 3, 2020/ 7:69 pm.
8	<i>“The Post says: Where is progressives’ outrage now as NYC street crime kills our kids?”</i>	post editorial board	October 1, 2021/ 9: 29 pm.
9	<i>“Eric Adams rightly asks NYC blacks to help save their own streets”.</i>	David Kaufman	March 26, 2022/ 8: 05 am.
10	<i>“Hochul’s racial huckstering after Buffalo ignores NY’s violent crime surge”</i>	Bob McManus	May 20, 2022/ 5: 42 pm.

4.4 Data Analysis

This study exploits a mixed-method approach of qualitative and quantitative tools within each single article. First, it offers a qualitative analysis for each article by presenting the appraising items in tables arranged in terms of their types as **attitude**, **engagement**, or **graduation**. Second, at the end of each table, there is a quantitative analysis for presenting the data in comparative frequencies in order to know which sub-category or variable is used mostly by writers and which is not. The data (appraising items) are in the form of words, phrases, or clauses

of the news text, and are analysed by using Martin and Rose's (2003) and Martin and White's (2005) appraisal framework. For clarifying purposes, different colours are used,  for **attitude**,  for **engagement**, and  for **graduation**. The way to count the frequency of each variable is through dividing its number by the total number of each sub-category, for example, the number of un/happiness is divided by the total number of affect to which it belongs, and so on with judgement and appreciation variables. The analysis includes the following categories:

1. Attitude Analysis

The sub-system of attitude is further sub-divided into three sub-categories, together with their variables or meanings:

- (a) **Affect** (*un/happiness/ in/security/ dis/satisfaction*),
- b. **Judgement** (*normality, capacity, tenacity, veracity, propriety*), and
- (c) **Appreciation** (*reaction, composition, valuation*).

Following Martin and White (2005: 71), the analysis of attitude is by setting up separate columns for the sub-systems of **affect**, **judgement**, and **appreciation** (See Table 4.3). These appraisals can be recognised alongside the lexico-grammatical items construing them.

1. For judgement and appreciation, the source of the attitude or feeling (who is judging or appreciating) and what is being evaluated (who is being judged and what is being appreciated). Normally, speakers and writers are interpreted as the source of evaluations, unless the attitude is considered as the source of another appraiser.
2. As for affect analysis, the emoter (the person who experiences the feeling) is considered as appraiser, and the trigger of the emotion as appraised. This can make sense if we analyse the appraiser as the person who is experiencing feelings (whether emoting, judging, or appreciating). It is also possible to consider the appraised as the person, thing, activity or process that is being reacted to.

3. There is a distinction between negative feelings and positive feelings that are grammatically negated. Thus, a distinction is drawn between ‘*sad*’ and ‘*not happy*’ by inserting a grammatical negation as ‘neg’, not happy can be encoded as ‘neg+hap’, in contrast to ‘*sad*’ as ‘-hap’. In addition, morphological negation, such as ‘*unhappy*’ is coded as negative (-hap) rather than negated (neg+hap).
4. Invoked attitudes (implicit) are added to the analysis, using the notation **(t)** (e.g., t,+val for “*black children’s lives matter*”). Metaphors are also included as a kind of invoked evaluation.
5. The Oxford Advanced Learner's Dictionary (2015), 9th (ed.) is used to check the meaning of new words.
6. Some words, such as *crime*, *violence*, *victims*, *racism* and *abortion* are included in the analysis because they have negative evaluations of the Afro-Americans. Some words, such as *kill*, *killed*, *murder*, *injured* or *wounded* are avoided because they are reported and are never subject to the author’s opinion.

2. Engagement Analysis

The analysis of engagement includes two broad sub-categories, **monogloss** and **heterogloss**. Within the domain of heterogloss, there are two major sub-categories, **contract**, further sub-divided into: **disclaim: deny/ counter** and **proclaim: concur, pronounce, and endorse**; and **expand**, further sub-divided into **entertain** and **attribute: acknowledge** and **distance**. All these sub-categories are presented descriptively in the table with their major classification and sub-classification (See, chapter three, section 3.3.2).

Moreover, as with attitude analysis, after each table of engagement descriptive analysis, there is a quantitative analysis, presenting in frequencies (F) and percentages (%) which categories are used most in the data and which are used least, with the aim at introducing the results for a comparative way to account for further social norms and values.

3. Graduation Analysis

Graduation analysis involves two major categories, **focus** and **force**. Focus is divided into **sharpen** and **soften**. Force falls into two major sub-categories, **intensification** and **quantification**. Intensification is analyzed in terms of whether an intensifier modifies an adjective (**quality**) or a verb (**process**). Quantification, on the other hand, is associated with presenting the quantity in the text as **number**, **mass**, or **extent**.

In addition, a descriptive analysis is added to consider graduation in relation to the putative reader, alignment, and solidarity. Such analysis includes:

1. Graduation as **up/down scaling**.
2. Force as forms of **isolating** or **infusing** items,
3. Intensification in terms of linguistic choices, **metaphor**, **intensifier**, **attitudinal lexis**, and **modality**.

It is worth noting that an example is taken from each article for the purpose of analysis. Such an example contains all or some of the sub-categories or variables of attitude, engagement or graduation systems. This example explains the way in which other items of each article are analysed. After a qualitative analysis of the representative example, the remaining items are presented in tables for quantitative analysis. Below is an example of the way followed in the analysis:

1. Attitude

Below is an extract taken from article (5), by Jason L. Riley “*Why Won’t the Left Talk about Racial Disparities in Abortion?*” Riley employs five attitudinal items, such as, *famous*, *safe* and *rare* which belong to the sub-category of **[appreciation]**, and *abortion* and *ought to be* which are classified under the sub-category of **[judgement]**. *Affect* has no realization in the above extract (for analysis, see article (5), p. 182).

“Bill Clinton’s *famous* [appreciation: +react] formulation in 1992 was that *abortion* [judgement: -prop] *ought to be* [judgement: -prop] “safe, [appreciation: +val] legal, and rare [appreciation: +val].”

Table (4.2): Example of Attitude Analysis of “*Why Won’t the Left Talk about Racial Disparities in Abortion?*”

N.	Appraising Items	Appraiser	Aff.	Judge.	Appr.	Appraised
1.	famous	Bill Clinton			+reac	formulation
2.	abortion	Bill Clinton		-prop		formulation
3.	ought to be	Bill Clinton		-prop		abortion
4.	safe	Bill Clinton			+val	abortion
5.	rare	Bill Clinton			+val	abortion

2. Engagement

The same extract analyzed as attitude can also be analyzed in terms of engagement. It contains two engagement values, *Bill Clinton’s famous formulation* and *ought to* (for analysis, see 4.4.2/ article (5)).

“*Bill Clinton’s famous formulation* [attribute: acknowledge] in 1992 was that abortion *ought to* [entertain: modality] be “safe, legal, and rare.”

Table (4.3): Example of Engagement Analysis of “*Why Won’t the Left Talk about Racial Disparities in Abortion?*”

N	Heterogloss		Monogloss
	Expand	Contract	
.1	<i>Bill Clinton’s formulation</i> [attribute: acknowledge] that...		
.2	abortion <i>ought to</i> [entertain: modality] be safe and rare.		

3. Graduation

As with attitude and engagement, the same extract below represents a number of graduating items, such as, *ought to*, *safe*, and *rare* (for analysis, see 4.4.2/ article (5)).

“Bill Clinton’s famous formulation in 1992 was that abortion *ought to* [Intens: Inf-up-scaled modal operator] be “*safe* [Intens: Inf-up-scaled attitudinal lexis], legal and *rare* [Intens: Inf-down-scaled attitudinal lexis].”

Table (4.4): *Example of Graduation Analysis of “Why Won’t the Left Talk About Racial Disparities in Abortion?”*

N	Appraising Item	Graduation			Form/ Meaning
		Focus	Force		
			Intens.	Quant.	
.1	ought to		proc.		Inf-up-scaled modal operator
.2	safe		qual.		Inf-up-scaled att. lexis.
.3	rare		qual.		Inf-down-scaled att. lexis

4.4.1 Analysis of WSJ’s Opinion Articles

Article (1) (See Appendix (1))

The first opinion article is by Heather Mac Donald in June 2, 2020/1:44 pm ET, about eight days after George Floyd’s murder by Minneapolis police on May 25, 2020. The title of the article is “*The Myth of Systemic Police Racism*”. It conveys the writer’s attitude that what is often alleged by some politicians and media as ‘*systemic police racism*’ has no real existence in the lives of Americans in general and Afro-Americans in particular.

1. Attitude

a. Affect

Mac Donald begins her article by empathising with Obama’s claim, in which Obama reveals his explicit negative feelings about racism as something “*painfully... normal*” in the United States. The adverb *painfully*

is a direct negative affect that belongs to the variable of **[unhappiness: antipathy]**. Biden, on the other hand, asserts that “*black children must be instructed to tolerate police abuse.*” The noun, *abuse* has an explicit negative affect of **[unhappiness: antipathy]**, and realised as surge (of behaviour). In addition, the appraising item of *distress*, in “*The Minneapolis officers who arrested George Floyd must be held accountable for their excessive use of force and callous indifference to his distress.*” is employed by the writer to describe George Floyd as a miserable man suffering from police brutality. It has an explicit negative affect of **[unhappiness: misery]**, and realised as (mental disposition). As for in/security, the appraising items, *fear* and *safety*, in “*...all African-Americans fear for safety from bad police,*” are both inscribed expressions of affect, *fear* indicates a negative feeling of **[insecurity: disquiet]**, and *safety* positively expresses **[security: confidence]**. In addition, affect is also invoked through Obama’s quotation “*can make it home,*” which, as a form of **[security: confidence]**, implicitly conveys the meaning that the black children need to be safe from police brutality.

b. Judgement

As for judgement, the two variables of social esteem and social sanction are employed by the author. Within social esteem, only *normality* and *capacity* are observed. Inscribed/ invoked and positive/ negative judgements are realised throughout the whole article, for example, Mac Donald seems displeased with Obama’s description of ‘*race*’ as something ‘*normal*’ in the criminal justice system, as in “*Barack Obama tweeted that for millions of black Americans, being treated differently by the criminal justice system on account of race is tragically, painfully, maddeningly normal.*” In this sense, *normal* is classified under the meaning of **[normality]**. Table (4.5) shows an active use of **[capacity]**, since black people are shown to be weak, ignorant and unsuccessful, as in “*black children must be instructed to tolerate police abuse just so they*

can make it home.” This extract conveys the writer’s implicit attitude that black children are ignorant because they don’t know how to tolerate police abuse.

Once again Mac Donald conveys her displeasure with Obama’s claim that “*African-American parents were right to fear that their children may be killed by police officers whenever they go outside.*” Obama uses *right* as an explicit positive judgement that belongs to the variable of **[veracity]**. Propriety is an active meaning through which the writer attempts to convey a negative image of Afro-Americans. The article contains quite a lot of expressions, most of which belong to the explicit negative **[propriety]** of ethics and morality and by which the Afro-Americans are depicted as bad and violent people, as in “*...most of whom were armed or otherwise dangerous,*” where *armed* and *dangerous* have an explicit negative judgement of **[propriety]**.

c. Appreciation

The meaning of **reaction** is recognised through the verb phrase, *has revived*, as used in “*George Floyd’s death in Minneapolis has revived the Obama-era narrative that law-enforcement is endemically racist.*” It indicates that George Floyd’s murder by the police brings back Obama’s description of law-enforcement as racist. In this sense, *has revived* is used as an alternative to the meaning of *being influential*. It has, therefore, an explicit negative appreciation and classified under the meaning of **[reaction: impact]**. Through *chaos*, the writer attempts to say that Floyd’s case should not undermine the American law enforcement, otherwise the nation “*will continue on a path toward chaos.*” *Chaos* is an inscribed negative appreciation of **[composition: balance]**. The meaning of *valuation* is categorised via the use of *wrong*, as in “*This charge of systemic police bias was wrong during the Obama years and remains so today.*” Mac Donald adopts the attitude that accusing the law-enforcement of racism was something *wrong* during the presidency of Obama and it

remains so to the present day. The appraising item of *wrong* has an explicit negative meaning of **[valuation]**.

Table (4.5): Attitude Analysis of “The Myth of Systemic Police Racism”

N.	Appraising Items	Appraiser	Aff.	Judge.	Appr.	Appraised
1.	accountable	the writer		-prop		officers
2.	excessive	the writer		-norm		use
3.	no evidence	the writer		neg+ver		racial bias
4.	has revived	the writer			-reac	Floyd’s death
5.	racist	Obama		-prop		law enforcement
6.	differently	Obama		-prop		the black
7.	tragically	Obama			-val	race
8.	painfully	Obama	-hap			race
9.	maddeningly	Obama	-sec			race
10.	normal	Obama		-norm		law
11.	create	Obama		+cap		normal law
12.	normal	Obama		+norm		law
13.	bigotry	Obama		-prop		institutions
14.	“infects our institutes and our hearts.”	Obama		t,-prop		our hearts
15.	fear	the blacks	-sec			bad police
16.	safety	the blacks	+sec			bad police
17.	bad	Biden		-prop		police
18.	must be instructed to tolerate	Biden		-cap		black children
19.	abuse	police	-hap			police
20.	can make it home	black children	t,+sec			black children
21.	right	Obama		+ver		police
22.	may be killed	Obama		-ver		black children
23.	stain...of...	Walz		t,-ver		racism
24.	empty	Walz			-val	Verbiage
25.	wrong	the writer			-val	police bias
26.	sickening	the writer	-hap			the video
27.	not representative	the writer			neg+val	the video
28.	evidence	the writer		+ver		Bias
29.	no...bias	the writer		neg -prop		justice system
30.	armed	the writer		-prop		black suspects
31.	dangerous	the writer		-prop		black suspects
32.	victims	the writer		-cap		black suspects
33.	encounter	the writer		+cap		officers
34.	violent	the writer		-prop		suspects
35.	offenders	the writer		-prop		the blacks
36.	unarmed	the writer		-cap		the blacks/ the whites
37.	had a loaded handgun	the writer		t,-prop		a black man

38.	violence	the writer		-prop		Police
39.	fired	the writer		t,-prop		gun man
40.	undercutting	the writer		t,+cap		police bias
41.	greater chance	the writer		+cap		fatally shot
42.	no significant	the writer			neg+val	Evidence
43.	fails	the writer		-cap		crime
44.	may be repeating itself	the writer		t, -prop		killings of officers
45.	destroyed	the writer		-cap		police precincts and courthouses
46.	destroying	the writer			-val	violence
47.	law-abiding	the writer		+prop		the blacks
48.	depend	the writer		-cap		the blacks
49.	callous	the writer		-prop		police officers
50.	distress	George Floyd	-hap			Murder
51.	needs	the writer		t,-cap		police training
52.	should not undermine	the writer		-prop		Floyd' death
53.	chaos	the writer			-comp	Law
			8	37	8	
			15%	70%	15%	

Table (4.5) above shows a dominant use of **judgement** with a high frequency of occurrence (37) corresponding to (70%). **Affect** and **appreciation** both occur with smaller frequencies of occurrence (8), with (15%) for each. As the results indicate, **negative attitudes** are used with a higher frequency of occurrence (42) equivalent to (79%), whereas **positive** ones occur only (11) times with (21%). **Inscribed attitudes** are employed with a higher frequency of occurrence (45) with (85%), whereas **invoked attitudes** score only (8) times with (15%).

Furthermore, within each sub-category, the total number of attitudes is distributed differently along various meanings or variables. Within **affect**, attitudes are observed via **un/happiness** and **in/security** with (4) times corresponding to (50%) for each. As for **judgement**, attitudes are observed through: **normality** (3) with (8%), **capacity** (11) times with (30%), **veracity** (5) times with (13%), and **propriety** (18) times with (49%). Concerning **appreciation**, **reaction** and **composition** both score only (1) once with (12.5%) for each. The meaning of **valuation** is observed (6) times equivalent to (75%).

2. Engagement

All the meanings of engagement are present in the article, except for **contractive** **proclaim: concur** and **pronounce**. The extract below is limited to the **monoglossic** sub-system and the sub-categories of **disclaim: counter** and **deny**:

Hold officers accountable who use excessive force [monogloss]. But [disclaim: counter] there is no [disclaim: deny] evidence of widespread racial bias.

Mac Donald employs the imperative, “*Hold officers accountable who use excessive force,*” in order to present the proposition regarding police brutality as factual or taken-for-granted. The directive, in this sense, is construed as possible, as individually based on the writer’s role as a participant in a dialogistic interaction. The writer informs the reader that it is contingent that police officers use excessive force against American people. As a consequence, the author construes a kind of putative reader who does not necessarily share the writer’s view concerning police brutality, and who looks for further guidance by the writer. This guidance is achieved via the conjunction, *but*, as in “*But [disclaim: counter] there is no [disclaim: deny] evidence of widespread racial bias.*” The meaning of counter-expectation acts to correct some misunderstanding or misconception on the reader’s part (“widespread racial bias” in the above extract). Solidarity is enhanced, since *counter-expectation* and *denial* are corrective rather than confrontational.

The following extract contains **attribute: acknowledge** and **distance, entertain: modality**, and **disclaim: counter**:

Joe Biden released a video the same day in which *he asserted [attribute: acknowledge] that all African-Americans fear for their safety from “bad police” and black children must [entertain: modality] be instructed to tolerate police abuse just so [disclaim: counter] they can “make it home.”* That echoed *a claim [attribute:*

distance] Mr. Obama made after the ambush murder of five Dallas officers in July 2016.

By *he asserted* **[attribute: acknowledge]**, Biden's proposition that the blacks fear from bad police is presented as a view that the authorial voice acts to dissociate with. Biden also expands his view via the meaning of *expansive entertain*, as in "*black children must **[entertain: modality] be instructed to tolerate police abuse***" The modal, *must*, in Biden's current proposition is presented by the authorial voice as grounded on subjectivity. Biden, then, introduces a counter-expectation through *just so* **[disclaim: counter]**, in order to justify his telling the black children to avoid the police. The authorial voice comes into play, stressing that what Biden says is an echo of a claim made by Mr. Obama after the murder of five officers in Dallas. By *a claim* **[attribute: distance]**, the author presents Obama's proposition as doubtful, and as open to question. The current relationship between Mac Donald and the reader indicates a disalignment with the third party (Biden and Obama) regarding accusing police of brutality.

The sub-category of **proclaim: endorse** is observed in the extract below:

The latest in a series of studies **[proclaim: endorse]** undercutting the claim of systemic police bias was published in August in 2019 in the Proceedings of the National Academy of Science.

By *the latest in a series of studies* **[proclaim: endorse]**, Mac Donald refers to external sources construed as correct or undeniable. The authorial voice comes into a dialogic relationship of alignment with the reader. Both of them agree on the view which adopts denying the systemic police bias. Here, the internal voice- that of the writer- takes over the responsibility for the current proposition, or shares it with the external source. The subjectivity is that of the external source and the inner authorial voice. Such a formulation excludes any other voice from the

current colloquy via the reader's judgement of the proposition as warrantable. The solidarity is enhanced since the writer and the reader both adopt the same view (denying police bias in the above extract).

Table (4.6): *Engagement Analysis of "The Myth of Systemic Police Racism"*

N	Heterogloss		Monogloss
	Expand	Contract	
1.			Hold officers <i>accountable</i> who use <i>excessive force</i> .
2.		<i>but</i> [disclaim: counter]...	
3.		There is <i>no</i> [disclaim: deny] <i>evidence</i> of widespread <i>racial bias</i> .	
4.		Floyd's death... <i>has revived</i> the Obama-era <i>narrative</i> that law enforcement is <i>endemically</i> [disclaim: counter]...	
5.	Obama <i>tweeted</i> [attribute: acknowledge] that for...black Americans, being treated <i>differently</i> by the criminal justice system on account of race is " <i>tragically, painfully, maddeningly normal</i> ."		
6.	Mr. Obama <i>called on</i> [attribute: acknowledge]...to create a "new <i>normal</i> ," in which <i>bigotry</i> " <i>infects our institutions and our hearts</i> ."		
7.	Biden... <i>asserted</i> [attribute: acknowledge]... that all Africa-Americans <i>fear</i> for their <i>safety</i> from " <i>bad police</i> "		
8.	Black children <i>must</i> [entertain: modality] be instructed to <i>tolerate</i> police <i>abuse</i>		
9.		<i>just so</i> [disclaim: counter]	
10.	they <i>can</i> [entertain: modality] " <i>make it home</i> ."		
11.	That <i>echoed</i> a <i>claim</i> [attribute: distance] Mr. Obama made after the ambush murder...		
12.	...the president <i>said</i> [attribute: acknowledge] African-American parents		

	were right to <i>fear</i> ...		
13.	Their children <i>may</i> [entertain: modality] be killed by police officers...		
14.	Gov. Tim Walz <i>denounced</i> [attribute: acknowledge] the “stain...of fundamental, institutional racism”...		
15.	He <i>claimed</i> [attribute: distance] blacks were <i>right</i> to dismiss promises of police reforms as <i>empty</i> verbiage.		
16.			This charge of systemic police bias was <i>wrong</i> ...
17.		<i>However</i> [disclaim: counter] <i>sickening</i> the video of Floyd’s arrest,	
18.		it <i>isn’t</i> [disclaim: deny] <i>representative</i> of ...that police officers have with civilians.	
19.		A solid body of <i>evidence</i> finds <i>no</i> [disclaim: deny] structural bias...	
20.			...most of whom were <i>armed</i> or otherwise <i>dangerous</i> .
21.			a ratio that has remained <i>stable</i> ...
22.	That share of black victims is less than what the black crime <i>would</i> [entertain: modality] predict,		
23.			...since police shootings are a function of how often officers <i>encounter armed</i> and <i>violent suspects</i> .
24.		African-Americans made up...of homicide offenders... <i>commit</i> ...of robberies, though [disclaim: counter] they are...of the population.	
25.		The police fatally shot in nine unarmed... <i>according to a Washington Post database</i> [proclaim: endorse]	
26.	The post <i>defines</i> [attribute: acknowledge] “unarmed”...to include such cases as a suspect in Newark, N.J., who had a loaded		

	handgun...		
27.		<i>By contrast [disclaim: counter], a police officer is...more likely to be killed by a black male...</i>	
28.			Such violence has continued –old Chicago man... <i>fired...to death...</i>
29.		<i>The latest in a series of studies [proclaim: endorse] undercutting the claim of systemic police bias...</i>	
30.		<i>The researchers found [proclaim: endorse]</i>	
31.	<i>the more frequently [entertain: modality] officers encounter violent suspects</i>		
32.	The <i>greater</i> the chance that a member of that group <i>will</i> [entertain: modality] be fatally shot by a police officer.		
33.	There is “no evidence of anti-black disparity in the likelihood of being fatally shot by the police,” <i>they concluded</i> [attribute: acknowledge]		
34.		<i>A 2015 Justice Department analysis of the Philadelphia Police Department found [proclaim: endorse] that white police officers were less likely than black...officers to shoot unarmed...</i>	
35.		Research by Harvard economist Roland G. Fryer Jr. also <i>found</i> [proclaim: endorse]	
36.		<i>no [disclaim: deny] evidence of racial discrimination in shootings.</i>	
37.		Any evidence <i>to the contrary</i> [disclaim: counter] <i>fails</i> to take into account...	
38.			<i>The false narrative of systemic police bias resulted in targeted killings...</i>
39.	<i>The pattern may [entertain: modality] be repeating itself.</i>		
40.		<i>Officers are being...shot at</i>	

		<i>while</i> [disclaim: counter] they try to arrest gun suspects...	
41.			Police precincts and courthouses <i>have been</i> <i>destroyed</i> within impunity...
42.	<i>If</i> [entertain: modality] the Ferguson effect of officers backing off...,		
43.	The thousands of law-abiding African-Americans who <i>depend</i> on the police for basic <i>safety</i> <i>will</i> [entertain: modality] once again be the victims.		
44.	The Minneapolis Officers who arrested...Floyd <i>must</i> [entertain: modality] be held <i>accountable</i> for their <i>excessive use</i> of force and <i>callous indifference</i> to his <i>distress</i> .		
45.	Police training <i>needs</i> [entertain: modality] to double down on de-escalation tactics.		
46.		<i>But</i> [disclaim: counter]	
47.	Floyd's death <i>should</i> [entertain: modality]		
48.		<i>not</i> [disclaim: deny] <i>undermine</i> the legitimacy of American law enforcement	
49.	without which we <i>will</i> [entertain: modality] continue on a path towards <i>chaos</i> .		
	41 (84%)		8 (16%)
	22 (54%)	19 (46%)	

Table (4.6) shows a dominant use of **heteroglossic** sub-categories, (41) with (84%), a sign that more external views and opinions are allowed into the text. Single voices of **monoglossia** are observed only (8) times with (16%). A slight difference is recognised between the dialogically **expansive** propositions and the **contractive** ones, that is, the former are

observed (22) times with (54%), whereas the latter score (19) occurrences with (46%).

More specifically, the dialogic **contraction** is realised via the meanings: **deny** (5) with (26%), **counter** (9) with (48%), and **endorse** (5) with (26%). The author makes use of all the expansive meanings: **entertain** (13) with (59%), **acknowledge** (7) with (32%), and **distance** (2) with (9%).

3. Graduation

The article makes use of all the graduation values, except for some minor meanings, such as, **mass** and **extent**. The extract below contains some amplifying entities, such as, **focus**, **intensification** and **quantifying lexemes**:

Joe Biden released a video the same day in which *he asserted* [**Intens: Inf-up-scaled attitudinal lexis**] that *all* [**Quant: number: Iso-up-scaled lexeme**] African-Americans fear for their safety from “*bad police*” and black children *must* [**Intens: Inf-down-scaled modal operator**] be instructed to *tolerate* [**Intens: Inf-up-scaled attitudinal lexis**] police abuse *just* [**Focus: sharpen: Up-scaled**] so they *can* [**Intens: Inf-down-scaled modal operator**] “*make it home.*” That echoed a claim Mr. Obama made after the ambush murder of *five* [**Quant: number: Iso-up-scaled lexeme**] Dallas officers in July 2016.

The verb ‘*asserted*’ falls into the engagement sub-category of **attribute: acknowledge**. It is an **attitudinal lexis** that is associated with an up-scaling meaning and realised as a mode of semantic infusion. ‘*All*’ is a quantifying **number** that refers to a high degree of intensity and observed as semantic isolation. In the above extract, Biden makes use of obligation in order to ideologically show police brutality. For this purpose, he uses the **modal operator** ‘*must*’ which has an up-scaling meaning operating on a verbal process. Police brutality is given a further

assertion by employing the adjective ‘*tolerate*’ which has a high degree of intensity recognised as a form of semantic infusion. In addition, the whole phrase ‘*so they can ‘make it home*’ is presented as the only focused part in the proposition where the meaning is **sharpened** via the adverb ‘*just*’. In this sense, ‘*just*’ is seen as having a high degree of intensification. This meaning is collaborated with that of possibility expressed via the **modal** operator ‘*can*’ which has a down-scaling tone where the possibility of keeping children safe is somewhat low. The quantifying **number** ‘*five Dallas officers*’ is used in the text as a type of high amplification, together with other meanings of graduation, in order to maximally commit the position, and thus strongly align the reader to that position.

Table (4.7): *Graduation Analysis of “The Myth of Systemic Police Racism”*

N	Appraising Item	Graduation			Form/ Meaning
		Focus	Force		
			Intens.	Quant.	
.1	excessive		qual.		Inf-up-scaled att. lexis
.2	force		qual.		Inf-up-scaled att. lexis
.3	endemically		qual.		Inf-up-scaled att. lexis
.4	millions of black			number	Inf-up-scaled lexeme
.5	painfully		qual.		Inf-up-scaled att. lexis
.6	maddeningly		qual.		Inf-up-scaled att. lexis
.7	bigotry		qual.		Inf-up-scaled att. lexis
.8	asserted		proc.		Inf-up-scaled att. lexis
.9	all			number	Iso-up-scaled lexeme
.10	must		proc.		Inf-up-scaled modal operator
.11	tolerate		proc.		Inf-up-scaled att. lexis
.12	just	sharpen			Up-scaled
.13	can		proc.		Inf-up-scaled modal operator
.14	five Dallas officers			number	Inf-up-scaled lexeme
.15	may		proc.		Inf-down-scaled modal operator
.16	sickening		qual.		Inf-up-scaled att. lexis
.17	fatally		qual.		Inf-up-scaled att. lexis
.18	most		qual.		Iso-up-scaled intensifier
.19	otherwise	sharpen			Up-scaled
.20	dangerous		qual.		Inf-up-scaled att. lexis
.21	about	soften			Down-scaled
.22	less		qual.		Iso-up-scaled intensifier
.23	often		proc.		Inf-up-scaled modal adjunct
.24	violent		qual.		Inf-up-scaled att. lexis
.25	broadly		proc.		Iso-up-scaled intensifier
.26	loaded		qual.		Inf-up-scaled att. lexis

.27	more		qual.		Iso-up-scaled intensifier
.28	likely		proc.		Inf-down-scaled modal adjunct
.29	alone	sharpen			Up-scaled
.30	such		qual.		Iso-up-scaled intensifier
.31	violence		qual.		Inf-up-scaled att. lexis
.32	continued		proc.		Inf-up-scaled att. lexis
.33	a dozen shots			number	Inf-up-scaled lexeme
.34	to death		qual.		Iso-up-scaled metaphor
.35	a few			number	Iso-up-scaled lexeme
.36	stabbed		proc.		Inf-up-scaled att. lexis
.37	own	sharpen			Up-scaled
.38	overwhelmingly		qual.		Inf-up-scaled att. lexis
.39	eight times			number	Iso-up-scaled lexeme
.40	the latest		qual.		Iso-up-scaled intensifier
.41	a series of studies			number	Inf-up-scaled lexeme
.42	bias		qual.		Inf-up-scaled att. lexis
.43	greater		qual.		Iso-up-scaled intensifier
.44	will		proc.		Inf-up-scaled modal operator
.45	significant		qual.		Inf-up-scaled att. lexis
.46	likelihood		qual.		Inf-down-scaled att. lexis
.47	also	sharpen			Up-scaled
.48	assaulted		qual.		Inf-up-scaled att. lexis
.49	destroyed		qual.		Inf-up-scaled att. lexis
.50	destroying		proc.		Inf-up-scaled att. lexis
.51	minority			number	Inf-down-scaled lexeme
.52	thousands of			number	Inf-up-scaled lexeme
.53	should not		proc.		Inf-up-scaled modal operator
		6 (11%)	47 (89%)		
			38 (81%)	9 (19%)	

The amplifying resources of **focus** have a low frequency of occurrence, **(6)** equivalent to **(11%)**. Table (4.7) shows a dominant use of **force**, **(47)** with **(89%)**. The values of **intensification** have the higher frequencies of occurrence. They score **(38)** occurrences with **(81%)**, whereas those of **quantification** are observed only in **(9)** items with **(19%)**.

More specifically, **focus** is realised through **sharpen** which is used **(5)** times with **(83%)**, and **soften** **(1)** once with **(17%)**. The intensification sources are realised through **quality** **(25)** with **(66%)** and **process** **(13)** with **(34%)**. As for **quantification**: the value of **number** is the only

graduating source that is employed by the writer in **(9)** occurrences with **(100%)**.

In terms of meaning, intensification is realised as: **metaphor (1)** with **(3%)**, **intensifier (7)** with **(18%)**, **attitudinal lexis (23)** with **(61%)**, and **modality (7)** with **(18%)**. The up-scaling resources are used more than the down-scaling ones. They score **(48)** occurrences with **(91%)**, whereas the down-scaling meanings are recognised in **(5)** occurrences correspondent to **(9%)**. The mode of infusion forms most of the amplification resources with **(36)** equivalent to **(77%)**, whereas the mode of isolation is observed in **(11)** items correspondent to **(23%)**.

Article (2) (See Appendix (1))

The second opinion article is by Nestride Yumga in June 8, 2020 1:47 pm ET, about 14 days after George Floyd's murder. The title of the article is "*Violence threatens the Black Lives*". The article focuses on three views: first, it conveys the writer's negative feelings about the crimes committed by the Afro-Americans. Second, the writer heavily criticises BLM, emphasizing that this movement has deeply engraved antagonism against the whites. Third, the article expresses a positive stance towards some Afro-American people who give hope and motivation to other black people and help them get rid of the negative feeling that they are oppressed and depressed.

1. Attitude

a. Affect

The article reflects an active use of affect, especially the variable of **[un/happiness]**. Inscribed/invoked and positive/ negative examples run throughout the whole article, for instance, "*African-Americans need messages of hope and motivation more than ever. This movement agenda is to make sure we feel oppressed and depressed, so that we hate ourselves more and despise our fellow Americans.*" This extract involves

some appraising items, through which Yugma expresses her view that black community needs messages of hope and motivation to help them get rid of the negative feeling that they are depressed and the negative image that they are oppressed. This offensive image which is deeply rooted within them by BLM makes them hate themselves and despite other American citizens. The appraising items of *hope*, *motivation* and *sure* are all classified under the variable of **[security]** and recognised as explicit positive feelings of mental disposition. *Depressed* and *hate*, on the other hand, are expressed as inscribed negative feelings, the first belongs to **[unhappiness: misery]** and the second to **[unhappiness: antipathy]**. Both of them are realised as mental disposition.

As for the variable of *dis/satisfaction*, Yugma uses *interests*, in “*they don’t act in our best interests,*” to criticise BLM, accusing its supporters of neglecting the blacks’ *interests* and focusing on the view that the Afro-Americans are oppressed and depressed people. The appraising item, *interests* expresses an explicitly positive affect of **[satisfaction: interest]** and realised as mental disposition.

b.Judgement

The two sub-categories of judgement, *social esteem* and *social sanction*, are employed by the writer. Through social esteem, the article conveys a negative stance that BLM attempts to create racial hatred among the Americans themselves, and this is the big problem threatening to divide the country on the basis of race. For this purpose, Yugma uses the phrase, “*tearing down*” in “*Black Lives Matter movement throws racial antagonism into this equation to create an even bigger problem by turning Americans against each other, tearing down our cities, and bringing shame and disgrace to our great country.*” *Tearing down*, in this regard, is understood as an inscribed negative attitude that belongs to the variable of **[normality]**. The variable of **[capacity]** is used in a variety of ways, explicit/ implicit and positive/ negative. The appraising item,

create, in the above extract, is used as an inscribed positive attitude of **[capacity]**. The meaning of **[tenacity]** is understood only implicitly via some expressions, such as “*Black Lives Matter and its supporters don’t represent all black Americans.*” This example is understood as a negative attitude, implying the meaning that BLM is an unreliable movement and nobody should think of it as trustworthy.

Concerning *social sanction*, the meaning of *veracity* has no realisation in the article. Most of the attitudes are expressed via **[propriety]** which focuses on some fatal problems, as in “*America has a major problem called violence,*” where *violence* is classified as an explicit negative meaning, through which the writer attempts to say that it is Afro-Americans who are accounted for all crimes committed in the U. S. Other examples of **[propriety]** are associated with some other ethical issues, such as *racial, threatens, rogue, despise, etc.*

c. Appreciation

As for appreciation, the writer makes use of **[reaction: quality]** to describe the United States as a great country, as in the extract already mentioned in the analysis of judgement, “*Black Lives Matter movement throws racial antagonism..., and bringing shame and disgrace to our great country.*” *Great* here is used as an inscribed positive appreciation. The meaning of *composition* is categorized via the use of *unsolved*, in “*They don’t protest the police department for letting homicides go unsolved.*” Yugma here blames the BLM members for not protesting against the police for not being able to find a solution for the problem of violence. The praising item, *unsolved* is understood as having an explicit negative appreciation that falls under the meaning of **[composition: complexity]**. The article shows a dominant use of **[valuation]**, where the writer attempts to convey his stance negatively through criticising BLM and positively through appraising African-American leaders for their messages of hope and motivation sent to their fellow citizens. One

negative example is the use of *seriously*, in “*They don’t organize nationwide protests for other issues that seriously affect our communities.*” The table (4.8) shows dominant examples of positive valuation, such as *real*, in “*African-Americans need real policy reforms, not racial antagonism.*”

Table (4.8): Attitude Analysis of “***Violence Threatens Black Lives***”

N.	Appraising Items	Appraiser	Aff.	Judge.	Appr.	Appraised
1.	violence	the writer		-prop		violence
2.	not oppressed	the writer		neg-cap		violence
3.	free	the writer		+prop		violence
4.	need	the writer		-cap		violence
5.	real	the writer			+val	violence
6.	racial	the writer		-prop		violence
7.	antagonism	Afro-Americans	-hap			violence
8.	threatens	the writer		-prop		black lives
9.	matter	the writer			+val	black lives
10.	rogue	the writer		-prop		black lives
11.	clear	the writer			+val	black lives
12.	not...matter	the writer			neg+val	black lives
13.	It tears my soul	the writer	t,-hap			violent crime
14.	lost their lives	the writer		-cap		violent crime
15.	problem	the writer			-val	violent crime
16.	demand	the writer	-sec			violent crime
17.	create	the writer		+cap		BLM
18.	tearing down	the writer		t,-norm		BLM
19.	bringing shame and disgrace	the writer		t,-prop		BLM
20.	great	the writer			+reac	country
21.	not organize	the writer		-cap		BLM
22.	issues	the writer		-prop		BLM
23.	seriously	the writer			-val	BLM
24.	affect	the writer			-val	BLM
25.	unsolved	the writer			-comp	homicides
26.	failing	the writer		-cap		black kids
27.	hope	Afro-Americans	+sec			messages
28.	motivation	Afro-Americans	+sec			black people
29.	sure	the writer	+sec			BLM
30.	depressed	the writer	-hap			black people
31.	hate	the writer	-hap			black people
32.	despise	the writer		-prop		black people
33.	believe	the writer	+sec			you

34.	limits how far you can	the writer		t,-cap		BLM
35.	best	the writer			+val	BLM
36.	shut us down	the writer		t,-prop		BLM
37.	scream	the writer	-hap			black people
38.	blessed	the writer	+sat			freedom
39.	great	the writer		+cap		women
40.	victimhood	the writer		-cap		black people
41.	taught	the writer		+cap		black people
42.	struggle	the writer		+cap		black people
43.	rights	the writer			+val	constitutional
44.	must be waged everyday	the writer		-prop		rights
45.	successful	the writer		+cap		black people
46.	impoverished	the writer		-cap		inner city
47.	violent	the writer		-prop		inner city
48.	most powerful	the writer		+cap		voices
49.	prove	the writer		+cap		black people
50.	can achieve	the writer		+cap		black people
51.	dreams	the writer			+val	black people
52.	won't let anyone tell us	the writer		t,+ten		black people
53.	speak out	black people	+sec			bigotry
54.	horrible	the writer			-val	bigotry
55.	bigotry	the writer		-prop		black people
56.	white guilt	the writer		-prop		BLM
57.	Black Lives Matter and its supporters don't represent...	the writer		t,+ten		black people
58.	interests	black people	+sat			BLM
59.	don't care about	black people	neg+sat			BLM
60.	peaceful	the writer			+val	protests
61.	effective	the writer			+val	protests
			14	32	15	
			23%	52%	25%	

Table (4.8) shows a dominant use of **judgement** in the article with a high frequency of (32) corresponding to (52%). **Affect** and **appreciation** are both observed with smaller occurrences. The former occurs (14) times with (23%), and the latter (15) times with (25%). **Negative attitudes** are used more than the **positive** ones. They constitute (33) occurrences of the article with (54%), whereas the **positive attitudes** occur (28) times with (46%). **Inscribed attitudes** are observed with (54) times equivalent to (89%), whereas **invoked attitudes** score only (7) times with (11%).

More specifically, the above attitudes are also recognised in terms of their variables, for example, **affect: un/happiness (5) with (36%), in/security (6) with (43%), and dis/satisfaction (3) with (21%); judgement: normality (1) with (3%), capacity (16) with (50%), tenacity (2) with (6%), and propriety (13) with (41%); and appreciation: reaction (1) with (7%), composition (1) with (7%), and valuation (13) with (86%)**. As the results indicate, the author conveys his attitude via ability, ethical and natural standards.

2. Engagement

It seems that Yugma engages in all the systems and sub-systems of engagement, except for **contractive proclaim: concur** and **expansive attribute: distance**. The extract below is restricted to the *contractive meanings* of **disclaim: deny** and **counter**, and **proclaim: pronounce**. The writer is in a position to contract the dialogistic space rather than open it:

It tears my soul as an African-American resident [proclaim: pronounce] of Washington that 30 young black men and women in the District of Colombia lost their lives to violent crime in the first three months of 2020. The police didn't [disclaim: deny] kill them, but [disclaim: counter] that doesn't [disclaim: deny] mean their lives mattered less.

By the formulation, *as an African-American resident* [proclaim: pronounce], Yugma introduces her authorial emphasis and intervention that 30 young men and women in Washington lost their lives because of violent crime. Such a formulation is directed against a particular assumed or counter position. Since the writer confronts some third party (the blacks in the above extract), on behalf of the putative reader, then solidarity is built, in that the writer stands with the addressee in opposition to African-Americans. The writer, then, moves to the sub-category of denial, through which, she introduces an alternative position into the dialogue that: “*The police didn't [disclaim: deny] kill them...*” By *disclaim: deny*, the

proposition is directed outwards, where a disalignment with the third party (the blacks in the above extract) is established by the writer. Solidarity is enhanced since the reader accepts the authorial voice and never shows any resistance. A combination of **disclaim: counter** and **deny** is presented as an alternative position, thereby the writer introduces a counter-expectational proposition that black lives are important even when they are killed by other blacks.

The extract below contains **expansive entertain: modality** and *contractive* meanings of **proclaim: endorse** and **disclaim: deny**:

Their lives prove [**proclaim: endorse**] that as African-Americans in a country of opportunity, we all can [**entertain: modality**] achieve our dreams and won't [**entertain: modality+ disclaim: deny**] let anyone tell us otherwise. We need [**entertain: modality**] them to speak out against the horrible bigotry of low expectations perpetuated by Black Lives Matter and its “white guilt” leftist backers.

The writer employs the *contractive* meaning of **proclaim: endorse**, as in “*Their lives prove [**proclaim: endorse**] that as African-Americans in a country of opportunity,*” in order to refer to some external source (*their lives* in the above extract) and construe it as correct or valid. The meaning of possibility is conveyed via the *expansive* **entertain: modality**, as in “we all can [**entertain: modality**] achieve our dreams...” The epistemic affect is a contingent factor by which it becomes clear for the reader to interpret such a formulation as a sign of a lack of certain knowledge on the part of the writer. Once again a combination of *entertain: modality+ disclaim: deny* is dialogistically employed to convey a resolution on the part of the writer, as in “...won't [**entertain: modality+ disclaim: deny**] let anyone tell us otherwise.” The meaning of *entertain: modality* is also used at the end of the extract, a negative capacity on the part of black people (as a third party) is expressed. In other words, the meaning expressed via “We

need [entertain: modality]...,” is to present blacks as unable to stand against BLM. It seems that solidarity between the writer and the reader is enhanced since the writer attempts provide the reader with knowledge about a third party (blacks in the above extract).

As for the meaning of *expansive attribute: acknowledge*, Yugma associates herself with the current proposition that, “*They taught [attribute: acknowledge] that the struggle for constitutional rights must be waged every day.*” The proposition being advanced refers to some black leaders with whom the writer is satisfied, that is, the authorial voice is presented as engaging interactively with those voices.

The meaning of [monogloss] is observed in more than one position in the article, as in “*America has a major problem called violence.*” The writer in this position of the article deals with ‘violence’, especially that by blacks as a taken-for-granted fact that demands no external voice. The disposition adopted by the writer monoglossically asserts the proposition and presents it as very much in the spotlight.

Table (4.9): Engagement Analysis of “**Violence Threatens Black Lives**”

N	Heterogloss		Monogloss
	Expand	Contract	
1.		I am <i>not</i> [disclaim: deny] oppressed.	
2.			I am <i>free</i> .
3.	African-Americans <i>need</i> [entertain: modality] <i>real</i> policy reforms,		
4.		<i>not</i> [disclaim: deny] <i>racial antagonism</i> .	
5.	<i>If</i> [entertain: modality]		
6.		<i>the only</i> [disclaim: counter] black lives that <i>matter</i> to the Black Lives Matter movement are those taken by <i>rogue</i> police officers, then let it be clear:	
7.		<i>Not</i> [disclaim: deny] all black lives matter.	
8.		<i>It tears my soul as an African-American resident</i> [proclaim: pronounce] that...young Black men and	

		women... <i>lost their lives to violent crime.</i>	
9.		The police did <u>n't</u> [disclaim: deny]	
10.		<u>but</u> [disclaim: counter]	
11.		that does <u>n't</u> [disclaim: deny] <i>mean their lives mattered less.</i>	
12.			America has a major <i>problem</i> called violence.
13.	The high crime rates in African-American communities <u>demand</u> [entertain: modality] more social activism and economic initiatives in recognition of the value of all black lives		
14.		<u>But</u> [disclaim: counter] the black Lives Matter movement throws racial <i>antagonism</i> into this equation to <i>create</i> ...	
15.		an <u>even</u> [disclaim: counter] bigger <i>problem</i> by <i>turning Americans against each other, tearing down</i> our cities, and bringing <i>shame</i> and <i>disgrace</i> to our <i>great</i> country.	
16.		They don't [disclaim: deny] <i>organize</i> nationwide protests for other <i>issues</i> that <i>seriously affect</i> our communities.	
17.		They don't [disclaim: deny] protest the police department for letting homicide <i>go unsolved</i> .	
18.		They don't [disclaim: deny] protest Congress...for <i>access</i> to capital.	
19.		They don't [disclaim: deny] protest the school system for <i>failing</i> African-American children.	
20.	African-Americans <u>need</u> [entertain: modality] messages of <i>hope</i> and <i>motivation</i> more than ever.		
21.		This movement's <u>agenda is to make sure</u> [proclaim: endorse] we <i>feel oppressed</i> and <i>depressed</i>	
22.		<u>so that</u> [disclaim: counter] we	

		<i>hate</i> ourselves more and <i>despite</i> our fellow Americans.	
23.	The person who makes you <u>believe</u> [attribute: acknowledge] you are <i>oppressed</i> also limits <i>how far you can go</i> .		
24.	<u>If</u> [entertain: modality] African-Americans are <i>oppressed</i> , it is by the people who tell us we are,		
25.	and who <u>will</u> [entertain: modality] do their <i>best</i> to <i>shut us down</i>		
26.		when we try <u>scream</u> [proclaim: pronounce]	
27.		“We are <u>not</u> [disclaim: deny] <i>oppressed</i> .”	
28.		I am <u>not</u> [disclaim: deny] <i>oppressed</i> .	
29.			I am <i>blessed</i> to fellow in the footsteps of <i>great black American women</i> ...
30.		Martin...and Malcolm... <u>never</u> [disclaim: deny] allowed us the luxury of <i>victimhood</i> .	
31.	They <u>taught</u> [attribute: acknowledge] that the <i>struggle</i> for constitutional rights		
32.	<u>must</u> [entertain: modality] be waged every day.		
33.	<u>If</u> [entertain: modality] rights		
34.		are <u>not</u> [disclaim: deny] for all Americans, then they are for none.	
35.	We <u>need</u> [entertain: modality] <i>successful</i> African-American brothers and sisters-many of whom were born into <i>impoverished</i> and <i>violent</i> inner-city to become some of the world’s <i>most powerful</i> voices		
36.		Their lives <u>prove</u> [proclaim: endorse] that as African-Americans in a country of opportunity...	
37.	We all <u>can</u> [entertain: modality] <i>achieve our</i>		

	<i>dreams and</i>		
38.	<i>won't</i> [entertain: modality] let anyone tell us otherwise.		
39.		<i>won't</i> [disclaim: deny] let anyone tell us otherwise.	
40.	We <i>need</i> [entertain: modality] them to speak out against the <i>horrible bigotry</i> of low expectations...and its "white guilt"		
41.		Black Lives Matter and its supporters <i>don't</i> [disclaim: deny] represent all black Americans.	
42.		they <i>don't</i> [disclaim: deny] speak for us,	
43.		they <i>don't</i> [disclaim: deny] act in our best <i>interests</i> ,	
44.		they <i>don't</i> [disclaim: deny] care about our prosperity.	
45.			The overwhelming majority of black Americans are for <i>peaceful, effective</i> protests,...,and for <i>real</i> reforms...
	41 (91%)		4 (9%)
	14 (34%)	27 (66%)	

The **heteroglossic** sub-categories are used dominantly throughout the whole article, (41) with (91%), which shows that more other external opinions are allowed to the text. The author expresses his views via only a limited number of **monoglossic** resources, (4) with (9%). The **contractive** options have the higher frequency of occurrence, (27) with (66%), whereas the expansive meanings are observed (14) times with (34%).

More specifically, the dialogic **contraction** is restricted to the following values: **deny** (18) with (67%), **counter** (5) with (19%), **pronounce** (2) with (7%) and **endorse** (2) with (7%). The dialogic **expansion**, on the other hand, is represented via the meanings of **entertain**, observed in (12) occurrences corresponding to (86%) and **acknowledge** (2) times with (14%).

3. Graduation

Nearly all the sub-categories of graduation are employed by Yugma, except for minor meanings, such as, **focus: soften** and **quantifying mass** and **extent**. The text below includes the graduating values of **metaphor**, **quantification**, **attitudinal lexis** and **intensifier**:

It tears my soul [**Intense: Iso-up-scaled metaphor**] as an African-American resident of Washington that 30 [**Quant: number: Iso-up-scaled lexeme**] young black men and women in the District of Colombia lost their lives to *violent* [**Intens: Inf-up-scaled attitudinal lexis**] crime in the first three months of 2020. The police didn't kill them, but that doesn't mean their lives mattered *less* [**Intense: Iso-up-scaled intensifier**].

Metaphor is observed via the phrase '*It tears my soul*' which conveys the attitudinal evaluation of **affect: unhappiness**. It expresses with a high degree of intensity how the writer is upset at the sight of 30 black men and women killed by violence. The implicit meaning realised via metaphor is associated with a mode of semantic isolation. The author employs a quantifying amplification of number '*30 young black men and women*' in order to maintain solidarity with the reader, that is, the high degree of intensity via metaphor and number both form a kind of cause-effect interpretation of surprise. '*Violence*' is an attitudinal entity that falls into the sub-category of **judgement: propriety**. It is associated with an up-scaling meaning that is realised as a form of semantic infusion. Intensification is also realised via the comparative '*less*' which is associated with a low degree of intensity and has the mode of semantic isolation. Most of the meanings observed in the text have an up-scaling meaning which is a good way for writers to maintain solidarity with the readers.

Table (4.10): *Graduation Analysis of “Violence Threatens Black Lives”*

N	Appraising Item	Graduation			Form/ Meaning
		Focus	Force		
			Intens.	Quant.	
.1	too	sharpen			Up-scaled
.2	antagonism		qual.		Inf-up-scaled att. lexis
.3	only	sharpen			Up-scaled
.4	clear		qual.		Inf-up-scaled att. lexis
.5	all			number	Iso-up-scaled lexeme
.6	tears my soul		proc.		Iso-up-scaled metaphor
.7	30 young black...			number	Iso-up-scaled lexeme
.8	violent		qual.		Inf-up-scaled att. lexis
.9	less		proc.		Iso-up-scaled intensifier
.10	major		qual.		Inf-up-scaled att. lexis
.11	violence		qual.		Inf-up-scaled att. lexis
.12	high		qual.		Inf-up-scaled att. lexis
.13	more		qual.		Iso-up-scaled intensifier
.14	bigger		qual.		Iso-up-scaled intensifier
.15	great		qual.		Inf-up-scaled att. lexis
.16	seriously		qual.		Iso-up-scaled intensifier
.17	failing		qual.		Inf-down-scaled att. lexis
.18	motivation		qual.		Inf-up-scaled att. lexis
.19	sure		qual.		Inf-up-scaled modal adjunct
.20	hate		qual.		Inf-up-scaled att. lexis
.21	believe		proc.		Inf-down-scaled modal adjunct
.22	can		proc.		Inf-up-scaled modal operator
.23	best		qual.		Iso-up-scaled intensifier
.24	scream		proc.		Inf-up-scaled modal adjunct
.25	never		proc.		Inf-down-scaled modal adjunct
.26	struggle		qual.		Inf-up-scaled att. lexis
.27	must		proc.		Inf-up-scaled modal operator
.28	many			number	Iso-up-scaled lexeme
.29	some			number	Iso-down-scaled lexeme
.30	most		qual.		Iso-up-scaled intensifier
.31	powerful		qual.		Inf-up-scaled att. lexis
.32	won't		proc.		Inf-up-scaled modal operator
.33	horrible		qual.		Inf-up-scaled att. lexis
.34	bigotry		qual.		Inf-up-scaled att. lexis
.35	low		qual.		Inf-down-scaled att. lexis
.36	overwhelming		qual.		Inf-up-scaled att. lexis
.37	majority		qual.		Inf-up-scaled att. lexis
		2 (5%)	35 (95%)		
			31(89%)	4 (11%)	

The graduating items of **force** are used dominantly throughout the whole article, (35) with (95%), whereas **focus** is realised through a small number of sources, (2) with (5%). Within the sub-system of force, the

values of **intensification** are realised as having the higher frequency of occurrence, (31) with (89%), whereas **quantifying** items are observed (4) times with (11%).

More specifically, **sharpen** is the only variation of **focus** that is observed in the text. It is used (2) times with (100%). Intensification is observed via **quality** which scores (23) occurrences with (74%) and **process** occurring only (8) times with (26%). Concerning quantification: **number** is the only variable that is observed in the data with (4) equivalent to (100%).

Furthermore, the intensifying meanings are realised through: **metaphor** (1) with (3%), **intensifier** (6) with (19%), **attitudinal lexis** (17) with (55%), and **modality** (7) with (23%). The up-scaling graduation has the higher frequency of occurrences (32) with (86%), whereas the down-scaling is observed only with (5) occurrences correspondent to (14%). The semantic infusion forms most of the graduation resources with (24) corresponding to (69%), while the semantic isolation is recognised only in (11) items with (31%).

Article (3) (See Appendix (1))

The third opinion article is by Robert L. Woodson Sr. in April 16, 2021/ 2:19 pm ET. The title of the article is “*Media’s Racial Narrative Targets Whites, Harms Black*”. The writer employs the metaphor *racial narrative* to convey his implicit meaning that the alleged racism is rather a narrative that targets whites but harms Afro-Americans, because it ignores the crimes that blacks commit against each other. Generally, the article attempts to show readers that people of colour are not only crime-committers but also unsuccessful and self-defeated because they rely on the whites to solve their problems.

1. Attitude

a. Affect

Robert L. Woodson Sr. employs inscribed/ invoked and positive/ negative feelings towards the American media which he thinks it to focus on the “*racial narrative*” of systemic racism and ignore the crimes committed by American blacks. The author, through his rhetorical question, “*Are only white people capable of hate crimes?*” conveys his stance that the blacks do commit *hate* crimes. The epithet, ‘*hate*’ comes as an explicit negative affect of **[unhappiness: antipathy]**. The appraising item of ‘*cries*’, in “*the cries of....blacks who oppose defunding the police....*,” is used to express the writer’s attitude that every police killing of a black person is exaggerated in order to push for defunding the police. ‘*Cries*’, in this sense, is classified as an inscribed negative affect of **[unhappiness: misery]**, and realised as surge (of behaviour). The writer uses the verb ‘*marched*’, in “*We marched and demanded fair and equal treatment under the law,*” to express his attitude that it is not blacks, but rather whites who must demand justice and equal treatment. ‘*Marched*’ is an explicitly positive affect that belongs to the variable of **[security: confidence]**, and realised as surge (surge of behaviour). As for *dis/satisfaction*, the writer expresses his resentment that politicians present the sins of law-enforcement and “*ignore the enemy within*”, meaning Afro-Americans. ‘*Ignore*’ is a direct negative affect presented as a mental disposition of **[dissatisfaction: displeasure]**.

b. Judgement

Through the variables of *social esteem*, (**normality** and **capacity**), Woodson, for the most part, criticises the black’s behaviour. He, for instance, criticises the way media focuses on whites and presents them as murderers, whereas at the same time neglects how black kids are killed by the hands of other black murderers. For example, “*A media environment*

in which the only acceptable villains are white creates a more dangerous world for all of us.” In this extract, the epithet, ‘acceptable’ is understood as an inscribed negative judgement that falls into the variable of **[normality]**. By employing the meaning of **[capacity]**, the author either draws a negative image of Afro-Americans by evaluating them either explicitly as suffering from *unemployment* and *poverty*, or implicitly by showing them as kinds of people who (*must rely on white people to solve their problems...*).

As for social sanction, the variable of **[veracity]** is recognised through ‘trapped’, “How does this help low-income blacks trapped in unsafe neighborhoods and failing schools?” This rhetorical question is a negative response to the Coca-Cola companies which are aiming at employing the lower-income households. For Woodson, there is no use in employing the blacks, since they are so immersed in crime and ignorance. Through the variable of **[veracity]**, the author also expresses explicitly his positive attitude via the adverb, ‘honestly’, in “We have some serious problems we must address, but we can’t solve them unless we are willing to speak about them honestly.” By *serious problems*, in the above example, the writer refers to the crimes committed by blacks. The variable of **[propriety]** is an active area through which the writer attempts to show explicit negative images of Afro-Americans via using some expressions, such as the verb phrase, ‘was arrested’ to show that blacks are always in custody, the adverb, ‘savagely’ to show how savage they are, and many other expressions, like, for example, ‘violence’, ‘threat’, ‘dangerous’, etc.

c. Appreciation

As for the sub-category of *appreciation*, the article focuses on the meanings of **composition** and **valuation**, with the absence of reaction. The variable of **[composition: complexity]** is realised through the use of the adjective ‘drastic’ which expresses the explicit negative attitude that “the more law- enforcement officers we lose to defunding, early

retirement and drastic drops in recruitment...” In this example, the writer criticises the calls for defunding police, because, as he thinks, this indirectly will increase the rates of crimes, especially those committed by blacks. The writer describes the United States of America as “*the world’s most prosperous, and harmonious multiracial society.*” ‘*Harmonious*’, in the above example, has an inscribed positive appraisal of **[composition: balance]**. ‘*Prosperous*’, on the other hand, refers to an explicitly positive appreciation of **[valuation]**. The variable of **[valuation]** is also recognised through the use of ‘*greatest*’ in “*greatest threat*” which refers to what other people say about “white supremacists”. ‘*Greatest*’ has an explicit negative valuation because it modifies the negative noun, ‘*threat*’.

Table (4.11): *Attitude Analysis of “Media’s Racial Narrative Targets Whites, Harms Black”*

N.	Appraising Items	Appraiser	Aff.	Judge.	Appr.	Appraised
1.	harms	the writer	-hap			racial narrative
2.	insistence	the writer		-prop		racism
3.	racism	the writer		-prop		racial narrative
4.	capable of hate crimes	the writer		t,-prop		the blacks
5.	shouting	the writer	-hap			racial epithets
6.	racial epithets	the writer		-prop		against racism
7.	was arrested	the writer		t,-prop		a black man
8.	savagely	the writer		-prop		beating
9.	endless	the writer			-comp	coverage
10.	despicable	the writer	-hap			assault
11.	erroneously	the writer			-val	suspect
12.	violence	the writer		-prop		Asian- Americans
13.	obsessively	the writer	-sat			the narrative
14.	the narrative	the writer		t,-prop		white supremacist
15.	greatest	the writer			-val	racism
16.	threat			-prop		
17.	oversimplification	the writer			-comp	the narrative
18.	dire	the writer			-val	the narrative
19.	vulnerable	the writer		-cap		the narrative
20.	poorest	the writer		-cap		the blacks
21.	acceptable	the writer		-norm		villains
22.	villains	the writer		-prop		the whites
23.	creates	the writer		+cap		the whites

24.	dangerous	the writer		-prop		the whites
25.	the rush	the writer		-ten		the whites
26.	familiar	the writer		-norm		judgement
27.	segregation	the writer		-prop		people
28.	couldn't care	the writer	neg +sec			some people
29.	severe	the writer			-val	penalties
30.	offenses	the writer		-prop		the whites
31.	marched	the writer	+sec			people
32.	demanded	the writer		+cap		people
33.	fair	the writer		+prop		Treatment
34.	equal	the writer		+prop		Treatment
35.	tragic	the writer			-val	police killing
36.	amplified	the writer			-comp	killing the Blacks
37.	radical	the writer			-val	accuse
38.	accuse	the writer		-ver		police
39.	lose	the writer	-hap			defunding
40.	early	the writer			-val	retirement
41.	drastic	the writer			-comp	drops
42.	cries	the writer	-hap			the Blacks
43.	oppose	the writer	+sat			defunding
44.	ignored	the writer	-sat			defunding
45.	loudest	the writer			-val	advocates
46.	thanks	the writer	+hap			racism
47.	experiencing	the writer	-hap			the blacks
48.	must rely on white people	the writer		t,-cap		the blacks
49.	problems	the writer			-val	of the blacks
50.	nonsensical	the writer			-val	the assertion
51.	self-defeating	the writer			-val	the assertion
52.	sins	the writer		-prop		the whites
53.	ignore	the writer	-sat			the writer
54.	the enemy within	the writer		t,-prop		the blacks
55.	power	the writer		+cap		population
56.	blind eye	the writer		t,-ver		the public
57.	destruction	the writer			-val	communities
58.	consuming	the writer			-val	the black crime
59.	bait	the writer		t,-ver		racism
60.	switch	the writer		t,-ver		racism
61.	unemployment	the writer		-cap		the blacks
62.	poverty	the writer		-cap		the blacks
63.	inequalities	the writer		-ver		the blacks
64.	suffering	the writer	-hap			the blacks
65.	skilled	the writer			+val	positions
66.	trapped	the writer		-ver		the blacks
67.	unsafe	the writer			-val	neighborhood
68.	failing	the writer		-cap		the programs
69.	mistreated	the writer		-prop		the black women
70.	salient	the writer			-val	issue
71.	victimising	the writer		-prop		minorities
72.	prosperous	the writer			+val	U.S.

73.	harmonious	the writer			+comp	U.S.
74.	multiracial	the writer			+comp	U.S.
75.	serious	the writer			-val	problems
76.	must address	the writer		-prop		problems
77.	can't solve	the writer		neg+cap		problems
78.	willing	the writer	+sec			people
79.	honestly	the writer		+ver		problems
			15	40	24	
			19%	51%	30%	

As Table (4.11) illustrates, **judgement** is used dominantly in the text with a high frequency of occurrence (**40**) corresponding to (**51%**). **Affect** and **appreciation** are both observed with smaller occurrences. They occur (**15**) and (**24**) times with (**19%**) and (**30%**) respectively. The article shows a higher frequency of **negative attitudes** with (**65**) equivalent to (**82%**), whereas **positive attitudes** occur only (**14**) times with (**18%**). As the results indicate, the **explicit attitudes** are observed with a higher frequency of occurrence (**71**) with (**90%**), whereas **implicit attitudes** form only (**8**) occurrences with (**10%**).

In addition, each sub-category in Table (4.11) is observed with different realisations, for example, the variables of **affect: un/happiness** (**8**) with (**53%**), **un/security** (**3**) with (**20%**), and **dis/satisfaction** (**4**) with (**27%**); **judgement: normality** (**2**) with (**5%**), **capacity** (**10**) with (**25%**), **tenacity** (**1**) with (**2.5%**), **veracity** (**7**) with (**17.5%**), and **propriety** (**20**) with (**50%**); and **appreciation: composition** (**6**) with (**25%**) and **valuation** (**18**) with (**75%**).

2. Engagement

As indicated in Table (4.12), all the sub-types of engagement are observed in the article except for **attribute: acknowledge and distance**. The extract below involves the contractive meanings of **disclaim: counter**, **proclaim: concur**, **pronounce** and **endorse**. It also contains the expansive meaning of **entertain: modality**:

Are only white people capable of hate crimes? **[proclaim: concur]** *If* **[entertain: modality]** you get all your news from mainstream media sources, that's what you'd think. A 51-year-old black man allegedly stabbing a 12-year-old white boy in Pittsburgh while **[disclaim: counter]** shouting racial epithets barely made national news. The same was true **[proclaim: pronounce]** when a black man was arrested for savagely beating a 65-year-old Asian woman in Midtown Manhattan. We saw endless coverage of the despicable assault on the Capitol on Jan. 6, but **[disclaim: counter]** when a 25-year-old black male allegedly killed a Capitol police officer last week, NSNBC erroneously reported **[proclaim: endorse]** the suspect was white.

The above extract begins with a leading question, "*Are only white people capable of hate crimes?*" which is classified under the meaning of **[proclaim: concur]**. Woodson assumes that no answer needs to be provided for this question on account that it is so obvious that not only white people are capable of committing hate crimes but also the blacks. The author then expands his authorial voice via **[entertain: modality]** represented by if-conditional, as in "*If you get all your news from mainstream media sources, that's what you'd think.*" The writer, in this sense, attempts to create a degree of certainty, leaving to the reader the judgement whether this is certain or not. The primary functionality of such a modulising proposition is to allow for alternative voices in the current colloquy- represented in the extract by mainstream media sources. The writer moves to a countering relationship **[disclaim: counter]**, through which he replaces or counters the proposition that "*A 51-year-old black man allegedly stabbing a 12-year-old white boy in Pittsburgh,*" and introduces a proposition in its place that no racial calls about the killing of the whites have ever been heard in the news.

Furthermore, by *true* [**proclaim: pronounce**] in the above extract, the author makes an intervention into the text, by which he asserts the value of the previous proposition. The meaning here is that when a black man killed anybody other than the white, this will be of concern to the media. Through *pronouncement*, the authorial voice asserts itself against the countering viewpoint that when a black man is killed by the white, then racial calls constitute the mainstream media. The meaning of counter-expectation is introduced into the text via the use of *but* [**disclaim: counter**], which replaces the previous propositions regarding killing whites at the hands of the blacks and how this never finds its way to the American media. As the writer assumes, the matter is different when it comes to killing blacks at the hands of the police, NSNBC reports even erroneously accuse whites. The meaning of [**proclaim: endorse**] is introduced into the text via the verb 'reported'. Solidarity is at risk, since the authorial voice asserts itself at the expense of the reader.

The meaning of **disclaim: deny and counter** are observed in the extract below:

A large share of the benefits *never* [**disclaim: deny**] go to the people actually suffering from high unemployment or poverty or crime. They go to the elite members of that race who are *already* [**disclaim: counter**] insulated and connected enough to capture the prizes.

By *never* [**disclaim: deny**], Woodson, clearly, indicates a disalignment with the view that the money goes to the poor American blacks goes, instead, it goes to some black greedy movements, such as, for example, BLM, which allegedly calls for the rights of the blacks. The denial, in this sense, is constructive of the reader in a way that it presents the reader as susceptible to the false view that the money goes to the poor blacks. The writer, then, moves to a counter-expectation via the adverb *already* [**disclaim: counter**], which presents a position prior to the current

proposition. The solidarity is at risk, since the putative reader doesn't subscribe to the taken-for-granted proposition.

The meaning of **monogloss** is observed in “*The rush to judgement based on skin colour is familiar to those of us who lived in segregation.*” Woodson introduces his proposition as a bare assertion in order to present factual the view that media shows only white crimes, ignoring the hate crimes committed by the blacks.

Table (4.12): *Engagement Analysis of “Media’s Racial Narrative Targets Whites, Harms Black”*

N	Heterogloss		Monogloss
	Expand	Contract	
1.		<i>Are only white people capable of hate crimes?</i> [proclaim: concur]	
2.	<i>If [entertain: modality] you get all your news from mainstream media sources,</i>		
3.		<i>A 51-year-old black man allegedly stabbing... while</i> [disclaim: counter] <i>shouting racial epithets...</i>	
4.		<i>The same was true</i> [proclaim: pronounce] <i>when a black man was arrested for savagely beating...</i>	
5.		<i>We saw endless coverage of the despicable assault ...but</i> [disclaim: counter] <i>...allegedly killed...</i>	
6.		<i>MSNBC erroneously reported</i> [proclaim: endorse] <i>the suspect was white.</i>	
7.		<i>There was a rise in violence against Asian-Americans, but</i> [disclaim: counter] <i>the race of the perpetrators was typically mentioned</i>	
8.		<i>only when</i> [disclaim: counter] <i>they were white.</i>	
9.		<i>Media and other elites obsessively push the narrative</i> [proclaim: endorse] <i>that the great</i>	

		threat...is coming from “white-supremacism.”	
10.			This <i>gross oversimplification</i> has <i>dire</i> consequence for the most <i>vulnerable</i> ...those living in the poorest neighborhood.
11.		A media environment in which the <u>only</u> [disclaim: counter] <i>acceptable</i> villains are white <i>creates</i> a more <i>dangerous</i> world for all of us.	
12.			<i>The rush</i> of judgement based on <i>skin colour</i> is <i>familiar</i> to those of us who lived through <i>segregation</i> .
13.	...some in law enforcement <u>couldn't</u> [entertain: modality] care less were <i>severe penalties</i> for <i>offences</i> against whites.		
14.		...some in law enforcement <u>couldn't</u> [disclaim: deny] care less were <i>severe penalties</i> for <i>offences</i> against whites.	
15.			We <i>marched</i> and <i>demand</i> ed <i>fair</i> and <i>equal</i> treatment under the law.
16.		<u>As far as the application of criminal law</u> [proclaim: endorse] , much of what is happening...to <i>retreat to the Pre-Civil Rights South</i> .	
17.			Every <i>tragic</i> police killing of a black person is <i>amplified</i> by <i>radical</i> progressives to <i>accuse</i> police of what supremacy and to push for...
18.	<u>The more law-enforcement officers we lose</u> [entertain] , early retirements and drastic drops..,		
19.			Homicides among lower-income minorities <i>soar</i> .
20.			...the <i>cries</i> of...the blacks who <i>oppose</i> defunding the police are... <i>ignored</i> .
21.		The <i>loudest</i> advocates of defunding the police <u>don't</u> [disclaim: deny] have to live with...	
22.		The Los Angeles City Council	

		president pushed for defunding the police <u>while</u> [disclaim: counter] ...	
23.			<i>Thanks</i> to so-called racial progressives..., low-income black neighborhoods are <i>experiencing</i> some of what...
24.	The <u>assertion</u> [entertain] that the blacks...		
25.	<u>must</u> [entertain: modality] <i>rely on</i> white people to solve all their <i>problems</i> ...is both <i>nonsensical</i> and <i>self-defeating</i> .		
26.		<i>By focusing on</i> [proclaim: pronounce] the past and the present <i>sigs</i> of white America as the source of all our <i>problems</i> , we <i>ignore</i> ..., and that which is in our <i>power</i> to change.	
27.			We turn a <i>blind eye</i> to the <i>destruction</i> within our communities that is <i>consuming</i> more of our lives...
28.		<u>even</u> [disclaim: counter] at the highest of its <i>power</i> .	
29.	...remedies applied to a single racial group almost <u>always</u> [entertain: modality] include a kind of <i>bait</i> and <i>switch</i> .		
30.			The social pathologies are the bait: high <i>unemployment</i> , <i>poverty</i> , <i>inequalities</i> ...
31.	<u>When</u> [entertain] arrive..., you get the <i>switch</i> .		
32.		A large share of the benefits <u>never</u> [disclaim: deny] go to the people ... <i>suffering</i> from high <i>unemployment</i> or <i>poverty</i> or <i>crime</i> .	
33.		They go to the elite members of that race who are <u>already</u> [disclaim: counter] insulated and connected enough to capture the prizes.	
34.			Other companies..., are following suit with their own racial quotes for highly

			skilled positions.
35.		<i>Even</i> [disclaim: counter] race-neutral programs aimed at lower-income households ...	
36.		<i>How does this help low-income blacks trapped in unsafe neighborhoods and failing schools?</i> [proclaim: concur]	
37.		<i>How does requiring corporations to have a certain percentage..., many of whom are being mistreated?</i> [proclaim: concur]	
38.		Race remains a <i>salient</i> issue..., <i>but not only</i> [disclaim: counter] because of white victimizing ...	
39.		<i>Yet</i> [disclaim: counter] the U.S. is the world's most prosperous and harmonious multiracial society.	
40.	We have some <i>serious</i> problems we <i>must</i> [entertain: modality] address,		
41.		<i>but</i> [disclaim: counter]	
42.	We <i>can't</i> [entertain: modality] solve them		
43.		We <i>can't</i> [disclaim: deny] solve them unless we are willing to speak about them honestly.	
	33 (77%)		10 (23%)
	9 (27%)	24 (73%)	

Heteroglossic sub-categories are observed with a higher frequency of occurrence, (33) with (77%), which gives a sign that more voices and position are employed in the text. The author expresses his stance via only (10) **monoglossic** sources with (23%). The **contractive** options dominate over the **expansive** ones, that is, the author acts to restrict the scope of expansion. They occur (24) times with (73%), whereas the dialogic expansion is observed only via (9) sources with (27%).

Furthermore, all the meanings of the dialogic **contraction** are employed by the author: **deny** (4) with (17%), **counter** (12) with (50%), and **concur** (3) with (12.5%), **pronounce** (2) with (8%) and **endorse** (3) with (12.5%). Of the dialogic expansion, only one variation is applied to the text, that is of **entertain** which is observed in (9) occurrences with (100%).

3. Graduation

The text employs nearly all the values of graduation. The extract below contains some meanings of **focus**, **intensifying** adverbs, **quantification** and **modality**:

Are only [**Focus: sharpen: Up-scaled**] white people capable of hate crimes? If you get all [**Quant: number: Iso-up-scaled lexeme**] your news from mainstream media sources, that's what you'd think [**Intens: Inf-down-scaled modal operator**]. A 51-year-old black man [**Quant: number: Inf-up-scaled lexeme**] allegedly [**Intens: Inf-up-scaled attitudinal lexis**] stabbing a 12-year-old white boy [**Quant: number: Inf-down-scaled lexeme**] in Pittsburgh while shouting racial epithets barely [**Intens: Inf-down-scaled modal adjunct**] made national news. The same was true when a black man was arrested for savagely [**Intens: Inf-up-scaled attitudinal lexis**] beating a 65-year-old Asian woman in Midtown Manhattan.

The extract above begins with a leading question, “*Are only white people capable of hate crimes?*” –a question that is classified as proclaim: concur of engagement which presents the proposition as plausible, well-founded, and reliable. The question itself has some constituents which are focused more than others, for example, the entity ‘*white people*’ which is shown as the only **focused** part in the proposition. The meaning is realised as having a high degree of intensity. ‘All’ is a quantifying lexeme that is associated with **number** and observed as having a mode of semantic isolation. The meaning then goes down via **modality**, whereby Woodson

presents himself as uncertain, and, as a kind of good solidarity, gives the reader the chance to decide or keeps the reader not aloof from the position. The author also employs the quantifying **number** ‘*A 51-year-old black man*’ in order to convey an idea that such an elderly man of 51 kills ‘*a 12-year-old white boy*’. The author here uses both numbers as semantic infusion, but whereas the first has an up-scaling meaning, the second is interpreted as having a low degree of intensity. ‘*Allegedly*’ and ‘*savagely*’ are both described as **attitudinal lexemes** derived from ‘alleged’ and ‘savage’ respectively. They have a high degree of amplification and are observed as modes of semantic infusion that work on a verbal process. As for **modality**, Woodson makes use of ‘*barely*’ in order to decrease the degree of intensity of ‘*shouting racial epithets*’. It is a modal adjunct that is associated with usuality and recognised as a mode of semantic infusion.

Table (4.13): *Graduation Analysis of “Media’s Racial Narrative Targets Whites, Harms Black”*

N	Appraising Item	Graduation			Form/ Meaning
		Focus	Force		
			Intens.	Quant.	
.1	own	sharpen			up-scaled
.2	only	sharpen			up-scaled
.3	all			number	Iso-up-scaled lexeme
.4	you'd think		proc.		Inf-down-scaled modal operator
.5	a 51-year-old black man			number	Inf-up-scaled lexeme
.6	a 12-year-old white boy			number	Inf-down-scaled lexeme
.7	allegedly		qual.		Inf-up-scaled att. lexis
.8	barely		proc.		Inf-down-scaled modal adjunct
.9	savagely		qual.		Inf-up-scaled att. lexis
.10	endless		qual.		Inf-up-scaled att. lexis
.11	assault		qual.		Inf-up-scaled att. lexis
.12	violence		qual.		Inf-up-scaled att. lexis
.13	typically		qual.		Iso-up-scaled intensifier
.14	obsessively		qual.		Inf-up-scaled att. lexis
.15	push		qual.		Inf-up-scaled att. lexis
.16	greatest		qual.		Inf-up-scaled att. lexis
.17	greatest		qual.		Iso-up-scaled intensifier

.18	oversimplification		qual.		Iso-up-scaled intensifier
.19	most		qual.		Iso-up-scaled intensifier
.20	vulnerable		qual.		Inf-down-scaled att. lexis
.21	poorest		qual.		Iso-up-scaled intensifier
.22	dangerous		qual.		Inf-up-scaled att. lexis
.23	rush		qual.		Inf-up-scaled att. lexis
.24	some			number	Iso-down-scaled lexeme
.25	couldn't		proc.		Inf-up-scaled modal operator
.26	severe		qual.		Inf-up-scaled att. lexis
.27	much			number	Iso-up-scaled lexeme
.28	amplified		qual.		Inf-up-scaled att. lexis
.29	supremacy		qual.		Inf-up-scaled att. lexis
.30	more		qual.		Iso-up-scaled intensifier
.31	drastic		qual.		Inf-up-scaled att. lexis
.32	fewer			number	Inf-up-scaled lexeme
.33	soar		qual.		Inf-up-scaled att. lexis
.34	the cries		qual.		Inf-up-scaled att. lexis
.35	chronically		qual.		Iso-up-scaled intensifier
.36	loudest		qual.		Iso-up-scaled intensifier
.37	pushed for		proc.		Inf-up-scaled att. lexis
.38	assertion		qual.		Inf-up-scaled att. lexis
.39	must		proc.		Inf-up-scaled modal operator
.40	somehow	soften			down-scaled
.41	focusing		proc.		Inf-up-scaled att. lexis
.42	power		qual.		Inf-up-scaled att. lexis
.43	destruction		qual.		Inf-up-scaled att. lexis
.44	even	sharpen			up-scaled
.45	height		qual.		Inf-up-scaled att. lexis
.46	almost		qual.		Iso-down-scaled intensifier
.47	always		proc.		Inf-up-scaled modal adjunct
.48	kind of	soften			down-scaled
.49	high		qual.		Inf-up-scaled att. lexis
.50	large			mass	Inf-up-scaled lexeme
.51	never		proc.		Inf-down-scaled modal adjunct
.52	actually		proc.		Iso-up-scaled intensifier
.53	enough			mass	Inf-up-scaled lexeme
.54	highly		qual.		Iso-up-scaled intensifier
.55	skilled		qual.		Inf-up-scaled att. lexis
.56	certain		qual.		Inf-up-scaled modal adjunct
.57	thousands of			number	Inf-up-scaled lexeme
.58	many			number	Inf-up-scaled lexeme
.59	also	sharpen			up-scaled
.60	serious		qual.		Inf-up-scaled att. lexis
.61	can't		proc.		Inf-up-scaled modal operator
		6 (10%)	55 (90%)		
			45 (82%)	10 (18%)	

The graduating values of **focus** is limited to a small number of frequencies of occurrence, **(6)** equivalent to **(10%)**. **Force** is observed as having the highest frequency, **(55)** with **(90%)**. The **intensifying** forms are used more than the **quantifying** ones. They score **(45)** correspondent to **(82%)**, whereas the **quantification** is observed via **(10)** occurrences equivalent to **(18%)**.

More specifically, **focus: sharpen** is used **(4)** times with **(67%)**, and **soften** **(2)** times with **(33%)**. The intensifying values are realised via **quality** **(35)** with **(78%)** and **process** **(10)** with **(22)**. As for quantification: **number** is used **(8)** times with **(80%)**, and **mass** **(2)** with **(20%)**.

Furthermore, the **intensifying** values are realised through: **intensifier** **(11)** with **(24%)**, **attitudinal lexis** **(26)** with **(58%)**, and **modality** **(8)** with **(18%)**. The up-scaling amplifying forms are used more than the down-scaling ones. They score **(52)** occurrences with **(85%)**, whereas the down-scaling items are shown with a small number of occurrences **(9)** correspondent to **(15%)**. The infusion mode forms most of the amplification resources with **(41)** equivalent to **(75%)**, whereas the semantic isolation is observed in the text only with **(14)** items **(25%)**.

Article (4) (See Appendix (1))

The fourth opinion article is by Sylvia Bennett-Stone in Feb. 3, 2022 6:39 pm. ET. The title of the article is “*Black Children’s Lives Matter, Too*”. The writer draws a portrait of how innocent black children are killed by other blacks. The title of the article conveys the view that black children’s lives are important. This view stands as a reaction against the social and political movement, ‘BLM’, which seeks to highlight racism, inequality, police brutality, etc., neglecting how black children are killed by other black criminals.

1. Attitude

a. Affect

Sylvia Bennett-Stone uses some appraising items of affect to express her grudge against crimes committed by the blacks, such as *lost* in “*When you’ve lost a child, especially in violence...*,” *grief* and *emptiness* in “*Will anyone remember baby Grayson’s name besides his family, who must now find a way to live with their emptiness and grief.*” and *outrage* in “*How can we tolerate these kinds of deaths in our communities? Why is there no outrage?*” All these expressions express an explicit negative affect of **[unhappiness: misery]**, and realised as mental disposition, except for *outrage* which falls into surge (of behaviour). The writer also employs some explicit positive examples of affect, such as, *love* and *prayer* to show her sympathy with those who lost a child in a mass shooting. Both fall into the variable of **[happiness: affection]**, *love* is realised as mental disposition and *prayers* as surge (of behaviour). Some phrases, such as, “*my chest clenched,*” “*grasp for air,*” and “*I can’t breathe*” are used implicitly in the article to present the writer’s grief when she remembers the moment her son was shot. All these examples are realised as kinds of surge (of behaviour).

As for in/security, the example, “*...it’s the weakening of moral standards and devastating combination of hopelessness and anger.*” The writer describes what is happening in the U.S. regarding crime as something that is destroying moral standards and planting a feeling of hopelessness and anger. The appraising item of hopelessness has the inscribed negative attitude of **[security: confidence]**. The article also presents a stance of displeasure with what the U.S. is busy with and giving a back to grieving mothers who lost their children in mass shootings. ‘*Busy*’ is such an example used in “*The country seems too busy arguing about ideology that doesn’t mean anything to a grieving mother.*” It is an inscribed negative affect of **[satisfaction: interest]**.

b. Judgement

Sylvia makes use of only two variables of social esteem (**capacity** and **tenacity**) to present Afro-Americans as poor, weak, and disadvantageous, for example, “*Their struggle with poverty, and disadvantage never meant they turned to lawlessness or rampant violence.*” In this regard, *poverty* and *disadvantage* are recognised as an explicit negative judgement that refers to the variable of **[capacity]**. The author also employs an invoked negative evaluation of **[capacity]** such as “*a lack of economic and educational opportunities*” which presents the black people as useless, incompetent and ignorant. The variable of **[tenacity]** is realised through the use of *reckless*, as in “*Some people even make reckless demands to defund the police, which will only endanger more children.*” It has an explicit negative judgement used to convey the writer’s resentment about some people who make reckless demands to defund the police, which, as a consequence, endanger the lives of more children.

Veracity can be expressed implicitly via the use of lexicogrammatical structures, as in “*It is not my business,*” which implies the meaning that some people are afraid of confronting the responsibility with regards to the black crime. The appraising item of *self-proclaimed* is used as an explicit positive judgement that belongs to **[veracity]**. The writer employs *self-proclaimed* to describe some spokespersons for the communities struggling with violence, who insist that they have no responsibility or control over their circumstances. **[Propriety]** is an active area of judgement which is often associated with condemning Afro-Americans and presenting them as criminals. The article contains some explicit examples, such as *violent, violence, lawlessness, and crime*. The article also contains some inscribed positive examples, such as *innocent*, indicating that the writer has never seen anybody declaring that the innocent lives of the black children are important.

c. Appreciation

Sylvia Bennett-Stone's article seems to show only two variables of appreciation, **composition** and **valuation**. Thorough the use of *clear*, the writer shows her certainty that crossfire between black gangs makes it *clear* that American families all over the country are unsafe. The adjective *clear* is an inscribed positive appreciation of [**composition: complexity**]. Table (4.14) shows that all the other examples, except for *easy*, belong to the variable of [**valuation**]. For example, the adjective *terrible* modifying *moment* in "In those *terrible* moments when I am taken back to that night, I can't breathe," is used to express how *terrible* the writer is when she remembers her son's murder by the blacks. In addition, the author thinks that children must be given "*positive empowering messages*" that help them resist violent crime. *Empowering*, in this sense, is an explicit positive appreciation that belongs to the variable of [**valuation**].

Table (4.14): Attitude Analysis of "*Black Children's Lives Matter, Too*"

N.	Appraising Items	Appraiser	Aff.	Judge.	Appr.	Appraised
1.	rampant	the writer			-val	violent crime
2.	grieving	the writer	-hap			mothers
3.	lost	the reader	-hap			a child
4.	violence	the writer		-prop		the blacks
5.	easy	the writer			+comp	something/ route
6.	was gone	the writer		t,-cap		your baby
7.	my chest clenched	the writer	t,-hap			the writer
8.	precious	the writer			+val	Krystal
9.	fatal	the writer			+val	Krystal
10.	terrible	the writer			-val	moments
11.	I can't breathe	the writer	t,-hap			the writer
12.	I haven't seen anyone marching in the streets demanding justice or declaring...	the writer		t,-ver		the writer
13.	emptiness	Grayson's family	-hap			the baby's family
14.	grief	Grayson's family	-hap			the baby's family
15.	How can we tolerate these kinds of deaths...?	the writer		t,-cap		the writer
16.	no outrage	the writer	neg-hap			the black crime

17.	busy	the writer	-sat			the black crime
18.	grievance	industry	-hap			race
19.	reckless	the writer		-ten		demands
20.	endanger	the writer		-prop		children
21.	It shouldn't take the bloodshed of even more innocent children...	the writer		-prop		children
22.	woke	the writer		+cap		people
23.	experienced	the writer	-hap			people
24.	the loss	the writer	-hap			people
25.	victims	the writer		-cap		violence
26.	raised	the writer		+cap		Grandma
27.	a lack of economic and education opportunities	the writer		t,-cap		Grandma
28.	success	the writer		+cap		the blacks
29.	struggle	the blacks	-hap			with poverty...
30.	poverty	the writer		-cap		the blacks
31.	disadvantage	the writer		-cap		the blacks
32.	lawlessness	the writer		-prop		the blacks
33.	relying	the writer		+cap		the blacks
34.	difficult	the writer			-val	the blacks
35.	weakening	the writer		-cap		Standards
36.	devastating	the writer			-val	combination
37.	hopelessness	the writer	-sec			combination
38.	anger	the writer	-hap			combination
39.	unconditional	the writer		+ten		love
40.	love	grandma	+hap			good relation
41.	considered	the blacks	+sat			good relation
42.	not... retaliation	neighbors	neg-hap			their children
43.	moral	the writer		+prop		standards
44.	It is not my business.	the writer		t, -ten		some people
45.	not safe	your family			neg+val	violence
46.	clear	the writer			+val	deaths
47.	self-proclaimed	the writer		-ver		spokespersons
48.	struggling	the blacks	-hap			Violence
49.	violent	the writer		-prop		the blacks
50.	...insist we have no responsibility or control over our circumstances	the writer		t,-ten		spokespersons
51.	positive	the writer			+val	messages
52.	empowering	the writer			+val	messages
53.	want	the writer	+sec			spokespersons
54.	not forget	the writer		neg-cap		spokespersons
55.	complain	the activists	-sat			the man...
56.	down	The man	-hap			us
57.	blame	the man	-sat			the man
58.	different	the writer			-val	people
59.	difference	the writer			-val	
60.	obstacles	the writer		-cap		excuse

61.	failure	the writer		-cap		We
62.	instill	the writer	+sec			the blacks
63.	hope	the writer	+sat			the blacks
64.	condolences	the writer	+hap			the writer
65.	prayers	the writer	+hap			the writer
66.	together	the writer	+sec			people
67.	can all learn	the writer		+cap		people
68.	breathe	the writer	t,+hap			people
			28	27	13	
			41%	40%	19%	

As indicated in Table (4.14), all the sub-systems of **affect**, **judgement**, and **appreciation** are available to the reader. They are realised with different frequencies of occurrence; **affect** (28) with (41%), **judgement** (27) with (40%), and **appreciation** (13) with (19%). **Negative** and **positive** attitudes are employed in the text, the former occur (43) times corresponding to (63%), whereas the latter are realised with (25) times corresponding to (37%). **Explicit attitudes** have a dominant use in Table (4.14), occurring (59) times equivalent to (87%), whereas **implicit attitudes** are recognised only (9) times corresponding to (13%).

As the results indicate, **affect**, **judgement**, and **appreciation** are shown in terms of their specific meanings or, terminologically speaking, in terms of their variables. **Affect**: un/happiness (19) with (68%), in/security (4) with (14%), and dissatisfaction (5) with (18%); **judgement**: capacity (15) with (56%), tenacity (4) with (15%) veracity (2) with (7%), and propriety (6) with (22%); and **appreciation**: composition (1) with (8%) and valuation (12) with (92%). The results indicate that the author's appraisals are through ethical and capacity standards of people.

2. Engagement

Sylvia seems to be engaging in all the types of voice sources except for the **contractive proclaim: endorsement** and the **expansive attribute: distance**. The extract below is limited to **disclaim: counter** and **deny**, and **proclaim: concur**:

In 2021, 311 American children under 12 were shot and killed [monogloss]. But [disclaim: counter] I haven't [disclaim: deny] seen [proclaim: concur] anyone marching in the streets demanding justice or declaring that their innocent lives mattered.

The author, first, introduces the bare assertion: “*In 2021, 311 American children under 12 were shot and killed [monogloss].*” By this monoglossic style, the meaning that American children are killed by blacks is presented by the writer as factual or taken-for-granted. Sylvia soon counter-expects the current proposition, employing the conjunction *but*, as in “*But [disclaim: counter] I haven't [disclaim: deny] seen anyone marching in the streets demanding justice or declaring that their innocent lives mattered.*” The writer, thus, introduces a countering proposition replacing the expected meaning where some people are expected to be walking in the streets calling for justice against the killers. In this regard, the meaning of *But [disclaim: counter] I haven't [disclaim: deny]* is aligning rather than disaligning in that the writer is presented as sharing this proposition with the reader. Solidarity is at risk since the reader doesn't subscribe to the taken-for-granted paradigm. The meaning is conveyed with the aid of **proclaim: concur**, as in *But I haven't seen [proclaim: concur]*, through which the writer presents herself as agreeing with, or sharing the same knowledge with the reader.

Furthermore, Sylvia seems to limit or rather, terminologically speaking, to *contract* the dialogic space through three contractive meanings, **disclaim: counter** and **deny**, and **proclaim: concur**. But soon she expands the dialogic space through the rhetorical question: “*Why is there no outrage?*”[entertain], where the reader is positioned to supply a particular answer. The question here is to put the proposition into play as one possible viewpoint regarding the absence of reaction against killing blacks by other black criminals.

The meaning of **pronouncement** is observed in “*I believe [proclaim: pronounce] it’s the weakening of moral standards and a devastating combination of hopelessness and anger,*” whereby the author obviously inserts her intervention into the text. She situates herself in a position to respond to a question concerning the difference between the present and past history of blacks. The author’s belief is that black violence results in deteriorating moral standards and states of hopelessness and anger. Since the authorial voice is distinct in the text, the subjectivity creates an obvious threat to solidarity, presenting itself as at odds with the construed reader.

The sub-category of **acknowledgement** is shown in the following extract:

I *hear* [proclaim: concur] too many people in our communities *say* [attribute: acknowledge] “it’s not my business” and turn away. Well, it’s your business, *the truth* [proclaim: pronounce] is, *if* [entertain: modality] your family is *not* [disclaim: deny] safe, then my family is *not* [disclaim: deny] safe. *Crossfire deaths make that clear* [monogloss].

Through **concurrence** used in “*I hear* [proclaim: concur] *too many people in our communities,*” The writer announces herself as agreeing with, or having the same knowledge with the reader. By the use of **attribute: acknowledge**, she dissociates herself from the proposition “*it’s not my business,*” criticising those who say it and presenting them as unreliable. The writer doesn’t stand aloof regarding the proposition. She rather, via *the truth* [proclaim: pronounce], inserts her intervention, insisting that black crime is the responsibility of all people in the U. S. The meanings of **entertain** and **denial** are used together with the **monoglossic** assertion, “*Crossfire deaths make that clear,*” in order to create a position in which the clause appears as taken-for-granted.

Table (4.15): Engagement Analysis of “*Black Children’s Lives Matter, Too*”

N	Heterogloss		Monogloss
	Expand	Contract	
1.		It’s <i>easy</i> ...to transport you <u>suddenly</u> [disclaim: counter] back to the moment you found out your baby <i>was gone</i> .	
2.		When I <u>learned</u> [proclaim: concur] that...Grayson Matthew Fleming Gray was shot and killed...,	
3.		<i>my chest clenched so tightly</i> [disclaim: counter] that <i>I had to grasp for air</i> .	
4.			My <i>precious</i> 19-year-old Krystal...was killed, after she made a <i>fatal</i> decision.
5.			In those <i>terrible</i> moments when I’m taken back to that night.
6.	I <u>can</u> ’t [entertain: modality] <i>breathe</i>		
7.		I <u>can</u> ’t [disclaim: deny] <i>breathe</i> .	
8.		<u>But</u> [disclaim: counter]	
9.		I haven’t [disclaim: deny] seen...	
10.		<u>I haven’t seen</u> [proclaim: concur] anyone marching in the streets demanding <i>justice</i> or declaring that their <i>innocent</i> lives <i>mattered</i> .	
11.		Will anyone remember baby Grayson...? [concur]	
12.		<i>Who must ...find a way to live with their emptiness and grief?</i> [concur]	
13.		<i>How can we tolerate these kinds of deaths in our communities?</i> [concur]	
14.	Why is there no outrage? [entertain]		
15.	The country <u>seems</u> [entertain: modality] too busy arguing about ideology		
16.		that doesn’t [disclaim: deny] mean anything to a <i>grieving</i> mother and <i>pouring millions</i> ...into the race <i>grievance</i> industry.	

17.		Some people <i>even</i> [disclaim: counter] make <i>reckless</i> demands to defund the police...	
18.	which <i>will</i> [entertain: modality]		
19.		<i>only</i> [disclaim: counter] <i>endanger</i> more children.	
20.	<i>If</i> [entertain: modality] young black lives <i>lost</i> to...		
21.		<i>don't</i> [disclaim: deny] <i>matter</i> to us now,	
22.	It <i>shouldn't</i> [entertain: modality] <i>take</i> the bloodshed of...		
23.		It <i>shouldn't</i> [disclaim: deny] <i>take</i> the bloodshed of...	
24.		<i>even</i> [disclaim: counter] more <i>innocent</i> children before we become "woke"...	
25.		Some, <i>like me</i> [proclaim: pronounce] have personally <i>experienced the loss</i> of a child to <i>street violence</i> ...	
26.			Too many communities have become like <i>war zones</i> .
27.			The way to fix this is through grassroots ...with a track record of stopping <i>violence</i> .
28.			Voices of Black Mothers United, runs <i>grief</i> support..., advocates for the rights of <i>victims</i> ...
29.		My grandma <i>raised</i> nine children..., <i>despite</i> [disclaim: counter] <i>a lack of economic and educational opportunities</i> ...	
30.			Many other black parents..., <i>bringing up</i> big families and reaching <i>success</i> ...
31.		Their struggle with poverty and disadvantage <i>never</i> [disclaim: deny] meant they turned to <i>lawless rampant violence</i> .	
32.	They found a way, <i>often</i> [entertain: modality] <i>relying</i> on one another when times were <i>difficult</i> .		
33.		What has changed? [proclaim: concur]	

34.		I <u>believe</u> [proclaim: pronounce] it's the <i>weakening of moral standards</i> and <i>devastating</i> combination of <i>hopelessness and anger</i> .	
35.			My grandparent's generation had <i>unconditional love</i> ...
36.		<u>Although</u> [disclaim: counter]	
37.		<u>not</u> [disclaim: deny] all related by blood,	
38.	They <u>considered</u> [attribute: acknowledge] the people around them <i>family</i> .		
39.	They <u>would</u> [entertain: modality] share what they had to feed and clothe ...		
40.	Neighbors <u>would</u> [entertain: modality] <i>discipline</i> each other's children without <i>retaliation</i> .		
41.			People held themselves and others to a high <i>moral</i> standard.
42.		<u>I hear</u> [proclaim: concur]	
43.	too <u>many people say</u> [attribute: acknowledge] "it's not my business"		
44.		The <u>truth</u> [proclaim: pronounce] is,	
45.	<u>if</u> [entertain: modality]		
46.		your family is <u>not</u> [disclaim: deny] <i>safe</i> ,	
47.		then, my family is <u>not</u> [disclaim: deny] <i>safe</i> .	
48.			Crossfire deaths make that <i>clear</i> .
49.	Too many <i>self-proclaim</i> spokespersons... <i>struggling</i> with <i>violent</i> crime <i>insist</i> [attribute: acknowledge]...		
50.		We have <u>no</u> [disclaim: deny] <i>responsibility</i> or <i>control</i> over our circumstances.	
51.			They <i>intone</i> a mantra of <i>victimhood</i> rather than <i>instilling</i> positive, <i>empowering</i> messages...
52.		<u>I remind</u> [proclaim: concur] my son and my grandchildren...	
53.	that they <u>can</u> [entertain:		

	modality] do anything they want.		
54.		<i>I address</i> [proclaim: concur] them as <i>kings and queens</i> ...	
55.		They don't [disclaim: deny] forget who they are	
56.		Don't [disclaim: deny] get me wrong	
57.		Thee activists who complain..., aren't [disclaim: deny]	
58.		The <i>only</i> [disclaim: counter] ones to <i>blame</i> .	
59.		<i>As I see it</i> [proclaim: concur], the <i>difference</i> is us.	
60.			We are allowing external <i>obstacles</i> to become an excuse for our <i>failure</i> , for taking the <i>easy</i> route...
61.	Changes <i>can</i> [entertain: modality] begin when we instill <i>hope</i> instead of <i>hopelessness</i> in their minds and hearts...		
62.	...as we <i>can</i> [entertain: modality]		
63.		<i>I send</i> [proclaim: concur] <i>my condolences</i> and <i>prayers</i> .	
64.	we <i>can</i> [entertain: modality] all learn to <i>breathe</i> again.		
	53 (83%)		11 (17%)
	17 (32%)	36 (68%)	

As the results indicate, the **heteroglossic** meanings are used more than the **monoglossic** ones. Table (4.15) shows (53) options of **heteroglossic** sub-system, with (83%), an indication that more voices and positions are applied to the text. The author conveys his views via only (11) monoglossic occurrences with (17%).

Furthermore, the **contractive** values vary in their frequencies of occurrence: **deny** (13) with (36%), **counter** (9) with (25%), **concur** (11) with (31%), and **pronounce** (3) with (8%). The text employs only two sub-categories of dialogic **expansion**: **entertain** (14) with (82%), and **acknowledgement** (3) with (18%).

3. Graduation

The article includes nearly all the amplifying items except for **focus: soften** as well as some quantifying lexemes, such as, **mass** and **extent**. The extract below is limited to some graduating values, such as, **attitudinal lexis**, **intensifier**, **metaphor**, and **focus: sharpen**:

When you've lost a child, *especially* [**Focus: sharpen: Up-scaled**] to *violence* [**Intens: Inf-up-scaled attitudinal lexis**], it's easy for something to transport you *suddenly* [**Intens: Inf-up-scaled attitudinal lexis**] back to the moment you found out your baby was gone. When I learned that a 6-month-old Grayson Matthew Fleming Gray was shot and killed in Atlanta last week as he rode in his car seat with his mom, *my chest clenched* [**Intense: Iso-up-scaled metaphor**] so *tightly* [**Intense: Iso-up-scaled intensifier**] that I had to gasp for air.

By '*especially*', Sylvia restricts the application of the proposition mainly to the part **focused** (*violence* in the above extract). It is a particulariser that marks the meaning to a high degree of intensity. In this regard, the **focused** part '*violence*' is an **attitudinal lexis** of a high intensity that is applied to a quality and has a mode of semantic infusion. Similarly, '*suddenly*' is another **attitudinal lexis** that is associated with a process and has an up-scaling tone of meaning. It is an adverb that is derived from the adjective '*sudden*' and observed as having a mode of semantic infusion. **Metaphor** is also realised through the phrase '*my chest clenched*' which conveys the attitudinal meaning of **affect: unhappiness**. It expresses with a high degree of intensity how the author is upset at the sight of her son shot and killed. In addition, the author intensifies the degree of her sadness by the adverb '*tightly*', an **intensifier** that is realised as a mode semantic isolation. The author also commits herself to an up-scaling tone that establishes for a good solidarity with the reader.

Table (4.16): Graduation Analysis of “*Black Children’s Lives Matter, Too*”

N	Appraising Item	Graduation			Form/ Meaning
		Focus	Force		
			Intens.	Quant.	
.1	too	sharpen			up-scaled
.2	violent		qual.		Inf-up-scaled att. lexis
.3	so		qual.		Iso-up-scaled intensifier
.4	many			number	Iso-up-scaled lexeme
.5	grieving		qual.		Inf-up-scaled att. lexis
.6	especially	sharpen			up-scaled
.7	violence		qual.		Inf-up-scaled att. lexis
.8	suddenly		proc.		Inf-up-scaled att. lexis
.9	my chest clenched		proc.		Iso-up-scaled metaphor
.10	tightly		qual.		Iso-up-scaled intensifier
.11	precious		qual.		Inf-up-scaled att. lexis
.12	fatal		qual.		Inf-up-scaled att. lexis
.13	terrible		qual.		Inf-up-scaled att. lexis
.14	can’t		proc.		Inf-up-scaled modal operator
.15	under 12			number	Inf-down-scaled lexeme
.16	will		proc.		Inf-down-scaled modal operator
.17	must		proc.		Inf-down-scaled modal operator
.18	grief		qual.		Inf-up-scaled att. lexis
.19	outrage		qual.		Inf-up-scaled att. lexis
.20	too		qual.		Iso-up-scaled intensifier
.21	busy		qual.		Inf-up-scaled att. lexis
.22	millions of dollars			number	Inf-up-scaled lexeme
.23	some			number	Iso-down-scaled lexeme
.24	even	sharpen			Up-scaled
.25	only	sharpen			Up-scaled
.26	more			number	Iso-up-scaled lexeme
.27	shouldn’t		proc.		Inf-up-scaled modal operator
.28	personally		qual.		Inf-up-scaled att. lexis
.29	five of those nine			number	Iso-up-scaled lexeme
.30	struggle		qual.		Inf-up-scaled att. lexis
.31	never		proc.		Inf-down-scaled modal adjunct
.32	often		proc.		Inf-up-scaled modal adjunct
.33	difficult		qual.		Inf-up-scaled att. lexis
.34	believe		proc.		Inf-down-scaled modal adjunct
.35	weakening		qual.		Inf-down-scaled att. lexis
.36	devastating		qual.		Inf-up-scaled att. lexis
.37	all			number	Iso-up-scaled lexeme
.38	would		proc.		Inf-up-scaled modal operator
.39	safe		qual.		Inf-up-scaled att. lexis
.40	struggling		qual.		Inf-up-scaled att. lexis
.41	control		qual.		Inf-up-scaled att. lexis
.42	can		proc.		Inf-down-scaled modal operator

.43	ones			number	Iso-up-scaled lexeme
.44	different		qual.		Inf-up-scaled att. lexis
		4 (9%)		40 (91%)	
			32(80%)	8 (20%)	

Focus is noted via a small number of frequencies of occurrence, **(4)** with **(9%)**. As the results indicate, **force** is the dominant sub-system with **(40)** frequencies of occurrence equivalent to **(91%)**. Its two variations, **intensification** and **quantification** are used with different frequencies, the first with **(32)** times correspondent to **(80%)**, and the second with **(8)** equivalent to **(20%)**.

More specifically, **focus** is noted in the text via the meaning of **sharpen** which is observed in **(4)** items with **(100%)**. Within the meaning of intensification, **quality** is noted **(22)** times with **(69%)**, whereas **process** scores **(10)** occurrences with **(31)**. As for quantification: **number** is the only value that is observed in the article. It is used **(8)** times equivalent to **(100%)**.

Furthermore, the intensifying meanings are recognised through: **metaphor (1)** with **(3%)**, **intensifier (3)** with **(10%)**, **attitudinal lexis (19)** with **(59)**, and **modality (9)** with **(28%)**. the up-scaling/ down-scaling resources are observed with different frequencies of occurrence. So, whereas the first has the higher number **(36)** with **(82%)**, the second is observed in **(8)** items correspondent to **(18%)**. Table (4.16) shows a dominant use of the infused items, **(30)** equivalent to **(75%)**, whereas the isolated one are observed in the article only with **(10)** items **(25%)**.

Article (5) (See Appendix (1))

The fifth opinion article is by the columnist Jason L. Riley in May 10 2022 6:08 pm. ET. The title of the article is “*Why Won’t the Left Talk about Racial Disparities in Abortion?*” The author criticises the way the Democratic Left deals with abortion in general, and the black abortion in particular. Riley conveys an explicit message that the number of black

women who abort each year exceeds the combined number of African-American blacks who drop out of school, who are sent to prison, and who are killed by other blacks.

1. Attitude

a. Affect

The article shows inactive use of affect, limited to the variables of **(in/security and dis/satisfaction)**. The appraising item, *believe* is a typical example of an explicit positive affect that refers to the variable of **[security: confidence]**, and recognised as mental disposition. Through *believe*, the writer blames the activists for not focusing on black marriage rates, as in “*If activists believe that the higher black incomes will result in fewer black abortion, why not focus on how to increase black marriage rates?*” All the other expressions dominantly belong to the variable of dis/satisfaction. *Concern* and *interest*, for example, express explicitly positive feelings. They refer to the variable of **[satisfaction: interest]**, and are recognised as mental disposition. These nouns are used as positive affects to show the attention somebody pays to a particular phenomenon, for example, “*When it comes to abortion, however, left-wing concern seems to stop at making the procedure safe and legal.*” The article shows that the purpose behind allowing black women to abort is to harm them and in order to reduce black population in the country.

b. Judgement

All the variables of social esteem (**normality, capacity, and tenacity**) and social sanction (**veracity and propriety**) are realised in the article. Through **[normality]**, the writer expresses his explicit negative view, criticising the calls to “*legalise drugs and reduce resources for law-enforcement.*” In this example, the writer conveys his attitude that unless the U.S. authorities support the law-enforcement regarding drugs, abortion and the like, this will create a generation of criminals, particularly among

black community. As for the variable of capacity, the writer criticises the way Afro-Americans are living. He uses some expressions, such as *poverty* and *solo parenting* which have an inscribed negative judgement of **[capacity]**. In addition, the verb *dismiss* is used positively to refer to the activists' **[capacity]** to state some factors, such as poverty which is a main cause of abortion among black women. For example, "*Pro-choice activists typically dismiss these facts as a function of poverty, since lower-income women are likely to get abortions and black women are more likely to have lower incomes.*" The meaning of **[tenacity]** is categorised through the use of some expressions, such as *slavery* and *drop out of school*, which have an implicit negative judgement. The previous examples show how unreliable and ignorant the blacks are.

As for *social sanction*, the meaning of **[veracity]** is categorised via the use of some examples, such as *frank*, as in "*One problem that such a conversation requires frank talk about counterproductive attitudes toward marriage and solo parenting in low-income black communities.*" The appraising item, *frank* conveys an explicitly positive judgement. The writer seems to achieve his goal through the meaning of **[propriety]**, a variable that is associated with ethics or morality. A lot of examples are recognised throughout the article, such as *abort*, *abortions*, *be aborted*, etc. which are all typical examples employed by the writer to show black women as morally defective.

c. Appreciation

The variable of **[reaction: impact]** is recognised through the use of *famous* which has an explicit positive evaluation. Riley adopts Bill Clinton's "*famous formulation*", through which he conveys his stance towards abortion as rather unsafe and illegal. For example, "*Bill Clinton's famous formulation...was that abortion ought to be safe, legal and rare.*" The meaning of valuation is dominant, where inscribed/ invoked and positive/ negative valuations are recognised. The above example contains

two appraising items of valuation, *safe* and *rare*. Both of them have explicit positive meanings and fall into the variable of **[valuation]**. Other examples are *better* and *unplanned*, the first is used positively to indicate that abortion is undesirable, so “*the fewer, the better*”, and the second is used negatively to suggest that the “*unplanned pregnancy*” the black women is one reason of abortion. The plural noun, *differences* is the only example that shows the variable of **[composition: balance]**. It is used negatively to convey the writer’s opinion that there are racial differences between the whites and the blacks regarding abortion.

Table (4.17): *Attitude Analysis of “Why Won’t the Left Talk about Racial Disparities in Abortion?”*

N.	Appraising Items	Appraiser	Aff.	Judge.	Appr.	Appraised
1.	famous	Bill Clinton			+reac	formulation
2.	abortion	Bill Clinton		-prop		formulation
3.	ought to be	Bill Clinton		-prop		abortion
4.	safe	Bill Clinton			+val	abortion
5.	rare	Bill Clinton			+val	abortion
6.	properly	the writer			+val	viewed
7.	undesirable	the writer			-val	abortion
8.	better	the writer			+val	part
9.	fallen	the writer			+val	abortion
10.	significant	the writer			-val	disparities
11.	racial disparities persist	the writer		t, -norm		racial disparities
12.	differences	the writer			-comp	group
13.	racial gap	the writer		-prop		test scores
14.	calls	the writer	-sat			test scores
15.	legalise	the writer		-norm		drug
16.	fuel	the writer		-prop		demands for slavery
17.	progressive	the writer			-val	demands
18.	for slavery reparation...	the writer		t,-ten		reparation
19.	concern	the writer	+sat			left wing
20.	stop at making the procedure safe and legal...	the writer		t,-ver		left wing
21.	persisted	the writer		-norm		racial disparities
22.	widened	the writer		-prop		racial disparities
23.	black abortion rate is nearly four times...	the writer		t,-prop		black abortion

24.	be aborted	Justice Clarence Thomas		-prop		the Black children
25.	impact	Mr. Studnicki and co-authors			-reac	abortion
26.	pronounced	Mr. Studnicki and co-authors			-reac	abortion
27.	drop out school	the writer		t,-cap		the blacks
28.	sent to prison	the writer		t,-prop		the blacks
29.	dismiss	activists		+cap		poverty
30.	poverty	activists		-cap		the blacks
31.	abort	the writer		-prop		
32.	significantly	the writer			-val	abortion rates
33.	plausible	the writer			+val	explanation
34.	may be what matters	Mr. Banks			t,+val	abortion
35.	unplanned	Mr. Banks			-val	pregnancy
36.	Black women may have so many more abortions...	Mr. Banks		t,-prop		Black women
37.	still have more abortions...	the writer		t,-prop		
38.	obsessed	the writer	-sat			media elites
39.	interest	the writer	+sat			activists
40.	believe	the writer	+sec			activists
41.	why not focus on how to increase black marriage rates?	the writer		t,-prop		black women
42.	problem	the writer			-val	frank talk
43.	frank	the writer		+ver		talk
44.	counterproductive	the writer		+cap		attitudes
45.	solo parenting	the writer		-cap		black communities
46.	accusing	the writer		-ver		the Democratic left
47.	broaches	the writer		+cap		the Democratic left
48.	racism	the writer		-prop		anyone talk of
			5	26	17	
			10%	54%	36%	

As Table (4.17) indicates, **judgement** has the highest frequency of occurrence (26) comprising (54%) per cent. **Affect** and **appreciation** occur (5) and (17) times corresponding to (10%) and (36%) respectively. **Negative attitudes** are used more than the **positive** ones. They score (33) occurrences of the article with (69%), whereas the **positive attitudes** occur (15) times with (31%). As the results indicate, the writer expresses his stance mostly via **inscribed** meanings. They are observed with (38) times equivalent to (79%), whereas the **invoked** attitudes are occur only (10) times with (21%).

In addition, the variables of **affect**, **judgement**, and **appreciation** are also observed in different frequencies of occurrence. **Affect: in/security (1) with (20%) and dis/satisfaction (4) with (80%); judgement: normality (3) with (11.5%), capacity (6) with (23%), tenacity (1) with (4%), veracity (3) with (11.5%), and propriety (13) with (50%); and appreciation: reaction (3) with (18%), composition (1) with (6%), and valuation (13) with (76%).**

2. Engagement

All the meanings of engagement (monoglossic or heteroglossic) are present in the text, except for **contractive: proclaim: concur** and **expansive attribute: distance**. The following extract contains: **attribute: acknowledge, entertain: modality, disclaim: counter, and proclaim: endorse:**

Bill Clinton's famous formulation [**attribute: acknowledge**] in 1992 was that abortion *ought to* [**entertain: modality**] be “safe, legal, and rare.” His goal was to coalesce liberal and moderate Democrats on the issue, *but* [**disclaim: counter**] *the wording also suggested* [**proclaim: endorse**] that *even* [**disclaim: counter**] among supporters of Rove v. Wade, abortion was properly viewed as undesirable: the fewer, the *better*.

The extract begins with **expansive attribute: acknowledgement** via which the authorial voice acknowledges the proposition in advance that abortion ought to be “safe, legal, and rare”. Riley borrows Bill Clinton’s exact words, “safe, legal and rare,” to dialogically, together with **entertain: modality**, present himself as standing with the proposition regarding black women’s abortion. So the dialogistic functionality of deontic modal, *ought to*, is to open the dialogic space into alternative positions. The use of obligation modality is a sign that the authorial voice adopts Bill Clinton’s viewpoint, since the words of Clinton are never taken as bare assertions, but, the writer, through the deontic modal of

ought to, grounds himself on a kind of subjectivity. Through the use of *but* **[disclaim: counter]**, the writer invokes a contrary position, and, together with the **contractive proclaim: endorse** observed in “*the wording also suggested* **[proclaim: endorse]** that...,” he refers to an external source, and construe it as correct, valid or undeniable. Once again, a counter-expectational meaning is invoked, but this time by *even*, for instance, “*even* **[disclaim: counter]** among supporters of *Rove v. Wade*, abortion was properly viewed as undesirable: the fewer, the better,” Here the conveyed meaning is that even though some Americans support *Rove v. Wade* (a decision by the American Supreme Court to allow abortion among the Americans), but they themselves think it is undesirable.

As for solidarity, Riley through **acknowledgement** attempts to stand aloof, putting the responsibility on Clinton, then, the writer, via *the* **expansive entertain: modality**, grounds himself on the subjectivity of an external voice. As a consequence, solidarity is at risk, since obligation **modality** *ought to* and the **counters** *but* and *even* all present the reader as not being able to subscribe to any of these propositions.

In the extract below, the meaning of **contractive: proclaim: pronouncement** is coordinated with that of **disclaim: counter:**

In the three decades since, the U. S. abortion rate has *in fact* **[proclaim: pronounce]** declined—in recent years it’s fallen to about half of what it was in in the early 1980s—*yet* **[disclaim: counter]** significant racial disparities.

The formulation, *in fact* **[proclaim: pronounce]**, presents an overt intervention into the text by the author— an insertion of the authorial presence in order to assert the value of the proposition. In this regard, the authorial voice makes more outstanding its subjectivity role through the proposition that abortion rate in the U. S. has declined in recent years. Such an intervention or emphasis on the writer’s behalf comes as a reaction to some counter viewpoint against which the authorial voice

asserts itself. This counter viewpoint is represented in the text via *yet*, in “yet [**disclaim: counter**] *significant racial disparities.*” Solidarity is built in that the author stands with the reader, confronting some third party (blacks in the above extract).

The meaning of **contractive disclaim: deny** is observed via the use of *no* in the extract below:

No [**disclaim: deny**] issue has a bigger impact on America’s black population than legal abortion, but [**disclaim: counter**] we’re not [**disclaim: deny**] supposed [**entertain: modality**] to talk about that.

Through negation, the author introduces an alternative positive position into the dialogue. Here the **denial** dialogically presents itself as responding to the claim that, “*There is an issue which has a bigger impact on America’s black population than legal abortion...*” In this sense, the **denial** is directed outwards the writer-reader relationship, indicating a disalignment with some third party (black abortion in the above extract). Accordingly, solidarity is enhanced since the reader shows no resistance to the viewpoint introduced by the writer. The meanings of **counter-expectation** and **denial** are introduced to support solidarity, the author, then, expends his meaning to include modality, as in “supposed [**entertain: modality**] *to talk about that.*”

The meaning of [**monogloss**] is obviously observed in a number of propositions, as in “*The Democratic left has fashioned a politics around avoiding those subjects and accusing anyone who broaches them of racism.*” The author doesn’t refer to other voices, dealing with the viewpoint under consideration as factual or taken-for-granted. Such a formulation is employed nearly at the end of the article so as to monoglossically assert the proposition and present it as very much in the spotlight.

Table (4.18): Engagement Analysis of “*Why Won’t the Left Talk about Racial Disparities in Abortion?*”

N	Heterogloss		Monogloss
	Expand	Contract	
.1	<i>Why Won’t the Left Talk About Racial Disparities in Abortion?</i> [entertain]		
.2		Scholarly studies <u>show</u> [proclaim: endorse]	
.3	That black women are far <u>likelier</u> [entertain: modality] to terminate their pregnancies than the whites.		
.4	<i>Bill Clinton’s formulation</i> [attribute: acknowledge] that...		
.5	abortion <u>ought to</u> [entertain: modality] be <i>safe</i> and rare.		
.6		<u>but</u> [disclaim: counter]	
.7		<u>the wording</u> also <u>suggested</u> [proclaim: endorse] that	
.8		<u>even</u> [disclaim: counter] among supporters of Roe v. Wade, <i>abortion</i> was <i>properly</i> viewed as <i>undesirable</i> : <i>the fewer, the better</i> .	
.9		The U.S. <i>abortion</i> rate has, <u>in fact</u> [proclaim: pronounce] declined-it’s <i>fallen</i> to about half...	
.10		<u>yet</u> [disclaim: counter] <i>significant</i> racial disparities <i>persist</i> .	
.11			group <i>differences</i> in outcome set off alarms on the political left.
.12			The <i>racial gap</i> in test scores has brought <i>calls</i> to eliminate the SAT and other admissions tests.
.13			The <i>racial gap</i> ...has brought calls to <i>legalize</i> drugs and reduce...
.14			Racial <i>differences</i> <i>fuel</i> <i>progressive</i> demands for <i>slavery</i> reparations
.15		When it comes to <i>abortion</i> , <u>however</u> [disclaim: counter]	
.16	left wing <i>concern</i> <u>seems</u>		

	[entertain] to <i>stop</i> at making the procedure <i>safe</i> and <i>legal</i> ,		
.17		<i>even while</i> [disclaim: counter] black-white <i>disparities</i>	
.18		have <i>not only</i> [disclaim: counter] <i>persisted</i> ,	
.19		<i>but</i> [disclaim: counter] , <i>widened</i> .	
.20		A 2020 paper by public health scholar...to <i>note</i> [proclaim: endorse] that the black <i>abortion</i> rate is nearly four times higher than the white rate	
.21	Justice Clarence Thomas's concurrence in 2019 <i>abortion</i> case <i>observed</i> [attribute: acknowledge] that "there are areas of New York City in which black children are more likely to be <i>aborted</i> than they are to be <i>born alive</i> ..."		
.22	Mr. Studenicki and his co-authors... <i>conclude</i> [attribute: acknowledge] that abortion's <i>impact</i> on the size of the black population is <i>pronounced</i> .		
.23	they <i>note</i> [attribute: acknowledge] ...		
.24			The number of babies <i>aborted</i> by black women...exceeds the combined number of blacks who drop out of schools,... <i>sent to prison</i> , and are murdered.
.25			...activists typically <i>dismiss</i> these facts as a function of <i>poverty</i> ...
.26	lower-income women are more <i>likely</i> [entertain: modality] to get <i>abortions</i>		
.27	and black women are more <i>likely</i> [entertain: modality] to have lower incomes.		
.28		<i>But even</i> [disclaim: counter] among other lower-income groups, such as Hispanic, black women	
.29		<i>still</i> [disclaim: counter] <i>abort</i>	

		at <i>significantly</i> higher rates.	
.30	A more <i>plausible</i> explanation is the one <i>put by...Banks</i> [attribute: acknowledge]		
.31	Mr. Banks <i>speculates</i> [attribute: acknowledge]		
.32	<i>may</i> [entertain: modality] <i>be what matters</i> most in a women's decision to seek an <i>abortion</i> .		
.33	"A single woman with an <i>unplanned</i> pregnancy is about twice as likely as married woman to <i>abort</i> ," he <i>writes</i> [attribute: acknowledge], " <i>Black women...may have so many more abortions than other groups...</i> "		
.34	The irony, he <i>adds</i> [attribute: acknowledge], is that...		
.35		<i>even though</i> [disclaim: counter] single black women are less likely to <i>abort</i> than other groups of single women,	
.36		black women <i>still</i> [disclaim: counter] have more abortions...	
.37		You'd <i>think</i> [proclaim: pronounce] that the activist and media elites who are otherwise <i>obsessed</i> .	
.38	<i>might</i> [entertain: modality] take more <i>interest...</i>		
.39			The black <i>poverty</i> rate has been roughly a third higher than...
.40		Among married blacks, <i>however</i> [disclaim: counter] <i>poverty</i> has been in the single digits...	
.41		...the poverty rate for black married couples has been below the rate of <i>not only</i> [disclaim: counter] blacks as a whole...	
.42		<i>but</i> [disclaim: counter] also whites as a whole.	
.43	<i>If</i> [entertain: modality] activists <i>believe</i> that higher blacks incomes...		

.44	<i>will</i> [entertain: modality] result in fewer black abortions,		
.45	Why not focus on to increase black marriage rates? [entertain]		
.46	One <i>problem</i> is that such a conversation <i>requires</i> [entertain: modality] frank talk about <i>counterproductive</i> attitudes toward marriage <i>solo parenting</i> in low-income		
.47	It <i>requires</i> [entertain: modality] discussing....		
.48			The Democratic left has fashioned a politics around <i>avoiding</i> those subjects <i>accusing</i> anyone who <i>broaches</i> them of racism.
.49		<i>No</i> [disclaim: deny] issue has a bigger <i>impact</i> on America's black population,	
.50		<i>but</i> [disclaim: counter]	
.51		we are <i>not</i> [disclaim: deny]	
.52	<i>supposed</i> [entertain: modality] to talk about that.		
	44 (85%)		8 (15%)
	22 (50%)	22 (50%)	

Table (4.18) indicates a dominant use of **heteroglossic** meanings throughout the whole article, (44) with (85%), a sign that more voices or positions are allowed into the text. The author expresses his own opinions via a limited number of **monoglossic** sources, (8) with (15%). The results show a similarity between the **contractive** and **expansive** meanings regarding the frequency of occurrence, (22) with (50%) for each.

Furthermore, the **contractive** propositions are realised with different frequencies of occurrence: **deny** (2) with (9%), **counter** (15) with (68%), **pronounce** (3) with (14%), and **endorse** (2) with (9%). The article employs only two variations of dialogic **expansion**: **entertain** (14) with (64%), and **acknowledgement** (8) with (36%).

3. Graduation

Riley exploits all the resources that might contribute to the meaning of graduation except for some quantifying variables, such as, **mass** and **extent**. The extract below contains some **attitudinal lexemes**, **modality**, adverbs of **intensity**, as well as **focus: sharpen**:

Bill Clinton's famous formulation in 1992 was that abortion *ought to* [**Intens: Inf-up-scaled modal operator**] be "*safe* [**Intens: Inf-up-scaled attitudinal lexis**], legal and *rare* [**Intens: Inf-down-scaled attitudinal lexis**]." His goal was to coalesce liberal and moderate Democrats on the issue, but the wording *also* [**Focus: sharpen: Up-scaled**] suggested that *even* [**Focus: sharpen: Up-scaled**] among supporters of Rove v. Wade, abortion was properly viewed as *undesirable* [**Intens: Inf-up-scaled attitudinal lexis**]: the *fewer* [**Intense: Iso-up-scaled intensifier**], the *better* [**Intense: Iso-up-scaled intensifier**].

In the extract above, graduation is associated with obligation via the use of modal **operator** '*ought to*'. The relationship of obligation with the other sub-systems of attitude and engagement is somewhat complicated in that it can be regarded by both meanings as a subjective modalisation of a high intensification. '*Safe*' and '*rare*' are both **attitudinal lexemes** realised as semantic infusion, but whereas the first gives an up-scaling meaning, the second has a low degree of intensity. They are described as positive appraisals falling into the sub-category of appreciation, whereby each works in the opposite direction of the other. As for the **focus** sub-system, the author makes use of '*also*' and '*even*' in order to **sharpen** the meaning. Both are considered as additive subjuncts indicating that the proposition concerned is additionally true only in respect to the parts **focused** (*suggested* and *among supporters..*). Graduation is also observed via the comparative suffix (-er) in '*the fewer*' and '*the better*', implying

the conditional meaning in which each lexeme works in the opposite direction, that is, the down-scaling *'fewer'* is necessary for the existence of the up-scaling *'better'*. The prevailing meaning of the items employed is that of a high degree of intensity which is a sign of high commitment on the part of the writer, and good solidarity on the part of the reader.

Table (4.19): *Graduation Analysis of "Why Won't the Left Talk about Racial Disparities in Abortion?"*

N	Appraising Item	Graduation			Form/ Meaning
		Focus	Force		
			Intens.	Quant.	
.1	ought to		proc.		Inf-up-scaled modal operator
.2	safe		qual.		Inf-up-scaled att. lexis
.3	rare		qual.		Inf-down-scaled att. lexis
.4	also	sharpen			Up-scaled
.5	even	sharpen			Up-scaled
.6	undesirable		qual.		Inf-up-scaled att. lexis
.7	<i>fewer</i>		qual.		Iso-down-scaled intensifier
.8	better		qual.		Iso-up-scaled intensifier
.9	three decades			number	Iso-down-scaled lexeme
.10	declined		proc.		Inf-down-scaled att. lexis
.11	fallen		qual.		Inf-down-scaled att. lexis
.12	about	soften			Down-scaled
.13	half of what it was			number	Iso-down-scaled lexeme
.14	significant		qual.		Inf-up-scaled att. lexis
.15	reduce		proc.		Inf-down-scaled att. lexis
.16	seems		proc.		Inf-down-scaled modal adjunct
.17	only	sharpen			Up-scaled
.18	nearly		qual.		Iso-up-scaled intensifier
.19	four times			number	Iso-up-scaled lexeme
.20	higher		qual.		Iso-up-scaled intensifier
.21	actually		proc.		Iso-up-scaled intensifier
.22	increased		proc.		Inf-up-scaled att. lexis
.23	decreased		proc.		Inf-down-scaled att. lexis
.24	more		qual.		Iso-up-scaled intensifier
.25	likely to		proc.		Inf-down-scaled modal adjunct
.26	eight times			number	Iso-up-scaled lexeme
.27	likewise	sharpen			Up-scaled
.28	far		qual.		Iso-up-scaled intensifier
.29	exceeds		proc.		Inf-up-scaled att. lexis
.30	significantly		qual.		Inf-up-scaled att. lexis
.31	one			number	Iso-up-scaled lexeme
.32	may		proc.		Inf-down-scaled modal operator
.33	twice			number	Iso-up-scaled lexeme
.34	so		qual.		Iso-up-scaled intensifier

.35	much		qual.		Iso-up-scaled intensifier
.36	less		qual.		Iso-down-scaled intensifier
.37	decline		qual.		Inf-down-scaled att. lexis
.38	better		qual.		Iso-up-scaled intensifier
.39	might		proc.		Inf-down-scaled modal operator
.40	third			number	Iso-up-scaled lexeme
.41	below the rate of			number	Iso-down-scaled lexeme
.42	believe		proc.		Inf-down-scaled modal adjunct
.43	will		proc.		Inf-down-scaled modal operator
.44	bigger		qual.		Iso-up-scaled intensifier
		5 (11%)	39 (89%)		
			31(79%)	8 (21%)	

The variations of **focus** are realised with (5) times corresponding to (11%). The forms of **force** are used dominantly in the text, (39) occurrences equivalent to (89%). The **intensification** values have dominance over the **quantifying** ones. They score (31) times with (79%), whereas the **quantifying** forms are observed only with (8) times corresponding to (21%).

More specifically, **focus** is realised via the sub-category of **sharpen** which is used (5) times with (100%). As for **intensification**, **quality** is recognised (18) times with (58%) and **process** (13) with (42%). Concerning quantification: **number** is the only variable that is observed in (8) items with (100%).

In terms of meaning, intensification is observed via: **intensifier** and **attitudinal lexis** are both used (12) times with (39%). **Modality** is used (7) times with (22%). Table (4.19) shows no big difference between the up-scaling and down-scaling resources. The up-scaling meanings are realised in (26) items equivalent to (59%), and the down-scaling in (18) items correspondent to (41%). Table (4.19) also shows approximate results regarding the modes of semantic isolation and infusion. The first scores (20) occurrences with (51%), and the second (19) with (49%).

4.4.2 Analysis of NYP's Opinion Articles

Article (6) (See Appendix (2))

The sixth opinion article is by Jim Quinn in September 3, 2020/ 7:52 pm. The title of the article is: “*Crime, not cops, is by far the largest threat to black lives*” In this article, the writer conveys his attitude that it is not the police who kill the blacks, but, rather, the blacks themselves. Through affect, judgement, and appreciation, the writer attempts to show that the blacks are robbery victims and robbery suspects; and assault victims and assault suspects.

1. Attitude

a. Affect

The sub-category of affect is categorized through the meaning of **(un/happiness)**, with the absence of **in/security** and **dis/satisfaction**. Quinn employs negative affects to convey his attitude about black crime. For example, through the use of *suffer*, in “*It isn't just the direct victims of crime who suffer. Increased violence reduces the city's quality of life,*” Quinn expresses his stance that it is not only the blacks who are suffering from black crime, but rather, the increasing violence changes the city's quality of life, that is, moral values of people, to some extent, are going down, many people leave their houses, and some businesses close, abandoning storefronts. The verb *suffer*, in the above example, has an inscribed negative affect of **[unhappiness: misery]**, and realised as surge (of behaviour). The article shows other examples of un/happiness, such as, *bear* and *brunt*, as in “*It's these latter who will bear the brunt of anti-law-and-order politicking.*” Through the appraising items, *bear* and *brunt*, the author continues to show how some low-and middle-class people, especially the African-Americans are suffering from anti-law-and-order policies followed by some politicians in the U.S. Like ‘*suffer*’, the items

of *bear* and *brunt* are both classified under the meaning of **[unhappiness: misery]**, and recognised as surge (of behaviour).

b. Judgement

As for social esteem, the variable of **[capacity]** is recognised through the use of some inscribed negative examples, such as *failing*, *inept*, *ill*, and *homeless*, as realised in “...a *failing* education system, an *inept* housing authority, an unchecked and often-dangerous mentally *ill* *homeless* population.” These appraising items all indicate that African-Americans are suffering from bad education and housing systems. African-Americans, as well, are described as mentally *ill* and *homeless*, which conveys the attitude that they are unsuccessful, dependent and ignorant. These adjectives all refer to explicit negative judgements of **[capacity]**. The variable of **[tenacity]**, on the other hand, is recognised through the use of two examples, *foolish*, in “*Rational people predicted that violent crime would rise following these foolish moves,*” and *cowards*, in “*Americans are cowards when it came to discussing race,*” which are explicit negative judgements. The former describes the governmental procedures regarding freeing thousands of dangerous criminals as *foolish*, whereas the latter is concerned with the President Barack Obama’s attorney general, Eric Holder’s claim that Americans are *cowards* when it came to discussing race.

“*Children are born out of wedlock to single mothers*” is one example of an invoked negative judgement of **[veracity]**. Since veracity is concerned with morality, the author condemns the blacks morally, making a relationship between their being born to single mothers and their becoming dangerous criminals. As for the variable of propriety, there are quite a lot of explicit negative examples, such as those describing the Afro-Americans as *accounted*, *violent*, *dangerous*, etc. *Innocent* in “*innocent New Yorkers*” is an explicitly positive example that falls into the variable of **[propriety]**.

c. Appreciation

Quinn makes use of the meaning of **reaction** to convey his attitude that people of colour are both victims and perpetrators of black crime in NYC. For this purpose, the appraising items, *remarkably* and *consistent* are employed in “*These proportions have remained remarkably consistent over the past 12 years.*” In this sense, *remarkably* and *consistent* are understood as having explicit positive meanings, but whereas the former is classified under the variable of **[reaction: impact]**, the latter falls into the variable of **[composition: balance]**.

As for **[valuation]**, the adjective *real* is utilised explicitly in two different linguistic contexts, “*real threat*,” and “*real work*.” Through the first, “*There is a real threat to the lives of New Yorkers of colour, but it isn’t the men and women in blue-but criminality in minority communities*,” the author shows his attitude that it is not the police, but the blacks who are the source of crime in NYC. However, such real threats require “*real work*” to deal with the dilemma of murdering black children. The two appraising items have same meaning, but being positive or negative is determined by the following noun, whether positive or negative. It is, thus, possible to say that, in the first example, “*real threat*,” it is negative, whereas in the second, “*real work*,” it is positive.

Table (4.20): Attitude Analysis of “*Crime, not cops, is by far the largest threat to black lives*”

N.	Appraising Items	Appraiser	Aff.	Judge.	Appr.	Appraised
1.	threat	the writer			-val	crime
2.	well	the writer			+val	prosecutors
3.	fire and fury	the activist	t,-hap			killing-by-police
4.	threatens to swallow	the activist	-hap			killing-by-police
5.	rare	the writer			+val	
6.	back story	the writer			t,-val	killing-by-police
7.	heartbreaking	the writer			-reac	fighting the cops
8.	keep thinking	the writer	-hap			fighting the cops
9.	Stop fighting the cops!	the writer	-hap			The black

10.	isn't the men and women in blue	the writer		t,+prop		police
11.	accounted	the writer		-prop		the blacks
12.	victims	the writer		-cap		the blacks
13.	violent	the writer		-prop		the blacks
14.	cold	the writer			-reac	fact
15.	remarkably	the writer			+reac	
16.	consistent	the writer			+comp	proportions
17.	different	the writer			-comp	reaction
18.	suffer	Other people	-hap			crime
19.	violence	the writer		-prop		the blacks
20.	not notice	the writer		-cap		residents
21.	bear	poor people	-hap			violence
22.	brunt	poor people	-hap			violence
23.	demagogues	the writer		-ver		homicide
24.	passion	leaders	-hap			homicide
25.	terrible	the writer			-val	homicide
26.	rogue	the writer		-prop		crime
27.	bloody carnage	the writer		-prop		crime
28.	But they say nothing about...	the writer		t,-ver		crime
29.	cures	the writer			-val	solutions
30.	innocent	the writer		+prop		New Yorkers
31.	emboldened	the writer		-prop		black people
32.	abandoned	the writer		-cap		police officers
33.	shrinking the NYPD	the writer		t,-prop		Relaxing bail-laws
34.	the demise	the writer		-cap		New York City
35.	great	the writer			+val	New York City
36.	predicted	the writer		+cap		violent crime
37.	foolish	the writer		-ten		moves
38.	shameful	the writer		-prop		Relaxing bail-laws
39.	demoralise	the writer		-prop		Relaxing bail-laws
40.	the greatest	the writer			+val	police department
41.	easy	politicians			+val	destroy
42.	crises	the writer			-val	facing the minority
43.	a failing	the writer		t,-cap		the blacks
44.	inept	the writer		-cap		the blacks
45.	dangerous	the writer		-prop		the blacks
46.	ill	politicians		-cap		the blacks
47.	homeless	the writer		-cap		the blacks
48.	biggest crisis	the writer			-val	the blacks
49.	moral catastrophe	the writer			-val	the blacks
50.	out of wedlock to single mothers	politicians		t,-ver		the blacks
51.	real problems	the writer			-val	the blacks
52.	real work	the writer			+val	the blacks
53.	paint murals and political slogans	the writer		t,-ver		politicians
54.	thinking they have	the writer		t,-cap		politicians

	accomplished...					
55.	cowards	Obama's attorney general		-ten		Americans
56.	unquestionably	Obama's attorney general			+val	Americans
57.	right	Obama's attorney general		+ver		Americans
			8	29	20	
			14%	51%	35%	

As Table (4.20) indicates, **judgement** scores the highest frequency of occurrence (29) equivalent to (51%). **Appreciation**, on the other hand, is realised with a frequency of occurrence (20) which corresponds to (35%). **Affect** occurs only (8) times with a percentage of (14%). **Negative attitudes** form the higher frequency of occurrence (45) corresponding to (79%), whereas **positive attitudes** occupy a smaller occurrence of (12) corresponding to (21%). As the results show, **explicit attitudes** score the higher occurrence (48) corresponding to (84%). **Invoked attitudes** occur only (9) times with a percentage of (16%).

Furthermore, the variables of **affect**, **judgement**, and **appreciation** are also realised with different frequencies of occurrence. **Affect** is realised in the text via only the variable of **un/happiness** which occurs (8) times with (100%); **judgement: capacity** (10) with (35%), **tenacity** (2) with (7%), **veracity** (5) with (17%), and **propriety** (12) with (41%); and **appreciation: reaction** (3) with (15%), **composition** (2) with (10%), and **valuation** (15) with (75%). As the results show, the writer expresses his attitude via moral and natural appraisals.

2. Engagement

The sub-systems of **monogloss** and **heterogloss** are recognised in the article. As for heteroglossia, the author employs all the sub-categories except the meaning of **expand: distance**. The extract below contains the contractive meanings of **proclaim: concur**, and **disclaim: counter** and **deny**, as well as **monogloss**:

It's a truth urban prosecutors like me know [**proclaim: concur**] well but [**disclaim: counter**] that the activist fire and fury of our moment threatens to swallow: Incidents of black men being killed at the hands of police are exceedingly rare. Killing- by- police isn't [**disclaim: deny**] even [**disclaim: counter**] close to a major cause of death of black men. Such incidents are rare in Gotham, rare nationwide [**monogloss**].

By know [**proclaim: concur**], Quinn contracts the dialogue space rather than opens it, creating a shared knowledge between him and the reader that incidents of black people being killed at the hands of police are rare. Such a fact which most activists are trying to reject is presented by the author via the use of but [**disclaim: counter**]-a mechanism via which the type of reader construed is that of 'likeminded'. Additionally, the writer introduces an alternative voice by the contractive meaning of denial, as in "Killing- by- police isn't [**disclaim: deny**] even close to a major cause of death of black men." He attempts to change the reader's belief that black people might be killed at the hands of the police, acting to correct some misunderstanding or misconception on the reader's part. Accordingly, **solidarity** will be enhanced, since the reader is not resistant to the lack of knowledge. At the end of the extract, the writer leads the reader across the text till this process ends with a decisive stance represented by **monogloss** that: "Such incidents are rare in Gotham, rare nationwide," [**monogloss**].

The following extract contains **the expansive entertain: modality** and **the contractive proclaim: pronounce**:

When they do happen, there is almost always [**entertain: modality**] a back story: the victim resisting arrest, attempting to grab the officer's pistol or Taser. Watching the heartbreaking footage, I keep thinking [**proclaim: pronounce**], "Stop fighting the cops!

In terms of *expand: entertain*, the degree of possibility is expressed via the adverb *always* which is treated as **[entertain: modality]**. The author uses the modalising adverb (*always*) to convey his stance that there is a black story behind every police killing of a black, like, for example, some blacks resist arrest, and some others even try to grab the officer's pistol. By the formulation, *I keep thinking* **[proclaim: pronounce]**, the author constructs an explicit intervention into the text, an indication of the authorial presence in order to assert the value of the proposition. As indicated above, there is a clear threat to solidarity since the authorial voice explicitly presents itself at odds with the construed reader.

The **expansive attribute: acknowledge** is observed in the extract below, together with other meanings, such as, **entertain: modality** and **disclaim: counter**:

Relaxing bail laws, springing thousands of *dangerous* people from jails, eliminating the anti-crime units and shrinking the NYPD *will* **entertain: modality** *only* **[disclaim: counter]** hasten the demise of a once-great city. Rational people *predicted* **[attribute: acknowledge]** that violent crime *would* **[entertain: modality]** rise following these foolish moves.

Quinn refers to some procedures by the United States government that he is entirely dissatisfied with, like, for instance, freeing dangerous people from prison and eliminating the anti-crime programs. He employs a combination of **expansive entertain modality** (*will*) with **contractive disclaim: counter** (*only*) in order to show a future counter-expectancy that this inevitably will hasten the death of NYC. One most dangerous consequence of such procedures is that, as expected by some rational people, violent crime will rise in the city. Such a stance is adopted by the writer via the choice of **expensive attribute acknowledge** (*predicted*),

where he associates himself with the current proposition. As for alignment and solidarity, the writer allows himself to remain aloof from any attitude that may lead to alignment or disalignment.

As for **[proclaim: endorse]**, the author employs some formulations, like, for example, It means in order to refer to some propositions as external sources realised by the authorial voice as valid or undeniable, as observed in the extract below:

It means **[proclaim: endorse]** they don't **[disclaim: deny]** have to deal with real crises facing the minority community: rising violent crime, a failing education system, an inept housing authority, an unchecked and often-dangerous mentally ill homeless population.

Through **endorsement** value, Quinn seems to be adopting individual subjectivity, primarily the subjectivity of the authorial voice. In this regard, a potential alternative viewpoint is presented to support the proposition, functioning simultaneously to exclude any other ongoing colloquy by the writer. It seems that the internal voice (the writer) adopts or at least shares the responsibility for the proposition that politicians focus only on destroying police department and never care for some problems facing the country, such as, for example, rising violent crime, a failing education system, etc.

Table (4.21): *Engagement Analysis of “Crime, not cops, is by far the largest threat to black lives”*

N	Heterogloss		Monogloss
	Expand	Contract	
.1		It's a <i>truth</i> urban prosecutors like me <u>know</u> [proclaim: concur] well...	
.2		<u>but</u> [disclaim: counter] that the activist <i>fire and fury</i> of our moment <i>threatens to swallow..</i>	
.3		Killing-by-police is <u>n't</u> [disclaim: deny]	

.4		even [disclaim: counter] close to a major cause of death of black men.	
.5	There is almost <i>always</i> [entertain: modality] a <i>back story</i> : the victim resisting arrest, attempting to <i>grab</i> the officer's pistol...		
.6		Watching the <i>heartbreaking</i> footage, <i>I keep thinking</i> [proclaim: pronounce] , " <i>Stop killing the cops!</i> "	
.7		There is a <i>real threat</i> to the lives of New Yorkers of colour, <i>but</i> [disclaim: counter]	
.8		it isn't [disclaim: deny] the men and the women in blue	
.9		<i>but</i> [disclaim: counter] criminality in minority communities.	
.10			People of colour also accounted for...rape victims,...rape suspects,...assault suspects..
.11		People of colour, <i>in other words</i> [proclaim: pronounce] , are disproportionately both victims and <i>perpetrators</i> of <i>violent crime</i> .	
.12			That is a <i>cold fact</i> .
.13		These proportions <i>have remained remarkably</i> [disclaim: counter] consistent ...	
.14	<i>Don't you think the city would have a far different reaction...?</i> [entertain] .		
.15	<i>would</i> [entertain: modality] have a far <i>different</i> reaction...?		
.16	<i>Don't those black lives matter?</i> [entertain] .		
.17		It isn't [disclaim: deny]	
.18		<i>just</i> [disclaim: counter] the direct victims of crime who suffer.	
.19			Increased <i>violence</i> reduces the city's quality of life.

.20			Property values <i>go down</i>
.21			Window gates <i>go up</i> .
.22			Long-terms neighbors <i>move out</i> .
.23			Small business <i>close</i> , <i>abandoning storefronts</i> .
.24	door-manned buildings in trendy neighborhoods <i>may</i> [entertain: modality]		
.25		<i>not</i> [disclaim: deny] notice it.	
.26		<i>but</i> [disclaim: counter] homeowners and tenets in low and middle-class neighborhoods...	
.27		<i>certainly</i> [proclaim: concur] do.	
.28	It's these latter who <i>will</i> [entertain: modality] bear the brunt of anti-law-and-order politicking.		
.29			Our elected <i>demagogues stir up passion</i> about a <i>terrible</i> homicide committed by a <i>rogue</i> police...
.30		<i>But</i> [disclaim: counter]	
.31	...they say [attribute: acknowledge] about the <i>bloody carnage</i> in their ...city		
.32	Their "cures" <i>will</i> [entertain: modality] do little to stop the occasional questionable police shooting		
.33		<i>but</i> [disclaim: counter]	
.34	<i>will</i> [entertain: modality] sentence countless <i>innocent</i> New Yorkers..., as <i>criminals</i> are <i>emboldened</i> and police officers <i>abandoned</i> .		
.35	Springing thousands of <i>dangerous</i> people from jails, <i>eliminating the ant-crime</i> units and <i>shrinking</i> the NYPD <i>will</i> [entertain: modality]		
.36		<i>only</i> [disclaim: counter] hasten the <i>demise</i> of a once-great city.	
.37	Rational people <i>predicted</i> [attribute: acknowledge] that		
.38	<i>violent crime would</i> [entertain: modality] rise following these		

	<i>foolish</i> moves...		
.39			It is <i>shameful</i> .
.40	Why are politicians moving to demoralize and destroy the greatest police department in the country? [entertain] .		
.41			Because it's <i>easy</i> .
.42		It <i>means</i> [proclaim: endorse]	
.43		they <i>don't</i> [disclaim: deny] have to deal with <i>real crises</i> facing the minority community : rising <i>violent crime</i> , a <i>failing education system</i> , an <i>inept housing authority</i> , an <i>unchecked</i> and often- <i>dangerous</i> mentally <i>ill homeless</i> population.	
.44	<i>Perhaps</i> [entertain: modality] , the <i>biggest crisis</i> of all: the <i>moral catastrophe</i> of the black community, ...children are <i>born out of wedlock</i> to single mothers.		
.45			These are <i>real problems</i> that require <i>real work</i> .
.46		<i>But</i> [disclaim: counter] our politicians <i>paint murals and political slogans</i> on..., <i>thinking they have accomplished</i> something.	
.47	Obama's attorney general, Eric Holder, once <i>said</i> [attribute: acknowledge] that Americans are cowards when it comes to discussing race.		
.48	He was <i>unquestionably right</i> [attribute: acknowledge] about that.		
.49		He was <i>unquestionably</i> [disclaim: counter] <i>right</i> about that.	
.50	He was <i>unquestionably right</i> [attribute: acknowledge] about that.		
	39 (78%)		11 (22%)
	17 (44%)	22 (56%)	

Table (4.21) shows a dominant use of the **heteroglossic** resources, (39) with (78%), whereas the **monoglossic** assertions are observed only

(11) times with (22%). This means that the author tends to employ more voices or alternative positions in the text. No big difference is realised via the uses of **contractive** and **expansive** options, since the former score (22) with (56%) and the latter (17) with (44%). Such results indicate that the text in some heteroglossic meanings restricts the scope of options and in others expands it.

Furthermore, the **contractive** values vary in their frequency of occurrence: **deny** (5) with (23%), **counter** (12) with (54.5%), **concur** (2) with (9), **pronounce** (2) with (9%), and **endorse** (1) with (4.5%). The expansive sources are observed via only **entertain** (12) with (71%), and **acknowledgement** (5) with (29%).

3. Graduation

The author makes use of all the kinds of resources of amplification except for **focus: soften**. The extract below contains some graduating meanings, such as, **modality**, **intensifier**, **attitudinal lexis** and **focus: sharpen**:

It's a truth urban prosecutors like me know [**Intens: Inf-up-scaled modal adjunct**] well [**Intense: Iso-up-scaled intensifier**] but that the activist fire and fury of our moment threatens to swallow: Incidents of black men being killed at the hands of police are exceedingly [**Intense: Iso-up-scaled intensifier**] rare [**Intens: Inf-down-scaled attitudinal lexis**]. Killing by police isn't even [**Focus: sharpen: Up-scaled**] close to a major cause of death of black men. Such [**Intense: Iso-up-scaled intensifier**] incidents are rare in Gotham, rare nationwide.

In the above extract, **modality** is observed via the lexical verb 'know'. 'Know' has a high degree of intensification and is realised as semantic infusion. Knowledge is, thus, amplified to a high degree of intensity by the adverb 'well', whereby the verb 'know' is given an additional strength. In this sense, 'well' is an intensifier that has an up-

scaling meaning and works in the proposition as semantic isolation. Additionally, the author employs '*rare*' as a combination of attitudinal valuation of appreciation and as **attitudinal lexis** involving the down-scaling meaning of semantic infusion. It is modified by the intensifying adverb '*exceedingly*' which refers to the isolation form of intensification. The adverb '*exceedingly*' is realised here as a grammatical unit, and exemplified as an up-scaling meaning of **quality**. The extract also involves an example of **sharpened focus**, whereby the phrase '*killing by police*' is **sharpened** by '*even*'. The adverb '*even*' is an additive subjunct indicating that the proposition is additionally true with respect to the phrase **focused**. The meaning adopted in the text is that of up-scaling which indicates high commitment by the writer to the proposition and thus strongly aligns the reader into the value position.

Table (4.22): *Graduation Analysis of “Crime, not cops, is by far the largest threat to black lives”*

N	Appraising Item	Graduation			Form/ Meaning
		Focus	Force		
			Intens.	Quant.	
.1	know		proc.		Inf-up-scaled modal adjunct
.2	well		qual.		Iso-up-scaled intensifier
.3	exceedingly		qual.		Iso-up-scaled intensifier
.4	rare		qual.		Inf-down scaled att. lexis
.5	even	sharpen			Up-scaled
.6	such		qual.		Iso-up-scaled intensifier
.7	almost		qual.		Iso-down-scaled intensifier
.8	always		qual.		Inf-up-scaled modal adjunct
.9	real	sharpen			Up-scaled
.10	fully		qual.		Iso-down-scaled intensifier
.11	also	sharpen			Up-scaled
.12	both			number	Iso-up-scaled lexeme
.13	violent		qual.		Inf-up-scaled att. lexis
.14	cold fact		qual.		Iso-up-scaled metaphor
.15	remarkably		qual.		Iso-up-scaled intensifier
.16	over the past 12 ...			extent	Iso-up-scaled lexeme
.17	so far		qual.		Iso-up-scaled intensifier
.18	more		qual.		Iso-up-scaled intensifier
.19	would		proc.		Inf-up-scaled modal operator
.20	far		qual.		Iso-up-scaled intensifier

.21	different		qual.		Inf-up-scaled att. lexis
.22	alone	sharpen			Up-scaled
.23	just	sharpen			Up-scaled
.24	violence		qual.		Inf-up-scaled att. lexis
.25	may		proc.		Inf-down-scaled modal operator
.26	will		proc.		Inf-up-scaled modal operator
.27	terrible		qual.		Inf-up-scaled att. lexis
.28	own	sharpen			Up-scaled
.29	little			mass	Iso-down-scaled lexeme.
.30	countless		qual.		Inf-up-scaled att. lexis
.31	overwhelmingly		qual.		Iso-up-scaled intensifier
.32	thousands of			number	Iso-up-scaled lexeme
.33	dangerous		qual.		Inf-up-scaled att. lexis
.34	shrinking		qual.		Inf-down-scaled att. lexis
.35	only	sharpen			Up-scaled
.36	a once-great			extent	Inf-up-scaled lexeme
.37	would		proc.		Inf-up-scaled modal operator
.38	greatest		qual.		Iso-up-scaled intensifier
.39	rising		proc.		Inf-up-scaled att. lexis
.40	failing		proc.		Inf-down-scaled att. lexis
.41	often		qual.		Inf-down-scaled modal adjunct
.42	perhaps		qual.		Inf-down-scaled modal adjunct
.43	biggest		qual.		Iso-up-scaled intensifier
		7 (16%)	36 (84%)		
			31 (86%)	5 (14%)	

Table (4.22) shows a dominant use of the resources of **force**, (36) with (84%), whereas the **focus** forms are observed only (7) times with (16%). A big difference is realised regarding the uses of **intensifying** and **quantifying** resources, since the former score (31) with (86%) and the latter (5) with (14%).

More specifically, the sub-categories of **focus**: **sharpen** is used (7) times with (100%). The **intensifying** items are observed as **quality** amounting to (24) with (77%) and **process** (7) with (23%). As for quantification: **number** and **extent** have the same number of frequency (2) with (40%), whereas **mass** is observed only once with (20%).

Furthermore, intensification is also realised in terms of meaning through: **metaphor** (1) with (3%), **intensifier** (12) with (39%), **attitudinal lexis** (10) with (32%), and **modality** (8) with (26%). The up-

scaling items dominate over the down-scaling ones. They score the highest frequencies of occurrence, (35) with (81%), while the down-scaling resources are observed in a small number of items, (8) with (19%). The forms of semantic **infusion** are used (19) times with (53%), whereas those of semantic **isolation** are observed in (17) items with (47%).

Article (7) (See Appendix (2))

The seventh opinion article is by Michael Goodwin in November 3, 2020/ 7:69 pm. The title of the article is “*Drive by Homicide: Don’t these black lives matter, too?*” In this article, the author criticises the mainstream media and Democratic politicians for their exclusive focus on white supremacy, neglecting how innocent black children are murdered by other blacks.

1. Attitude

a. Affect

In this article, only two variables of affect are available to the reader, **un/happiness** and **in/security**. As for **un/happiness**, the writer quotes Biden’s speech with whom he totally disagrees, as in “*for all those suffering the emotional weight of learning about another black life in America lost. Walter’s life mattered.*” In this example, Biden states that those *suffering* the ignorance about the African-Americans’ life in the United States *lost*. *Suffering* and *lost* are recognised as an inscribed negative affect that belongs to the meaning [**unhappiness: misery**]. But whereas the former is realised as surge of (behaviour), the latter has the meaning of mental disposition. The article also shows an inscribed positive affect through the use of *psyche* in “*The white psyche has been prodded and parsed and declared constituted by racism.*” Through *psyche*, which means deepest feeling, the writer is trying to say that the whites are harmed and offended when they are accused of racism. *Psyche*

in this sense is used explicitly and felt to be a positive evaluation of **[happiness: affection]**. The variable of **[security]** is also recognised in the article. Two appraising items are realised, *parsed* and *declared* in “*The white psyche has been prodded and parsed and declared constituted by racism.*” The writer shows a full disagreement with accusing and describing the whites as racists. The appraising items of *parsed* and *declared* are classified under the meaning of **[security]**.

b. Judgement

Judgement is realised via social esteem (**(capacity)**) and social sanction, (**(veracity)** and **(propriety)**). As for **[capacity]**, the noun, *failure* is employed explicitly by the writer in “*It is the failure to socialise young males...*” to convey his negative attitude that the problem of the New York City is not white-supremacy, but rather the black males’ incapacity to integrate and collaborate with the other members of the white community. **[Capacity]** is realised also implicitly through the clause, “*Joe Biden took up his cause, tweeting...black life in America lost*” by which the writer expresses his attitude that Biden formulates an idea of his own, not real, that the American black people are being killed by the police.

Through **veracity-** a variable of social sanction that is concerned with morality or ethics, the author attempts to express his grudge against the Democratic and media. He describes them as dishonest or deceitful, because, as he thinks, they “*...have been virtually silent about those shootings, even amid their skyrocketing numbers.*” The attribute, *silent*, in this sense, is an explicit negative judgement that falls into the variable of **[veracity]**. **[Propriety]** is recognised throughout the whole article, as with the invoked negative judgement of ‘*had been threatening*’ used in “*Wallace...had been threatening his mother with a knife,*” and ‘*accused of*’ used in “*...since the black children’s assailants are presumed to be black themselves,...,lest it be accused of a taboo attention to black*

crime.” These examples implicitly and explicitly draw a negative image of the African- Americans as violent and crime-committers.

c. Appreciation

Goodwin makes use of only two variables of appreciation (**composition** and **valuation**). Through *inconceivable*, in “*These shootings are happening virtually exclusively in African American neighbourhood, taking a toll on black children that would be inconceivable if whites children were involved,*” the author makes it obvious that it is the black children, not the whites, who are the victims of black shootings. In other words, he explicitly expresses his opinion that killers and their victims both belong to the black community; otherwise, if they were whites, the Democratic and the media would not keep silent. *Inconceivable* is an explicit negative appreciation that falls into the variable of [**composition: balance**].

The first paragraph of the article contains two examples of [**valuation**], *justified* and *tragic*. Whereas the first has an explicit positive appreciation, the second is an explicit negative one. The author uses *justified* and *tragic* in “...*justified*, if *tragic*, police shooting of Walter Wallace” to convey his stance that the police shot and killed Wallace just because he had been threatening his mother with a knife and refused to drop the knife as he approached the police. The writer mitigates his evaluation of the situation as being *tragic* by using it in an appositive clause, preceded if-conditional.

Table (4.23): *Attitude Analysis of “Drive by Homicide: Don’t these black lives matter, too?”*

N.	Appraising Items	Appraiser	Aff.	Judge.	Appr.	Appraised
1.	anti-cop riots	the writer		-prop		police shooting
2.	convulsed	anti-cops riots	-hap			police shooting
3.	justified	the writer			-val	police shooting
4.	tragic	the writer			-val	police shooting

5.	had been threatening	the writer		t,-prop		police shooting
6.	took up his cause	Biden		t,+cap		Walter Wallace
7.	suffering	people	-hap			black life
8.	emotional weight of learning	people		t,-cap		black life
9.	lost	America	-hap			black life
10.	mattered	Biden			+val	Walter's life
11.	the loss	black life	-hap			loss of black life
12.	at the hands of the police	the writer		t,-prop		loss of black life
13.	epidemic	the writer			-val	loss of black life
14.	fatal	the writer			-val	police shooting
15.	victims	the writer		-cap		black life
16.	silent	the writer		-ver		black shooting
17.	consider	the writer		-prop		a sampling
18.	crashed	the writer		-cap		17-year- old boy
19.	sprayed bullets	the writer			-comp	black shootings
20.	these shootings ...are happening in the African American neighbours	the writer			t,-val	black shootings
21.	taking a toll on black children	the writer	t,-hap			black shootings
22.	inconceivable	the writer			-comp	black children
23.	involved	the writer		-prop		black children
24.	scandal	the writer		-prop		black children
25.	uproar	the writer	-hap			black children
26.	dwarf	the writer			-val	black children
27.	are presumed to be	the writer		-prop		black children
28.	accused of	the writer		-prop		the country
29.	a taboo attention	the writer			-val	the country
30.	piles up	the writer			t,-comp	corpses
31.	breakdown	the writer			-val	riots
32.	fueling	the writer		-prop		black corpses
33.	bleeds out	the writer			-val	black corpses
34.	riots	the writer		-prop		black murder
35.	psyche	white psyche	+hap			white supremacy
36.	has been prodded	the whites	-hap			white supremacy
37.	parsed	the whites	+sec			the whites
38.	declared	other people	+sec			the whites
39.	constituted	the writer		-prop		the whites
40.	unbroken	the writer			+val	the elite consensus
41.	worth paying attention	the writer			t,+val	issue
42.	white bigotry	the whites	-hap			lethal effects
43.	the problem	the writer			-val	white supremacy
44.	failure	the writer		-cap		young males
45.	rioting	the writer		-prop		police shooting
46.	decide	many Americans	+sec			the Americans
47.	not-racist	the writer		neg-prop		rioting

48.	not worrying	many Americans	neg-hap			rioting
49.	simply	the writer			-comp	the slander
50.	endure	many Americans	-hap			many Americans
51.	slander	the writer			-val	many Americans
			14	19	18	
			28%	37%	35%	

As indicated in Table (4.23), **judgement** scores the highest frequency of occurrence **(19)** equivalent to **(37%)**. **Affect** and **Appreciation** are observed with frequencies of occurrence **(14)** and **(18)** which correspond to **(28%)** and **(35%)** respectively. As the results indicate, **negative attitudes** are used more than the **positive ones**. The former constitute **(41)** with **(80%)**, whereas the latter form **(10)** with **(20%)** of the table. **Inscribed attitudes** are used with a high frequency of occurrence **(43)** with **(84%)**, whereas the **invoked** meanings occur only **(8)** times equivalent to **(16%)**.

Furthermore, the above attitudes are also shown in terms of their specific meanings, for example, **affect: un/happiness (11)** with **(79%)**, **in/security (3)** with **(21%)**; **judgement: capacity (5)** with **(26%)**, **veracity (1)** with **(5%)**, and **propriety (13)** with **(69%)**; and **appreciation: composition (4)** with **(22%)**, and **valuation (14)** with **(78%)**.

2. Engagement

The sub-system of **monogloss** is categorised through the bare assertion, “*Wallace had been threatening his mother with a knife and had refused to drop the knife as he approached the police.*” The author, via this example, refers to no other voices or alternative positions. The proposition is construed as a single voice; thereby what Wallace does is presented as currently at issue or rather up to discussion. In other words, the writer puts himself in a position to just inform the reader of Wallace’s threatening his mother, leaving to the reader the evaluation as to where to

put Wallace. The monoglossically asserted proposition is presented as a sharply focused point for discussion and argumentation.

All the **heteroglossic** meanings are observed in the text, except for **contractive: pronounce, endorse, and expand: distance**. The sub-categories of **proclaim: concur, disclaim: counter, and attribute: acknowledge** are recognised in the extract below:

To be sure [**proclaim: concur**], but [**disclaim: counter**] Biden is referring [**attribute: acknowledge**] here exclusively to the loss of black life at the hands of the police, which he, his party, and the media have portrayed as racism- fueled national epidemic.

By sure [**proclaim: concur**], the writer introduces a formulation which obviously announces the authorial voice as sharing with, or having the same knowledge with the reader. Such a formulation is contractive in that it presents the shared viewpoint as widely held in the current communicative discussion. Thus it has the effect of preventing any other voice from the ongoing argumentation. In addition, the writer uses but [**disclaim: counter**] in order to introduce an alternative voice into the text- that of Biden which interactively associates itself with the loss of black life. By Biden is referring [**attribute: acknowledge**], the text associates the proposition under discussion to an external voice (Biden's voice in the above extract) and presents the authorial voice as engaging interactively with it.

The extract below contains two heteroglossic sub-categories, **disclaim: counter** and **entertain: modality**:

Likewise, if even [**disclaim: counter**] a handful of black children had been killed by whites, the uproar over white supremacy would [**entertain: modality**] dwarf anything seen to date.

By if even [**disclaim: counter**], the author presents the current proposition, "*the uproar over white supremacy would dwarf anything seen to date,*" as replacing or countering a proposition expected in its place.

The counter-expectational meaning, as expressed by the text, is that when a few black children are killed by whites, the reaction is stronger than the case when they are killed by black gangs. Such a formulation of countering meaning is aligning rather than disaligning in that it construes the reader as sharing the view with the writer. By would [**entertain: modality**], the writer mark knowledge indicated within the current proposition as limited or uncertain.

The meanings of **disclaim: deny** and **disclaim: counter** are realised in the following example:

“The problem in the American inner city is not [**disclaim: deny**] white-supremacism, however [**disclaim: counter**].”

Through his employment of ‘is not’ [**disclaim: deny**], the author presents his alternative negative stance into the dialogue. The positive implied meaning before negation is that: the problem in the American inner city is white-supremacism, which is supposedly considered as a single-voice **monoglossic** proposition. By **disclaim: denial**, an alternative **heteroglossic** voice is introduced into the text and presented by the writer as acknowledged, that is, it *is not* white-supremacism, but it is black crime that NYC is suffering from.

Table (4.24): *Engagement Analysis of “Drive by Homicide: Don’t these black lives matter, too?”*

N	Heterogloss		Monogloss
	Expand	Contract	
1.	<i>Anti-cop riots convulsed Philadelphia...over the justified, if</i> [entertain: modality] <i>tragic</i> , police shooting of Wallace...		
2.			<i>Wallace had been threatening his mother with a knife and had refused to drop the knife...</i>
3.	<i>Biden took up his cause, <u>tweeting</u></i> [attribute: acknowledge] “for all those		

	<i>suffering the emotional weight of learning about another black life in America lost. Walter's life mattered."</i>		
4.		To be <u>sure</u> [proclaim: concur],	
5.		<u>but</u> [disclaim: counter]	
6.	Biden is <i>referring</i> [attribute: acknowledge] <i>exclusively</i> to the <i>loss</i> of the black life <i>at the hands of</i> the police, which he, his party and the media have <i>portrayed</i> as <i>racism-fueled</i> national epidemic.		
7.		<i>In fact</i> [disclaim: counter], <i>fatal</i> police shootings constitute a small fraction of black homicide <i>deaths</i> than they do of white and Hispanic homicide <i>deaths</i> .	
8.			Three percent of black homicide <i>victims</i> are killed by a cop, compared to...white and Hispanic homicide <i>victims</i> killed by a cop.
9.		Wallace's life <i>mattered</i> , <u>yes</u> [proclaim: concur],	
10.		<u>but</u> [disclaim: counter] <i>so did the lives of ...of black children killed</i> in drive-by shootings since the death of George Floyd.	
11.			The democratic and media establishments have been virtually <i>silent</i> about those shootings...
12.			<i>Consider</i> a sampling
13.			A 17- year- old <i>crashed</i> into a pole after being <i>fatally</i> shot.
14.		A 3-year-old boy ...was...shot, <u>while</u> [disclaim: counter] playing in his living room...	
15.		<u>when</u> [disclaim: counter] a passing car <i>sprayed bullets</i> at the front door...	
16.		a 14-year-old boy...was killed..., <u>while</u> [disclaim: counter] he was sitting...	

17.		a 1-year-old boy...was killed..., <u>when</u> [disclaim: counter] someone walked...	
18.			<i>These shootings are happening virtually exclusively in African American neighborhood</i>
19.	taking a <i>toll</i> on black children that <u>would</u> [entertain: modality] be <i>inconceivable</i>		
20.	<u>if</u> [entertain: modality] white children were <i>involved</i> .		
21.	<u>if</u> [entertain: modality] white children had been murdered		
22.	it <u>would</u> [entertain: modality] be a national <i>scandal</i> , accompanied by demands for radical protection measures.		
23.		<u>even if</u> [disclaim: counter] a handful of black children had been killed by whites,	
24.	the <i>uproar</i> over white supremacy <u>would</u> [entertain: modality] <i>dwarf</i> anything seen to date.		
25.		<u>Instead</u> [disclaim: counter] , since the black children's assailants <i>are presumed</i> to be black themselves, the country looks away,	
26.		<u>lest</u> [disclaim: counter] it be <i>accused of</i> a <i>taboo attention</i> to black crime.	
27.		<u>Yet</u> [disclaim: counter] as the corpses pile up and the cultural <i>breakdown fueling</i> the shootings <i>bleeds out</i> into <i>riots</i> ,..., the national conversation in the mainstream media and among Democratic politicians, <i>allegedly</i> ,...	
28.			<i>The white psyche has been prodded and parsed and declared constituted by racism.</i>
29.			<i>The elite consensus has been unbroken...</i>
30.		The <u>only</u> [disclaim: counter] issue <i>worth paying attention</i> to in the black community is the lethal effects of white <i>bigotry</i> .	

31.		The <i>problem</i> in the American inner city is <i>not</i> [disclaim: deny] white supremacy.	
32.		<i>however</i> [disclaim: counter]	
33.			It is the <i>failure</i> to socialize young males.
34.			As business and department buildings in the nation's big cities board themselves up in anticipation of post-election <i>rioting</i> ...
35.		many Americans may decide that if being " <i>non-racist</i> " means <i>not</i> [disclaim: deny] worrying about their community being looted or their children being shot, they will <i>simply</i> have to <i>endure</i> that <i>slander</i> .	
25 (71%)			10 (29%)
8 (32%)		17 (68%)	

As Table (4.24) shows, the **heteroglossic** resources have the higher frequency of occurrences, **(25)** with **(71%)**, whereas the **monoglossic** sub-categories are observed in the text only **(10)** times with **(29%)**. The **contractive** sub-categories are recognised **(17)** times with **(68%)**, whereas the **expansive** ones appear **(8)** times with **(32%)**.

Furthermore, the dialogic **contraction** is observed via three contractive values: just two sub-categories are observed: **deny** **(2)** with **(12%)**, **counter** **(13)** with **(76%)**, and **concur** **(2)** with **(12%)**. The **expansive** meanings are limited to only two values: **entertain** **(6)** with **(75%)**, and **acknowledgement** **(2)** with **(25%)**.

3. Graduation

Nearly all the resources of graduation are available to the reader. The extract below includes the intensifying sub-categories of **modality**, **attitudinal lexis** and **intensifier**:

To be *sure* [**Intens: Inf-up-scaled modal adjunct**]- but Biden is referring here *exclusively* [**Focus: sharpen: Up-scaled**] to the loss of black life at the hands of the police, which he, his party and the

media have portrayed as a racism-fueled national epidemic. In fact, *fatal* [Intens: Inf-up-scaled attitudinal lexis] police shootings constitute a *smaller* [Intense: Iso-up-scaled intensifier] *fraction* [Quant: number: Iso-down-scaled lexeme] of black homicide deaths than they do of white and Hispanic homicide deaths.

'Sure' is classified under the sub-system of [engagement: proclaim: concur], and simultaneously scale for the writer's intensity, or the degree of his investment in the proposition. It is a subjective modalisation of a high degree of intensification. The amplification is graduated through **modality**, and is observed as semantic infusion. The meaning is **sharpened** via the use of *'exclusively'*, a particulariser that restricts the application of the proposition to the part focused. *'Fatal'*, on the other hand, is a negative meaning of valuation that belongs to the sub-category of appreciation. It is an **attitudinal lexis** of intensification that is realised via semantic infusion applied over quality. The degree of the writer's intensity or his involvement in the utterance is obvious through the up-scaling of force which is part of the lexical content. The degree of intensity is also realised via the comparative suffix (-er) in *'smaller'* which modifies the quantifier *'fraction'*. The modified lexeme *'fraction'* in *'smaller fraction'* is a quantifying entity that is used by the writer to convey a down-scaling degree of meaning and is realised as semantic infusion. Since the up-scaling meaning is prominent in the above extract, the author commits himself to a good solidarity with the reader.

Table (4.25): Graduation Analysis of “*Drive by Homicide: Don’t these black lives matter, too?*”

N	Appraising Item	Graduation			Form/ Meaning
		Focus	Force		
			Intens.	Quant.	
.1	too	sharpen			Up-scaled
.2	riots		qual.		Inf-up-scaled att. lexis
.3	approached		proc.		Inf-up-scaled att. lexis
.4	all			number	Iso-up-scaled lexeme

.5	weight of learning			extent	Inf-up-scaled lexeme.
.6	sure		qual.		Inf-up-scaled modal adjunct
.7	exclusively	sharpen			Up-scaled
.8	fatal		qual.		Inf-up-scaled att. lexis
.9	smaller		qual.		Iso-up-scaled intensifier
.10	fraction of black homicide deaths			number	Inf-down-scaled lexeme.
.11	dozens of black			number	Inf-up-scaled lexeme
.12	virtually		qual.		Iso-up-scaled intensifier
.13	even	sharpen			Up-scaled
.14	skyrocketing		qual.		Iso-up-scaled metaphor
.15	twice			number	Iso-up-scaled lexeme
.16	the fifth			number	Iso-up-scaled lexeme
.17	also	sharpen			Up-scaled
.18	fatally		qual.		Iso-up-scaled intensifier
.19	shortly		qual.		Iso-down-scaled intensifier
.20	critically		qual.		Iso-up-scaled intensifier
.21	to death		qual.		Iso-up-scaled metaphor
.22	would		proc.		Inf-down-scaled modal operator
.23	likewise	sharpen			Up-scaled
.24	uproar		qual.		Inf-up-scaled att. lexis
.25	breakdown		qual.		Inf-up-scaled att. lexis
.26	bleeds out		proc.		Iso-up-scaled metaphor
.27	only	sharpen			Up-scaled
.28	many			number	Iso-up-scaled lexeme
.29	may		proc.		Inf-down-scaled modal operator
.30	will		proc.		Inf-up-scaled modal operator
.31	simply	soften			Up-scaled
		7 (23%)	24 (77%)		
			17 (71%)	7 (29%)	

As the results indicate, the sub-system of **focus** appears in a limited number of items (7) with (23%). **Force** scores the highest frequencies of occurrence, (24) with (77%). The **intensifying** resources are used with a high frequency of occurrence (17) with (71%), whereas the **quantifying** meanings occur only (7) times corresponding to (29%).

More specifically, the forms of **focus: sharpen** is noted in (6) items with (86%), and **soften** (1) with (14%). The intensifying meanings are recognised as **quality** amounting to (12) with (71%) and **process** (5) with (29%). As for quantification: **number** (6) with (86%), and **extent** (1) with (14%).

Furthermore, intensifying meaning is realised through: **metaphor** (3) with (18%), **intensifier** (5) with (29%), **attitudinal lexis** (5) with (29%), and **modality** (4) with (24%). The results in the table above show a dominant use of the up-scaling graduation with (27) frequencies equivalent to (87%). The down-scaling is limited to a very small number of occurrences, (4) with (13%). No difference is realised regarding the modes of semantic isolation and infusion, both are observed with the same number of occurrences, (12) correspondent to (50%).

Article (8) (See Appendix (2))

The eighth opinion article is by post editorial board in October 1, 2021/ 9: 29 pm. The title of the article is “*The Post says: Where is progressives’ outrage now as NYC street crime kills our kids?*” It is all about how the black gangs kill innocent kids, and how the politicians in New York City pay no attention to these murders.

1. Attitude

a. Affect

The article shows that affect is limited only to the variables of **un/happiness** and **dis/satisfaction**. As for un/happiness, affect is expressed implicitly via “...*fighting for his life*”, through which the article shows how a man was suffering the murder of the black males before he finally was struck with a gunfire. The clause is classified under the meaning [**unhappiness: misery**] and realised as surge (of behaviour). In addition, the meaning of [**dissatisfaction: displeasure**] is recognised through the attribute *intent* in “*These so-called social-justice warriors seem intent on throwing open the city to gangbangers and assorted sociopaths.*” In this example, *intent*, realised as mental disposition, is used negatively to present the authors’ explicit dissatisfaction with the social-justice warriors whom they describe as being ready to give the NYC to the black gangs.

b. Judgement

Table (4.26) shows that judgement is the dominant sub-category. The authors use all the variables of social esteem (**normality**, **capacity**, **tenacity**) and social sanction (**veracity** and **propriety**). As for social esteem, the adjective *unknown*, in “*unknown gunman*” is an inscribed negative judgement of **[normality]** used by authors to refer to a black murderer. *Advancing* in “*advancing legislation*” is an explicit judgement of **[capacity]** used to positively evaluate the legislation made by some public advocates and progressive pols to list the blacks and Latinos as criminals. The variable of **[tenacity]** is recognised only implicitly, where the clause “*politicians and activists don’t even mention it*” gives the negative impression that they are not reliable because they focus on police brutality, and turn their back to crimes committed by the blacks.

Concerning the social sanction, the adjective *right*, in “*Dermot Shea is right to warn that the city is facing a real crisis...*,” is an explicit positive judgement of **[veracity]** used to emphasise the challenging problem of black crime. The variable of **[propriety]** is realised in the article implicitly via the clause, “*The gangs are eating these kids*” which depicts the blacks as monsters ready to eat other black children.

c. Appreciation

The authors use some examples of appreciation, such as *shocking* in “*Shocking new data bear that out-but where is the outrage?*” which is an explicit negative appreciation of **[reaction: impact]**. Through the use of *shocking*, authors present the data about black crime as something unbelievable, because of the large numbers of people killed by the blacks. The authors describe this tragic situation as an “*unmitigated disaster*.” *Unmitigated* is an explicit negative appreciation of **[composition: balance]**. Through the whole article, New York City is shown to be facing ‘*a real crisis*’, teens being shot and killed everywhere by other

black males. The adjective *real* is used here as an inscribed negative appreciation of [valuation].

Table (4.26): *Attitude Analysis of “The Post says: Where is progressives’ outrage now as NYC street crime kills our kids?”*

N.	Appraising Items	Appraiser	Aff.	Judge.	Appr.	Appraised
1.	The gangs are eating these kids	the writer		t,-prop		black crime
2.	the juvenile-justice system is just feeding them more bodies	the writer		t,-prop		black crime
3.	shocking	the writer			-react	black crime
4.	but where is the outrage?	the writer		t,-ten		black crime
5.	the mayor, politicians and activists don’t even mention it	the writer		t,-ten		black crime
6.	street violence	the writer		-prop		black crime
7.	unmitigated	the writer			-comp	black crime
8.	disaster	the writer			-val	black crime
9.	right	the writer		+ver		Dermot Shea
10.	warn	Dermot Shea	-sat			black crime
11.	the city is facing...	the city	t,-hap			real crisis
12.	a real crisis	the writer			-val	black crime
13.	wonder	Dermot Shea	+hap			black crime
14.	deafening silence	the writer		t,-ver		black crime
15.	heartbreaking	the writer			-reac	black crime
16.	horror	the writer			-reac	black crime
17.	took a bullet	the writer		t,-cap		black crime
18.	unknown	the writer		-norm		black crime
19.	erupted	violence			-val	black crime
20.	fighting for his life	the writer	t,-hap			black crime
21.	Where is the outrage mob?	the writer		t,-ten		black crime
22.	don’t seem to matter?	the writer			neg+val	black crime
23.	the rash of shootings	the writer			-comp	black crime
24.	gun fatalities	the writer			-val	black crime
25.	gang disputes	the writer			-val	violence
26.	advancing	the writer		+cap		progressive pols
27.	intent	social-justice warriors	+sat			
28.	need to restore	the writer		-prop		The DAs
29.	hiring greeters	the writer		-prop		punishment
30.	needs to work	the writer		-prop		De Blasio
31.	shouldn’t have to	the writer		neg-prop		New Yorkers

	wait...					
32.	needs to be	the writer		-prop		something
33.	is needed	the writer		-prop		something
			5	17	11	
			15%	52%	33%	

As Table (4.26) illustrates, **judgement** forms the highest frequency of occurrence (17) corresponding to (52%). **Appreciation** occurs (11) times with a percentage of (33%). **Affect** forms the smallest frequency of occurrence (5) with a percentage of (15%). **Negative attitudes** are used dominantly, with a frequency of (28) corresponding to (85%), whereas **positive ones** form only smaller occurrence (5) with a percentage of (15%). The writer expresses his stance **explicitly** via a frequency of (24) corresponding to (73%). The *invoked attitudes* are used only (9) times with a percentage of (27%).

As shown in Table (4.26), **affect**, **judgement**, and **appreciation** are observed in terms of their specific meanings or variables. **Affect**: **un/happiness** (3) with (60%) and **dissatisfaction** (2) with (40%); **judgement**: **normality** (1) with (6%), **capacity** (2) with (12%), **tenacity** (3) with (18%) **veracity** (2) with (12%), and **propriety** (9) with (52%); and **appreciation**: **reaction** (3) with (27%), **composition** (2) with (18%) and **valuation** (6) with (55%).

2. Engagement

The text under discussion is limited to the sub-system of **monogloss**, and some **heteroglossic** sub-categories, such as, **contractive disclaim**: **counter** and **deny**, and **expansive entertain** and **attribute**: **acknowledge**. The sub-system of **monogloss** is realised in the extract below:

More than three times as many kids (21) were killed by street violence the first nine months of this year than in the same period of 2020 (six). *It is an unmitigated disaster* [**monogloss**].

The text under investigation utilises the sub-system of **monogloss** in order to refer to a single-voiced proposition or a text in which the view about violence is presented as factual or taken-for-granted. The monoglossically asserted proposition is thus presented as much in the spotlight, where black kids are shown to be shot and killed at the hands of other blacks.

As for **attribute: acknowledge**, the authors employ the reporting verb *tells*, as in “*The gangs are eating these kids alive, and the juvenile-justice system is just feeding them more bodies,*” a police source tells **[attribute: acknowledge]** The Post. The meaning of acknowledgement associates the above proposition with positions external to the text and presents the authorial voice as engaging with those voices. This association with the external voice seems obvious, since elsewhere in the text a rhetorical question acts as an indicator, as in: “*But where is the outrage?*”

As mentioned above, the rhetorical question, “But **[disclaim: counter]** *where is the outrage?* **[expand: entertain]**,” is presented in this position to show an association with the prior acknowledge meaning. There is a counter-expectancy that precedes the question which conveys the attitude that it is expected to be a public outrage against these crimes committed by gangs. The question here is used in singly-constructed, non-interactive text in order to **entertain** rather than to assert a proposition.

The sub-category of **disclaim: deny** is used to present an alternative voice into the dialogue, as in “*The black lives of adolescents shot and killed by other black teens don’t* **[disclaim: deny]** *seem to matter.*” Here, clearly, the text indicates disalignment with the view that killing kids at the hands of blacks seems to matter. By denial, the text attempts to disconnect the reader from the belief he or she might be subject to. The meaning of denial in this position is to correct rather than to confront the reader, presenting the reader as seeking to modify their belief.

Accordingly, solidarity is enhanced, since the reader is willing to adopt the knowledge presented by the text.

Table (4.27): Engagement Analysis of “*The Post says: Where is progressives’ outrage now as NYC street crime kills our kids?*”

N	Heterogloss		Monogloss
	Expand	Contract	
1.	<i>The post says</i> [attribute: acknowledge]: Where is progressives’ <i>outrage</i> now as NYC Street crime kills our kids?		
2.	“ <i>The gangs are eating these kids alive, and the juvenile-justice system is just feeding them more bodies,</i> ” a police source <i>tells</i> [attribute: acknowledge] The Post.		
3.		<i>Shocking</i> new data are bear that out- <i>but</i> [disclaim: counter]	
4.	<i>where is the outrage?</i> [entertain]		
5.	Why is it that a 15-year-old can be killed on our streets,... [entertain]		
6.		, and the Mayor, politicians and activists <i>don’t</i> [disclaim: deny] mention it?	
7.			The number of shootings involving kids under 18 <i>has soared</i> ...
8.			More than three times as many kids (21) were killed by <i>street violence</i> .
9.			It’s an <i>unmitigated disaster</i> .
10.	Dermot Shea is <i>right</i> [attribute: acknowledge] to warn that the city <i>is facing</i> a “ <i>real crisis</i> ”		
11.	He’s also <i>right</i> [attribute: acknowledge] to wonder about the <i>deafening silence</i> about it.		
12.		<i>just</i> [disclaim: counter] look at these <i>heartbreaking horror stories</i> ...	
13.			A 16-year-old boy <i>took a bullet</i> in the leg ...after a verbal argument with

			unknown gunman.
14.	<i>when</i> [entertain: modality] <i>violence erupted</i> outside the same high school		
15.			The Bronx's Belmont section left a man <i>fighting</i> <i>for his life</i> .
16.	Where is the outrage mob? [entertain]		
17.	Where are the progressives and their elected official allies? [entertain]		
18.	Where are the BLM activists? [entertain]		
19.		The black lives of adolescents shot and killed by other black teens <i>don't</i> [disclaim: deny] seem to <i>matter</i> .	
20.	Shea and other police brass have <i>said</i> [attribute: acknowledge] the rash of shootings, <i>gun fatalities</i> and other <i>violence</i> are driven by <i>gun disputes</i> , drugs,...		
21.			Williams and other progressive pols are <i>advancing</i> legislation to terminate the NYPD's gang database.
22.		<i>Instead</i> [disclaim: counter] of circulating memos pushing policies that escalate low-level criminal activity, the five Das <i>need to restore</i> the certainty of punishment.	
23.		<i>Instead</i> [disclaim: counter] of <i>hiring</i> "greeters" for police precinct houses, Mayor de Balsio <i>needs to work</i> with Shea to bring back the ant-gang units.	
24.		New Yorkers should <i>n't</i> [disclaim: deny] <i>have to wait</i> until a new mayor takes over at City Hall.	
25.			Something <i>needs</i> to be done now.
26.			It is <i>needed</i> now
	18 (69%)		8 (31%)
	11 (61%)	7 (39%)	

Table (4.27) shows a dominant use of the **heteroglossic** sub-system, **(18)** with **(69%)**, which means more voices or alternative positions are allowed into the text. The rest is **monoglossic**, **(8)** occurrences with **(31%)**, thereby the writers use their own opinions. Within the heteroglossic system, the **expansive** options are used more than the **contractive** ones. They score **(11)** occurrences with **(61%)**, whereas the contractive meanings appear only in **(7)** times with **(39%)** - a sign that no restrictions are put on the scope of alternative positions.

In addition, as for dialogic **contraction**, just two sub-categories are observed: **deny** **(3)** with **(43%)**, and **counter** **(4)** with **(57%)**. The dialogic expansion is recognised via only **entertain** **(6)** with **(55%)**, and **acknowledgement** **(5)** with **(45%)**.

3. Graduation

The article includes nearly all the resources of amplification except for some sub-categories, like, for example, **focus: soften**. The extract below is limited to some amplifying meanings, such as, intensifying **metaphor** and **focus: sharpen**:

The gangs are *eating* [**Intense: Iso-up-scaled metaphor**] these kids alive, and the juvenile-justice system is *just* [**Focus: sharpen: Up-scaled**] *feeding* [**Intense: Iso-up-scaled metaphor**] them *more* [**Intense: Iso-up-scaled intensifier**] bodies,” a police source tells The Post.

The authors draw a dramatic action in which black kids are depicted as being eaten by the black gangs. ‘*Eating*’ is a **metaphor** that is realised as a semantically isolated entity and is applied to the text by the up-scaling meaning of a verbal process. The authors then employ the **focus** adverb *just* in order to convey the attitude that the American justice system has nothing to do except feeding the gangs the bodies of these kids. ‘*Just*’ is used to **sharpen** the meaning through restricting the application only to the part focused. ‘*Feeding*’ is used **metaphorically** as

a parallel entity to the previously mentioned one ‘*eating*’. ‘*More*’ is an **intensifier** of force that is associated with an up-scaling meaning and observed as a semantic isolated lexeme. The up-scaling tone adopted by the authors is an indication of the enhanced solidarity between the writer and the reader.

The extract below contains some graduating meanings, such as, **attitudinal lexis**, **modality** and **focus: sharpen**:

Shocking [Intens: Inf-up-scaled attitudinal lexis] new data bear that out-but where is the *outrage* [Intens: Inf-up-scaled attitudinal lexis]? Why is it that a 15-year- old *can* [Intens: Inf-down-scaled modal operator] be killed on our streets, and the mayor, politicians and activists don’t *even* [Focus: sharpen: Up-scaled] mention it?

‘*Shocking*’ and ‘*outrage*’ are two **attitudinal lexemes** that are associated with the sub-category of intensification. They are observed as infused entities of semantic quality employed by the authors for the purpose of amplifying their attitude towards the shocking data about the crimes committed by the blacks. The possibility of killing young children is presented via **modality**, where the modal operator ‘*can*’ is used. It is recognised as an infused entity that refers to the low intensity of modalisation. ‘*Even*’ is a **focus** entity employed in the text in order to indicate that the utterance “*and the mayor, politicians and activists don’t even mention it?*” is additionally true regarding the part focused.

Table (4.28): Graduation Analysis of “*The Post says: Where is progressives’ outrage now as NYC street crime kills our kids?*”

N	Appraising Item	Graduation			Form/ Meaning
		Focus	Force		
			Intens.	Quant.	
.1	eating		proc.		Iso-up-scaled metaphor
.2	just	sharpen			Up-scaled
.3	feeding		proc.		Iso-up-scaled metaphor
.4	more		qual.		Iso-up-scaled intensifier
.5	shocking		qual.		Inf-up-scaled att. lexis

.6	outrage		qual.		Inf-up-scaled att. lexis
.7	can		proc.		Inf-down-scaled modal operator
.8	even	sharpen			Up-scaled
.9	so far		qual.		Iso-up-scaled intensifier
.10	soared		proc.		Inf-up-scaled att. lexis
.11	over			extent	Inf-up-scaled lexeme.
.12	many			number	Iso-up-scaled lexeme.
.13	violence		qual.		Inf-up-scaled att. lexis
.14	real	sharpen			Up-scaled
.15	teens			number	Iso-down-scaled lexeme.
.16	also	sharpen			Up-scaled
.17	deafening		qual.		Inf-up-scaled att. lexis
.18	heartbreaking		qual.		Inf-up-scaled att. lexis
.19	the course of three			extent	Inf-up-scaled lexeme.
.20	alone	sharpen			Up-scaled
.21	earlier		qual.		Iso-up-scaled intensifier
.22	erupted		qual.		Inf-up-scaled att. lexis
.23	rash of shootings		qual.		Inf-up-scaled att. lexis
.24	advancing		proc.		Inf-up-scaled att. lexis
.25	seem		proc.		Inf-down-scaled modal adjunct
.26	escalate		proc.		Inf-up-scaled att. lexis
.27	certainty		qual.		Inf-up-scaled att. lexis
.28	shouldn't		proc.		Inf-up-scaled modal operator
		5 (18%)	23 (82%)		
			19 (83%)	4 (17%)	

As indicated in Table (4.28), **force** scores the highest frequency of occurrence (**23**) equivalent to (**82%**), whereas **focus** occurs only (**5**) times with (**18%**). Within the sub-system of **force**, the sub-categories of **intensifying** forms are observed more than the **quantifying** ones. They are realised (**19**) times with (**83%**), whereas the **quantification** meanings score only (**4**) times with (**17%**).

More specifically, the meanings of **focus**: **sharpen** is noted in (**5**) items with (**100%**). The **intensifying** sub-categories are realised as **quality** amounting to (**11**) with (**58%**) and **process** (**8**) with (**42%**). As for quantification: **number** (**2**) with (**50%**), and **extent** (**2**) with (**50%**).

Furthermore, intensifying meaning is realised through: **metaphor** (**2**) with (**10%**), **intensifier** (**3**) with (**16%**), **attitudinal lexis** (**11**) with

(58%), and **modality (3)** with (15.7%). The up-scaling values are used dominantly in the text, with (25) frequencies of occurrence equivalent to (89%). The down-scaling resources, on the other hand, are observed only in (3) items with (11%). A big difference is noted regarding the forms of semantic isolation and semantic infusion, with (7) correspondent to (30%) for the first, and (16) equivalent to (70%) for the second.

Article (9) (See Appendix (2))

The ninth opinion article is by David Kaufman in March 26, 2022/ 8: 05 am. The title of the article is “*Eric Adams rightly asks NYC blacks to help save their own streets*”. It is concerned with, first, how the Mayor of NYC, Eric Adams puts the responsibility of committing crime on the blacks, and second, the reference to the necessity to stop black and brown people from shooting and killing other black and brown people.

1. Attitude

a. Affect

All the variables of affect are available to the reader. It seems that the writer employs a variety of expressions, ranging between inscribed/invoked and positive/ negative attitudes. As for un/happiness, the expression, *a rallying cry*, in “*Adam issued a call to action that was clearly intended as a rallying cry for his own community, who bear the brunt of the city’s surge in gun violence,*” is defined by Oxford Advanced Learner’s Dictionary (2015: 1269) as “a phrase or an idea that is used to encourage people to support sb/sth.” In this sense, it is used as an explicit positive affect that belongs to the variable of **[happiness: cheer]**, and realised as surge (of behaviour). The above example involves another realisation of affect, that is, the verb *bear*, which is classified under the meaning of **[unhappiness: misery]** and recognised as mental disposition.

As for **insecurity** and **dis/satisfaction**, the above example also shows two further related expressions, *issued* and *intended*. The first is

understood as a realisation of **[security: confidence]** and recognised as surge (of behaviour). The second falls into the variable of **[satisfaction: interest]** and realised as mental disposition. Both expressions are inscribed positive attitudes employed by the writer to present Adams as self-confidence to show his interest in encouraging NYC people to stand unified against the killers.

b. Judgement

The social esteem is limited to the meanings of **capacity** and **normality**, with a dominant use of the former. The variable of capacity is an active meaning throughout the whole article which Kaufman employs in two directions, first, the positive which shows Adams' ability over the minority of the blacks and Hispanic. For instance, the writer employs 'offered', in "*Adams' press conference offered a stark rebuke to police-defunding progressives who've dominated the law enforcement conversations....*" in order to positively present Adams as so powerful that he could reproach the progressive groups who did nothing to blacks, but their repeated calls to defund the police. The verb *offered* in this sense indicates an explicit positive judgement that falls into **[capacity]**. Second, the negative direction is wherein the blacks are shown as miserable and victims of the black crime. For example, "*These communities Adams knows first-hand, having partially grown up poor-as one of six siblings...*" Through the explicit negative use of 'poor', the writer ideologically conveys his stance that the African-Americans are weak and dependent. The meaning of **normality**, on the other hand, is recognised in a limited number of examples, as in the use of *unique* via which the author describes Adams as having a "*unique ability to speak to minorities.*" Such ability will retain its power as long as he remains. The meaning is understood as an explicit positive evaluation that is classified under the variable of **[normality]**.

Social sanction plays a crucial role in conveying the writer's attitude associated with truth or honesty. As for the variable of **veracity**, only the appraising item '*truly*' is realised in the text, "*Americans have preached the virtues of activism beginning at home. For Mayor Adams, this message truly is a matter of life or death.*" In this example, '*truly*' is observed as an explicit positive judgement of **[veracity]**. Together with capacity, **propriety** forms most of the attitudes expressing social sanction. A variety of uses are recognised in the article, inscribed/ invoked and positive/ negative attitudes. The above example contains two appraising items, *preached* and *virtues*, that belong to an explicit positive judgement of **[propriety]**. In addition, the writer makes use of negative propriety to describe the blacks as killers or conspirators, as in "*who must stop shooting or killing other black and brown people.*"

c. Appreciation

Through appreciation, the writer describes Adams as having "*preaching sounds far different from that of his predecessor.*" '*Preaching*', which describes the way Adams speaks, is understood as an explicit positive appreciation of **[reaction: quality]**. The variable of **[valuation]** is also noted in the above extract through the use of '*different*' which has an explicit negative attitude. The meaning of **composition** is recognised via the writer's description of Adams' plan paper to end gun violence as *comprehensive*, as in "*A few days later Adams employed similarly pointed language when issuing his comprehensive 15-page —Blueprint to End Gun Violence‖ plan.*" In this sense, '*comprehensive*' is observed as having an explicit positive appreciation of **[composition: complexity]**.

Table (4.29): Attitude Analysis of “*Eric Adams rightly asks NYC blacks to help save their own streets*”

N.	Appraising Items	Appraiser	Aff.	Judge.	Appr.	Appraised
1.	rightly	the writer			+val	crime
2.	awful	the writer			+val	sermon
3.	focus	Adams	+sat			gun violence
4.	gun violence	the writer		-prop		clack crime
5.	preaching	the writer			+reac	sounds
6.	different	the writer			-val	message
7.	accountability	the writer		-prop		black community
8.	more taboo	the writer		-prop		the blacks
9.	self-reflection	the blacks	+sec			the blacks
10.	lofty	the writer		-prop		style
11.	invokes	Adams	+sec			style
12.	aftermath	the writer			-val	shooting
13.	fatal double shooting	the writer		-prop		shooting
14.	flanked	the writer			+val	conference
15.	offered	the writer		+cap		conference
16.	stark rebuke	the writer			+val	rebuke
17.	dominated	the writer		-prop		law enforcement conversation
18.	issued	Adams	+sec			gun violence
19.	clearly	the writer			+val	gun violence
20.	intended	Adams	+sat			gun violence
21.	rallying cry	Adams	+hap			gun violence
22.	bear	community	-hap			gun violence
23.	surge	the writer			-val	gun violence
24.	united	the writer		+cap		gun violence
25.	effort	the writer		+cap		gun violence
26.	conspirators	the writer		-prop		gun violence
27.	violence	the writer		-prop		gun violence
28.	witnessing	Americans	-hap			gun violence
29.	sighed	The crowd	-hap			gun violence
30.	pointed language	the writer		+cap		gun violence
31.	issuing	the writer		+cap		gun violence
32.	comprehensive	the writer			+comp	gun violence
33.	It will take all of us	the writer		t,-prop		gun violence
34.	understandably	the writer			+comp	gun violence
35.	compelling	the writer			-val	gun violence
36.	predominantly	the writer			-val	gun violence
37.	exact	the writer			+comp	gun violence
38.	similar	the writer			+comp	gun violence
39.	demographic breakdown	the writer			-val	Suspects and arrests
40.	must stop shooting	the writer		-prop		gun violence
41.	“us”	the writer		t,-prop		gun violence
42.	It is our city against the killers	the writer		t,+cap		gun violence
43.	understood	the writer		+cap		gun violence
44.	killers	the writer		-prop		gun violence
45.	victims	the writer		-cap		gun violence

46.	poor	the writer		-cap		gun violence
47.	as one of six siblings	the writer		-cap		gun violence
48.	impoverished	the writer		-cap		gun violence
49.	difficult	the writer			-val	conversation
50.	unable	the writer		-cap		coalesce
51.	coalesce	the writer		+cap		Adams' message
52.	unified	the writer			+comp	Adams' message
53.	unafraid	Adams	+sec			critics
54.	well-publicized spat	the writer		-norm		critics
55.	Nor....afraid	Adams	neg-sec			taboos
56.	take on socio-political taboos	the writer		t-prop		Adams
57.	would never dare touch	the writer		t,+prop		white politicians
58.	Stop-the-sag	the writer		t-prop		taboo
59.	hard	the writer			-val	Adams 'message
60.	outrage	app-tivists	-hap			Adams 'message
61.	stifle	dissent	-hap			Adams 'message
62.	indifference	the writer		+norm		Adams
63.	harder	the writer			+val	left-leaning opposition
64.	unique	the writer		+norm		ability
65.	ability	the writer		+cap		gun violence
66.	potency	the writer		+cap		victims of police
67.	preached	the writer		+prop		Americans
68.	virtues	the writer		+prop		activism
69.	truly	the writer		+ver		Mayor Adams
70.	a matter of life or death	the writer			t,+val	gun violence
			13	36	21	
			19%	51%	30%	

Table (4.29) shows a dominant use of **judgement** with a high frequency of occurrence (36) corresponding to (51%). **Affect** and **appreciation** occur (13) and (21) times equivalent to (19%) and (30%) respectively. The **positive attitudes** are used more than the **negative** ones. The former are used with a frequency of occurrence (37) corresponding to (53%), whereas the latter occupy a smaller percentage of the text, (33) with (47%). Most of the attitudes used in the article are **inscribed**, with a high frequency of occurrence (63) equivalent to (90%), whereas the **invoked** ones occur only (7) times with (10%).

In addition, attitudinal meanings are also observed in terms of their variables, for example, **affect: un/happiness** (6) with (46%), **in/security** (5) with (39%), and **dis/satisfaction** (2) with (15%); **judgement: normality** (3) with (8%), **capacity** (15) with (42%), **veracity** (1) with

(3%), and **propriety** (17) with (47%); and **appreciation: reaction** (1) with (5%), **composition** (5) with (24%), and **valuation** (15) with (71%).

2. Engagement

The author employs all the meanings of **monoglossia** and **heteroglossia**, except that of **attribute: distance**. The extract below contains the heteroglossic sub-categories of **contractive disclaim: deny** and **counter, proclaim: concur**, as well as **expansive: entertain**:

I may [**entertain: modality**] not [**disclaim: deny**] be the church-going type, but [**disclaim: counter**] I certainly know [**proclaim: concur**] a sermon when I hear one-and Eric Adams has been doing an awful lot of sermonizing since assuming office Dec. 31.

In the above extract, the writer uses may not, a combination of [**entertain: modality**] and [**disclaim: deny**], in order to convey his stance that his knowledge of the topic under consideration is limited. It is, thus, insufficient to provide a categorical formulation of the type, (*e.g. I am not the church-going type*). By the use of but [**disclaim: counter**], the writer introduces a counter-expectational meaning, and, thus, makes a kind of dialogic space for those who disbelieve in the writer's ability to judge the Mayor Eric Adams. By "I certainly know [**proclaim: concur**]", the writer invites the reader to share with him the already introduced view that Eric Adams does an awful sermon.

The extract below contains the heteroglossic sub-categories of **disclaim: counter** and **proclaim: endorse**.

In 2020, for instance, NYC police data revealed [**proclaim: endorse**] that 96% of shooting victims were either black or Hispanic, while [**disclaim: counter**] eight predominantly minority and lower-income Bronx and Brooklyn neighbors had the highest number of shootings citywide. Nearly exact statistics were revealed [**proclaim: endorse**]

for 2020, which saw some 90% of murder victims and nearly 97% of shooting victims were also either black or Hispanic.

The writer begins with the category of **[proclaim: endorse]**, through which a reference is made to external sources represented by NYC police data, and construed by the authorial voice as valid, correct or undeniable. The writer's internal voice adopts or, together with the reader, shares the responsibility of external source represented by NYC data about mass shootings. The subjectivity is, thus, either of the external source (NYC police data in the above example) or of the inner authorial voice (the writer). By *while* **[disclaim: counter]**, the writer makes a counter-expectational attitude regarding the highest number of shootings in Bronx and Brooklyn. Once again, a reference is made to some external sources via the use of *statistics were revealed* **[proclaim: endorse]**, by which, the writer gives additional information to support his view that the shooting victims are also either black or Hispanic.

The meanings of **proclaim: pronounce**, **attribute: acknowledge**, **entertain**, and **entertain: modality** are observed in the extract below:

In other words **[proclaim: pronounce]**, the “*us*” in Adams’ “all of us” missive is literally the mayor himself-and many of those who look like him. And, when *Adams repeated* **[attribute: acknowledge]** the phrase “it’s our city against the killers” during that Herlem Hospital appearance, he almost *certainly* **[entertain]** *understood* **[attribute: acknowledge]** that those killers-as well as the victims-*usually* **[entertain: modality]** come from communities like Herlem.

By the use of *In other words* **[proclaim: pronounce]**, an authorial voice or intervention is introduced into the text in order to emphasise the attitude that the pronoun “*us*” used in Adams’ “*all of us*” refers to the mayor himself and those who are like him. In addition, by *Adams repeated* **[attribute: acknowledge]**, an association is made between the

proposition “*it’s our city against the killers*” and the authorial voice. A combination of **[entertain]** via ‘*certainly*’, and **[attribute: acknowledge]** via ‘*understood*’ is exploited to associate the authorial voice with some unknown source that the killers and the victims in NYC come from black communities. The writer, then, modifies his stance by using *usually* **[entertain: modality]** to convey the viewpoint regarding their coming from black communities as uncertain.

As for the sub-system of **monogloss**, the author construes a single voice via the proposition, “*Adam’s preaching sounds far different from that of his predecessors.*” In this sense, the current proposition is presented as one which has no dialogistic alternative. It is also presented as a focal viewpoint for discussion and augmentation.

Table (4.30): Engagement Analysis of “*Eric Adams rightly asks NYC blacks to help save their own streets*”

N	Heterogloss		Monogloss
	Expand	Contract	
1.	I <i>may</i> [entertain: modality] not be the church going type,		
2.		I may <i>not</i> [disclaim: deny] be the church going type,	
3.		<i>but</i> [disclaim: counter]	
4.		I certainly <i>know</i> [proclaim: concur]	
5.			Adams has been doing an <i>awful</i> lot of sermonizing..
6.		<i>Of course</i> [proclaim: concur] , with his <i>focus</i> on <i>gun violence</i> ...	
7.			Adams’ <i>preaching</i> sounds far <i>different</i> from that of his predecessors.
8.		<i>But</i> [disclaim: counter] what’s most <i>different</i> about Adams is his message and his audience: <i>Accountability</i> in the black community.	
9.		Few topics are <i>more taboo</i> for white politicians- <i>even</i> [disclaim: counter] a white politico with a black wife...than asking African-	

		Americans for a bit of <i>self-reflection</i> .	
10.		<i>But</i> [disclaim: counter] it's actually..., particularly in the African-American church, whose <i>lofty</i> oratory style...	
11.	Adams <i>often</i> [entertain: modality] invokes when <i>facing</i> the press.		
12.			Take the <i>aftermath</i> of the fatal double shooting....
13.		[disclaim: counter] <i>flanked</i> by a mostly African American supporting cast...	
14.			Adams' press conference <i>offered</i> a <i>stark rebuke</i> to police- defunding progressives who've <i>dominated</i> law enforcement.
15.		<i>Instead</i> [disclaim: counter] , Adams issued a call to action...	
16.		that was <i>clearly</i> [proclaim: concur] <i>intended</i> as a <i>rallying cry</i> ..., who bear the <i>brunt</i> of the city's <i>surge</i> in <i>gun violence</i>	
17.	"We <i>must stand united against these killers</i> ," <i>said</i> Adams [attribute: acknowledge]		
18.	Those who stand against this <i>effort</i> , Adams <i>continued</i> [attribute: acknowledge] , are <i>conspirators</i> to the violence we are witnessing.		
19.			Many in the crowd <i>sighed</i> an audible "amen."
20.			Adams employed similarly pointed language when <i>issuing</i> his <i>comprehensive</i> ...
21.	It " <i>will take all of us</i> " to <i>end killings</i> ," he <i>said</i> [attribute: acknowledge]		
22.		<i>While</i> [disclaim: counter]	
23.	Adams <i>understandably</i> [entertain]		
24.		<i>didn't</i> [disclaim: deny]	

		single out..., the data surrounding the city's <i>gun surge</i> make for some <i>pretty compelling</i> ...	
25.		In 2020, for instance, <u>NYC police data revealed</u> [proclaim: endorse] , that ...of shooting victims were either black or Hispanic,	
26.		<u>while</u> [disclaim: counter] eight <i>predominantly</i> minority and <i>lower-income</i> ...	
27.		exact statistics were <u>revealed</u> [proclaim: endorse] for...	
28.		<u>Most tellingly</u> [proclaim: concur] , shooting <i>suspects</i> and <i>arrests</i> followed an almost entirely <i>similar</i> demographic breakdown-	
29.	which <u>means</u> [entertain] that for <i>gun violence</i> to end...		
30.	black and brown people <u>must</u> [entertain: modality] stop shooting and killing other black and brown people.		
31.		<u>In other words</u> [proclaim: pronounce] , the " <i>us</i> " in Adams' "all of us"...	
32.	when Adams <u>repeated</u> [attribute: acknowledge] the phrase "it's our city against the killers"		
33.	He almost <u>certainly</u> [entertain]		
34.	He almost certainly <u>understood</u> that [attribute: acknowledge] those killers- as well as their victims		
35.	<u>usually</u> [entertain: modality] come from communities like Harlem.		
36.	These are communities Adams <u>knows</u> [attribute: acknowledge] having partially grown up poor-as one of six siblings-		
37.		<u>still</u> [disclaim: counter] <i>impoverished</i> ...	

38.		<i>Of course</i> [disclaim: concur] this makes for some <i>difficult</i> , particularly among activists ...	
39.		<i>still</i> [disclaim: counter] <i>committed</i> to Portland-style police reform.	
40.			For the most part, progressive groups have been <i>unable</i> to coalesce around a <i>unified</i> anti-Adams message.
41.			Adams is <i>unafraid</i> to take on critics at both ends of the political spectrum (including a well-publicized spat...)
42.		<i>Nor</i> [disclaim: deny] is he <i>afraid</i> to take on socio-political <i>taboos</i>	
43.	many white politicians <i>would</i> [entertain: modality]		
44.		<i>never</i> [disclaim: deny] dare touch, such as his own <i>legendary</i> “ <i>Stop-the-sag</i> ”	
45.	Adams’ <i>message</i> [attribute: acknowledge] is hard to dismiss with the hashtag outrage app-tivists typically deploy to stifle <i>dissent</i> .		
46.	Adams’ <i>indifference</i> to left-leaning opposition <i>may</i> [entertain: modality] soon become harder.		
47.		<i>But</i> [disclaim: counter] as a former cop-and teenage victim of police <i>brutality</i> -his unique <i>ability</i> to speak	
48.	his unique ability to speak to minorities <i>will</i> [entertain: modality] retain its <i>potency</i> as long as he remains...		
49.			Americans have <i>preached</i> the virtues of “activism beginning at home.”
50.	<i>For Mayor Adams</i> [attribute: acknowledge], this message truly is a matter of life or death.		
	41 (82%)		9 (18%)
	18 (44%)	23 (56%)	

The author employs his own opinion via only **(9) monoglossic** sub-categories with **(18%)**, other meanings are mainly **heteroglossic**, **(41)** comprising **(82%)** per cent. **The contractive** sub-categories are noted **(23)** times with **(56%)**, whereas **expansive** positions are observed **(18)** times corresponding to **(44%)**.

Furthermore, the contractive meanings are observed in different frequencies of occurrence: **deny (4)** with **(17%)**, **counter (11)** with **(48%)**, **concur (5)** with **(22%)**, **pronounce (2)** with **(9%)**, and **endorse (1)** with **(4%)**. The expansive sources are recognised via only **entertain (10)** with **(56%)**, and **acknowledgement (8)** with **(44%)**.

3. Graduation

As shown in Table (4.31), the sub-category of **force** is used dominantly in the article, especially the intensifying variables. The extract below contains most of the kinds of amplification resources:

Few [**Quant: number: Iso-down-scaled lexeme**] topics are *more* [**Intense: Iso-up-scaled intensifier**] taboo for white politicians- *even* [**Focus: sharpen: Up-scaled**] a white politico with a black wife and black children, like Bill De Blasio- than asking African-Americans for *a bit* [**Quant: mass: Iso-down-scaled lexeme**] of *self-reflection* [**Intens: Inf-up-scaled attitudinal lexis**]. But it's *actually* [**Intense: Iso-up-scaled intensifier**] an everyday occurrence among black folks themselves, *particularly* [**Focus: sharpen: Up-scaled**] in the African-American church, whose lofty oratory style Adams *often* [**Intens: Inf-up-scaled modal adjunct**] invoke when facing the press.

'*Few*' is a quantifying entity that is associated with **number** and realised as an isolated down- scaled lexis. The quantified entity '*topics*' is an abstract noun that conveys an attitudinal meaning. '*More*' has an intensifying meaning that turns the volume up and is recognised as an isolated lexeme. The meaning here is that there are some topics are few in

number, but are regarded to be more taboo for white politicians. The author then uses the **focus** entity 'even' in order to **sharpen** the meaning of addition. 'Even' is an additive lexeme that is associated with upgrading the focused entity and presents it as additionally true. The quantifier 'a bit' is associated with **mass** and amplifies with respect to inaccurate reckonings of presence. It acts as an isolated down-scaling lexeme for the abstract quantified entity 'self-reflection'. By using 'self-reflection', the author adopts a vocabulary item that involves a degree of intensity. The adverb 'actually' is an **intensifier** that is observed as an isolated up-scaling item of a quality, through which the writer conveys his attitude that taboo words are common among the blacks. Through the **focus** adverb 'particularly', the text restricts the application to the part focused. The meaning then is supported by 'often', a **modal adjunct** that refers to modalisation of usuality. It has a high degree of intensity and is realised as semantically infused lexeme.

Furthermore, the above extract is dense with up-scaling attitudes which act to construe the writer as maximally committed to the positional value being under consideration and thus as strongly aligning the reader into the positional value.

Table (4.31): *Graduation Analysis of “Eric Adams rightly asks NYC blacks to help save their own streets”*

N	Appraising Item	Graduation			Form/ Meaning
		Focus	Force		
			Intens.	Quant.	
.1	own	sharpen			Up-scaled
.2	may		qual.		Inf-down-scaled modal operator
.3	know		proc.		Inf-down-scaled modal adjunct
.4	awful		qual.		Inf-up-scaled att. lexis
.5	lot			number	Iso-up-scaled lexeme.
.6	of course		qual.		Iso-up-scaled intensifier
.7	focus		qual.		Inf-up-scaled att. lexis
.8	violence		qual.		Inf-up-scaled att. lexis
.9	far		qual.		Iso-up-scaled intensifier
.10	different		qual.		Inf-up-scaled att. lexis

.11	few			number	Iso-down-scaled lexeme.
.12	more		qual.		Iso-up-scaled intensifier
.13	even	sharpen			Up-scaled
.14	a bit			mass	Iso-down-scaled lexeme.
.15	actually		qual.		Iso-up-scaled intensifier
.16	particularly	sharpen			Up-scaled
.17	often		proc.		Inf-up-scaled modal adjunct
.18	aftermath		qual.		Inf-up-scaled att. lexis
.19	fatal		qual.		Inf-up-scaled att. lexis
.20	mostly	sharpen			Up-scaled
.21	nearly		qual.		Iso-down-scaled intensifier
.22	clearly		proc.		Iso-up-scaled intensifier
.23	surge		proc.		Inf-up-scaled att. lexis
.24	must		proc.		Inf-up-scaled modal operator
.25	a crowd of			number	Inf-up-scaled lexeme.
.26	many			number	Iso-up-scaled lexeme.
.27	a few			number	Iso-down-scaled lexeme.
.28	similarly		qual.		Iso-up-scaled intensifier
.29	comprehensive		qual.		Inf-up-scaled att. lexis
.30	all			number	Iso-up-scaled lexeme
.31	understandably		qual.		Inf-up-scaled att. lexis
.32	pretty		qual.		Iso-up-scaled intensifier
.33	compelling		qual.		Inf-up-scaled att. lexis
.34	predominantly	sharpen			Up-scaled
.35	highest		qual.		Inf-up-scaled att. lexis
.36	also	sharpen			Up-scaled
.37	most		qual.		Iso-up-scaled intensifier
.38	almost		qual.		Iso-down-scaled intensifier
.39	entirely		qual.		Iso-up-scaled intensifier
.40	certainly		qual.		Inf-up-scaled modal adjunct
.41	as well as	sharpen			Up-scaled
.42	usually		proc.		Inf-down-scaled modal adjunct
.43	knows		proc.		Inf-up-scaled modal adjunct
.44	partially		proc.		Iso-down-scaled intensifier
.45	some			number	Iso-down-scaled lexeme
.46	difficult		qual.		Inf-up-scaled att. lexis
.47	for the most part		qual.		Iso-up-scaled intensifier
.48	big		qual.		Inf-up-scaled att. lexis
.49	both			number	Iso-down-scaled lexeme
.50	just	sharpen			up-scaled
.51	would		proc.		Inf-up-scaled modal operator
.52	never		proc.		Inf-up-scaled modal adjunct
.53	harder		qual.		Iso-up-scaled intensifier
.54	will		proc.		Inf-up-scaled modal operator
.55	unlikely		proc.		Inf-up-scaled modal adjunct
.56	truly	sharpen			up-scaled
		9 (16%)	47 (84%)		
			38 (81%)	9 (19%)	

The graduating resources of **force** are used dominantly throughout the whole text, **(47)** with **(84%)**. The meanings of **focus** are realised through a limited number of resources, **(9)** with **(16%)**. Within the sub-system of force, the resources of **intensification** are shown as having the higher frequency of occurrence, **(38)** with **(81%)**, whereas **quantifying** forms are observed **(9)** times with **(19%)**.

More specifically, the sub-categories of **focus: sharpen** is recognised in **(9)** occurrences with **(100%)**. The sub-categories of intensification are observed as **quality** scoring **(26)** times with **(68%)** and **process** **(12)** with **(32%)**. As for quantification: **number** **(8)** with **(89%)**, and **mass** **(1)** with **(11%)**.

Furthermore, intensification is also observed in terms of meaning through: **intensifier** **(14)** with **(37%)**, **attitudinal lexis** **(13)** with **(34%)**, and **modality** **(11)** with **(29%)**. The up-scaling resources are observed in **(45)** items with **(80%)**, whereas the down-scaling ones are noted in a limited number of **(11)** items equivalent to **(20%)**. No big difference is noted concerning the isolated and infused items. They have **(22)** and **(25)** frequencies correspondent to **(47%)** and **(53%)** respectively.

Article (10) (See Appendix (2))

The tenth opinion article is by Bob McManus in May 20, 2022/ 5: 42 pm. The title of the article is “*Hochul’s racial huckstering after Buffalo ignores NY’s violent crime surge*” Throughout the whole article, the writer is criticising the New York governor Kathy Hochul for ignoring the surge of NY’s violent crimes committed by the blacks.

1. Attitude

a. Affect

Concerning the variable of **[unhappiness: misery]**, The epithet *sad* is an explicit negative affect realised as mental disposition and used to convey the writer's stance towards the sad fact that African-Americans are killed by other African-Americans. For example, "*The sad but compelling fact is that African-Americans routinely are shot-many fatally- in New York cities out of all proportion to their numbers. And that the shooters are almost always other African- Americans.*" The variable of **security** is noted via the author's use of "*This stands to hurt her campaign.*" In this sense, Hochul's campaign against the NYC's violent-crime rates seems too vulnerable and insecure, since the very real street violence committed by the blacks cannot be converted to white supremacism. This phrase is an invoked negative attitude of **[security: confidence]** that is realised as mental disposition. The article exploits the use of '*the brunt of*' in order to convey the attitude that it is the blacks, nobody else, who bear and suffer the increasing violent crime in NYC. For example, "*While all New Yorkers are affected by rising crime, the brunt of the increase is borne by black New Yorkers.*" In this regard, *brunt of* has an explicit negative attitude. It belongs to the meaning of **[dissatisfaction: displeasure]** and realised as mental disposition.

b. Judgement

As for social esteem, the article makes use of some inscribed/invoked and positive/ negative examples of (**normality, capacity, and tenacity**). The variable of **[normality]** is recognised through the use of '*softy*' in "*She's a committed softy.*" The attribute *softy* is taken to be an explicit negative attitude used by the writer to show how foolish Hochul is. In addition, the author presents the New York's governor Hochul as having little knowledge or experience, as in "*New York's most recent*

accidental governor has responded...” This clause has an invoked negative judgement of **[capacity]**. The article also goes further to describe her as having “*no help whatsoever,*” which conveys the invoked attitude that Hochul is unreliable and unfaithful- a negative judgement that belongs to the meaning of **[tenacity]**.

As for social sanction, Hochul is described as an unreliable person. For this purpose, McManus employs ‘*hokum*’, an explicit negative judgement that falls into the variable of **[veracity]**. For example, “*So take it for what it is: Hochul hokum.*” This description of Hochul appears in another place of the article, but this time implicitly, where she is described as not caring for the crimes committed by the blacks, as in “*Nor has she ever shown serious concern.*” The writer elsewhere presents the New York governor’s direct speech, “*The truth is that the most serious threat we face as a nation is from within,*” by which Hochul means white supremacism and terrorism, and with which the writer totally disagrees. In this quotation, ‘*threat*’ and ‘*from within*’ are negative judgements of **[propriety]**, but whereas the first is realised as explicit, the second has an invoked meaning.

c. Appreciation

The sub-category of appreciation is limited to the variables of **composition** and **valuation**, with the dominance of the latter. McManus, for instance, mentions the New York governor’s direct speech, “*The truth is that the most serious threat we face as a nation is from within.*” The governor here is referring to white-supremacism which she thinks as the real problem facing the United States of America- an opinion that the author attacks heavily, emphasising that she has no evidence of this. To the writer, the governor and her staff are brooding over racism and leaving what he thinks to be as black murder. In the above example, ‘*serious*’ has an explicit negative appreciation that falls into the meaning of **[valuation]**. “[*T*]hat is a deflection” is John Hopkins’ answer to the

invoked question: who kills the blacks? This answer is frowned upon by the author, considering it similar to that of Kathy Hochul when she is asked about Buffalo massacre. *Deflection*, in this regard, is realised as an inscribed negative attitude of **[composition: balance]**.

Table (4.32): *Attitude Analysis of “Hochul’s racial huckstering after Buffalo ignores NY’s violent crime surge”*

N.	Appraising Items	Appraiser	Aff.	Judge.	Appr.	Appraised
1.	ignores	the writer		-prop		violent crime
2.	racial huckstering	the writer		-prop		overreach
3.	overreach	the writer			-val	Kathy Hochul
4.	most recent accidental governor	the writer		t,-cap		Kathy Hochul
5.	has responded	NY’s governor	+ hap			Kathy Hochul
6.	Buffalo massacre	the writer		-prop		Buffalo massacre
7.	powers	the writer		+cap		police
8.	race-driven	the writer			-val	massacre
9.	terrorism	the writer		-prop		massacre
10.	serious	Hochul			-val	threat
11.	threat	Hochul		-prop		White supremacism
12.	face	Hochul	-hap			White supremacism
13.	from within	Hochul		t,-prop		White supremacism
14.	no evidence	the writer		neg+ver		Hochul
15.	Nor has she ever shown serious concern	the writer		t,-ver		Hochul
16.	take it for what it is	the writer		t,-prop		Hochul
17.	hokum	the writer		-ver		Hochul
18.	not...any doubt	the writer	neg-sec			Gendron
19.	accused	the writer		-prop		Gendron
20.	a white supremacist	the writer		-prop		Gendron
21.	describes	the writer	+sec			Gendron
22.	bizarre	the writer			-val	Gendron
23.	obvious	the writer			+val	Gendron
24.	murderously mentally ill	the writer		-prop		Gendron
25.	clear	the writer			+val	the blacks
26.	Ku Klux klan Wannabes lurking in the weeds aren’t included	the writer		+ver		the blacks
27.	sad	the writer	-hap			fact
28.	compelling	the writer			-val	fact
29.	affected	New Yorkers	-hap			rising crime
30.	brunt	the blacks	-sat			the blacks
31.	is borne	the blacks	-hap			the blacks

32.	victims	the blacks		-cap		the blacks
33.	burdensome	the writer	-hap			the blacks
34.	But who pulled the triggers?	the writer		t,-prop		the blacks
35.	deflection	Hopkins			-comp	the blacks
36.	structural inequalities	Hopkins		-prop		racial disparities
37.	the risk	Hopkins			-val	violence
38.	interpersonal violence	Hopkins		-prop		violence
39.	necessary	the blacks			+val	FBI figures
40.	tends	the writer		+cap		intra-racial crime
41.	intra-racial crime	the writer		-prop		murder
42.	Closer to home	the writer	t,-hap			murder victims
43.	murder suspects	the writer		-prop		the blacks
44.	not lack for	the writer		neg-cap		murder
45.	senseless	the writer	-hap			murder
46.	white supremacism	the writer		-prop		murder
47.	not justify	the writer		-ten		Hochul's orders
48.	power-grabbing	the writer		+cap		Hochul's orders
49.	spying	the writer			-val	authority
50.	shamed	the writer			-val	Hochul
51.	committed	the writer		+cap		Hochul
52.	softy	the writer		-norm		Hochul
53.	different	the writer			-val	something
54.	combat	the writer		+cap		rising crime
55.	of no help	the writer		-ten		Hochul
56.	hurt	Hochul	-sec			Her campaign
57.	real	the writer			-val	street violence
58.	problem	the writer			-val	street violence
59.	cynicism	the writer		-prop		Black New Yorkers
60.	betrayal	the writer		-prop		Black New Yorkers
61.	breathhtaking	The blacks	-hap			Black New Yorkers
62.	impediment	the writer			-val	political success
63.	success	the writer		+cap		Black New Yorkers
64.	handicapped	the writer		+ten		Gov. Andrew
65.	fool	the writer		-cap		Hochul
			13	36	16	
			20%	55%	25%	

Table (4.32) shows a dominant use of **judgement** with a high frequency of occurrence (**36**) equivalent to (**55%**), which reveals the writer's tendency to evaluate people's character or behaviour. **Affect** and **appreciation** are observed with (**13**) and (**16**) occurrences, corresponding to (**20%**) and (**25%**) respectively. As the results indicate, **negative attitudes** score a higher frequency of occurrence, (**50**) with (**77%**), whereas **positive attitudes** are used in a lesser frequency, (**15**) with

(23%). **Inscribed attitudes** dominate over the **invoked** ones, the former are observed with (59) equivalent to (91%), whereas the latter occur only (6) times with (9%).

In addition, each sub-category in Table (4.32) is shown with different variables, for example, the meanings of **affect: un/happiness (9)** with (69%), **un/security (3)** with (23%), and **dis/satisfaction (1)** with (8%); **judgement: normality (1)** with (3%), **capacity (10)** with (28%), **tenacity (3)** with (8%), **veracity (4)** with (11%), and **propriety (18)** with (50%); and **appreciation: composition (1)** with (6%) and **valuation (15)** with (94%).

2. Engagement

The sub-category of monoglossia, and all heteroglossic formulations, except for **attribute: distance** and **proclaim: pronounce**, are available to the reader. The sub-category of **monogloss** is observed via the imperative, “*Add racial huckstering and executive overreach to the case against Kathy Hochul.*” The author here presents the proposition as factual or taken-for-granted, since no alternative voices are ever allowed into the text. The proposition is presented to be much in the spotlight- as a significant viewpoint for discussion.

The sub-categories of **attribute: acknowledge** and **disclaim: counter** are recognised in the extract below:

The truth is that the most serious threat we face as a nation is from within,” Hochul asserted [**attribute: acknowledge**]. “Not from the Russians, not from people elsewhere- it’s white supremacism.” But [**disclaim: counter**] she provides no [**disclaim: deny**] evidence of this.

In the above extract, Hochul’s view is presented to be acknowledged and then refuted by the writer. The reporting verb ‘*asserted*’ is employed, as in “*The truth is that the most serious threat we face as a nation is from within,*” Hochul asserted [**attribute: acknowledge**]. Hochul’s viewpoint

is that the serious threat that most Americans are facing is white supremacy- a view presented to be rejected via the meaning of counter-expectation and denial, as in “*But [disclaim: counter] she provides no evidence of this.*” Such formulations of counters and denials work on the reader’s particular beliefs and expectations. They align rather disalign in that they present the writer as sharing with the reader the view that Hochul has no evidence. Solidarity is at risk, since the reader doesn’t seem to take part in the current proposition.

The meaning of **endorsement** is noted in the extract below:

A recent study by John Hopkins University and the Centers for Disease Control and Prevention *found* [**proclaim: endorse**] that *while* [**disclaim: counter**] black males aged 15 to 34 make up just 2% of all Americans, they accounted for staggering 38% of the nation’s gun-murder victims between 2019 and 2020.

By *found* [**proclaim: endorse**], the writer adopts a proposition associated with external sources and formulated by the writer as correct or undeniable. In the above extract, the meaning of **endorsement** is observed via a study by John Hopkins which finds that *while* black males aged 15 to 34 make up only 2% of the population, they are responsible for 38% of the crimes. Through the conjunction *while* [**disclaim: counter**], the writer moves to a counter-expectational meaning that is embedded within that of **proclaim: endorsement**. The meaning of *endorsement* is associated with the subjectivity of the authorial voice, excluding any other alternative sources from the ongoing interaction. Through counter-expectation, the writer and reader share the same view presented in the proposition. The proposition, thus, aligns rather than disalign, but solidarity is at risk, since it is the writer who formulates the view without any subscription on the part of the reader.

The meaning of **entertain** is observed via the rhetorical question, “*But [disclaim: counter] who pulled the triggers?*” [**entertain**]. The

connective *but* provides the reader with the meaning of expectation presented as a response to a prior viewpoint. In the above extract, the category of **entertain** is expressed via the use of a single-constructed non-interactive text in order to *entertain* rather than to assert a particular proposition, that is, the rhetorical question, “*who pulled the trigger?*” This type of question which is dialogistically expansive positions the addressee in a situation to supply the answer- an answer implicitly known to the writer, that is, it is the Afro-Americans who are accountable for mass shootings.

The meaning of **concurrence** is conveyed through the adverb *certainly* in the extract below:

Certainly [**proclaim: concur**] New York Mayor Eric Adams is looking for changes in the state’s penal code to combat his city’s rising violent-crime rates- and Hochul has been of no help whatsoever.

By *certainly*, the writer agrees with, or shares the same knowledge with the reader that Adams, NYC’s Mayor, is looking for changes in the state’s penal code, and since Hochul is of no help, then Adams should replace her with a better one.

Table (4.33): *Engagement Analysis of “Hochul’s racial huckstering after Buffalo ignores NY’s violent crime surge”*

N	Heterogloss		Monogloss
	expand	contract	
1.			Add <i>racial huckstering</i> and <i>executive overreach</i> to the case against Kathy Hochul
2.			New York’s <i>most recent accidental governor</i> has responded to last weekend’s <i>Buffalo massacre</i> with executive orders vastly expanding police surveillance powers to address
3.	what she <i>described</i> [attribute: acknowledge] as <i>race-driven</i>		

	domestic <i>terrorism</i> .		
4.	“The truth is that the most <i>serious threat</i> we <i>face</i> as a nation is <i>from within</i> ,” Hochul <u>asserted</u> [attribute: acknowledge] ...it’s white supremacy.”		
5.		<u>But</u> [disclaim: counter]	
6.		she provides <u>no</u> [disclaim: deny] <i>evidence</i> of this.	
7.	<i>Nor has she ever shown</i> [attribute: acknowledge] <i>serious concern</i> for the growing number of black citizens killed by other black...		
8.			So <i>take it for what it is</i> : Hochul <i>hokum</i> .
9.		<u>Not</u> [disclaim: deny] that there is <i>any doubt</i> that Payton Gendron, <i>accused</i> in the Buffalo shootings, is a <i>white supremacist</i> ; he explicitly <i>describes</i> himself as such in his <i>bizarre</i> ...	
10.		<u>But</u> [disclaim: counter] it is also <i>obvious</i> that Gendron is murderously mentally ill.	
11.		<u>though</u> [disclaim: counter] ...part of an organization that poses a threat to...	
12.		<u>Just</u> [disclaim: counter] as it is <i>clear</i> that among all of the Empire State’s problems, Ku Klux Klan wannabes lurking in the weeds aren’t included.	
13.	The <i>sad</i> but <u>compelling fact</u> [entertain] is that African Americans routinely are shot-many <i>fatally</i> -		
14.	Jim Quinn, ..., <u>put it</u> [attribute: acknowledge] this way: “While all New Yorkers are <i>affected</i> by rising crime, the <i>brunt</i> of the increase is <i>borne</i> by black New Yorkers.”		
15.		“ <u>While</u> [disclaim: counter] all New Yorkers are <i>affected</i> by rising crime,	
16.		The data <i>lag</i> , <u>to be sure</u>	

		[proclaim: concur],	
17.		<i>but</i> [disclaim: counter] there is	
18.		<i>no</i> [disclaim: deny] reason to <i>believe</i> the current violent crime surge has been any less <i>burdensome</i> on black New Yorkers.	
19.		<i>Nor</i> [disclaim: deny] is New York <i>unique</i> .	
20.		A recent study ... <i>found</i> [proclaim: endorse] that...	
21.		<i>while</i> [disclaim: counter] ...	
22.		<i>but</i> [disclaim: counter] ...	
23.	... <i>who pulled the trigger?</i> [entertain]		
24.	John Hopkins' <i>answer</i> [attribute: acknowledge] to that is a <i>deflection</i> .		
25.	"These racial disparities are largely the result of <i>structural inequalities</i> that increase the <i>risk of interpersonal violence</i> ," <i>asserts</i> [attribute: acknowledge] the university		
26.		<i>But</i> [disclaim: counter] disclosing virtually nothing about who's actually committing the murders.	
27.		It is <i>necessary</i> to go to FBI <i>figures which show</i> [proclaim: endorse] that murder <i>tends</i> to be an <i>infra-racial</i> crime: Whites are generally killed by other whites –and blacks are overwhelmingly killed by other blacks.	
28.		<i>Closer to home</i> , NYPD numbers from 2021 <i>demonstrate</i> [proclaim: endorse] blacks...murder victims... <i>murder suspects</i> ...arrested for murder...	
29.		<i>While</i> [disclaim: counter] New York...	
30.		doesn't [disclaim: deny] <i>lack</i> <i>senseless bloodshed</i> ,...	
31.		It isn't [disclaim: deny] remotely the result of <i>white supremacy</i> or <i>terrorism</i> .	
32.		<i>Certainly</i> [proclaim: concur]	

33.		The numbers <i>don't</i> [disclaim: deny] justify Hochul's <i>power-grabbing</i> executive orders-which among other things, sharply expand the <i>spying</i> authority...	
34.		<i>of course</i> [proclaim: concur] is explained...	
35.			Assuming office ...upon her <i>shamed</i> predecessor's resignation.
36.		She's <i>committed softy</i> , and the polls <i>show</i> [proclaim: endorse] New Yorkers are looking for something entirely <i>different</i> .	
37.		<i>Certainly</i> [proclaim: concur] Adams is <i>looking for</i> changes in the state's penal code to <i>combat</i> his city's rising violent crime rates-and Hochul has been <i>of no help</i> ...	
38.			This stands to <i>hurt</i> her campaign-hence the attempt to convert a very <i>real</i> street-violence <i>problem</i> into a campaign against phony "white supremacy"
39.			The <i>cynicism</i> - and the <i>betrayal</i> of black New Yorkers- is <i>breathtaking</i> ...
40.		<i>but</i> [disclaim: counter] neither has ever been an <i>impediment</i> to political <i>success</i> ...	
41.	Gov. Andrew Cuomo's <i>handicapped</i> former lieutenant governor <i>seem</i> [entertain: modality] to <i>understand</i> this...		
42.			Whether she'll <i>fool</i> anyone is the question of the moment.
	35 (83%)		7 (17%)
	9 (26%)	26 (74%)	

The engagement is mostly **heteroglossic**, (35) items with (83%), and the **monoglossic** sub-system is observed via only (7) items with (17%). The **contractive** sub-categories are used more than the **expansive** ones.

They are observed via **(26)** items with **(74%)**, whereas the expansive meanings occur only **(9)** times with **(26%)**.

Furthermore, all the contractive meanings are observed in the text, except for **proclaim: pronouncement**. They occur in different frequencies of occurrence: **deny (7)** with **(27%)**, **counter (11)** with **(43%)**, **concur (4)** with **(15%)**, and **endorse (4)** with **(15%)**. **Dialogic expansion** is realised via **entertain (3)** with **(33%)**, and **acknowledgement (6)** with **(67%)**.

3. Graduation

The article shows a dominant use of the sub-system of **graduation: force**, especially the values of **intensification**. The extract below is limited to certain values of graduation, such as **attitudinal lexis**, **grading adverbs of intensity**, **modality**, and **quantifying number**:

The sad but compelling [**Intens: Inf-up-scaled attitudinal lexis**] fact is that African Americans routinely are shot-many [**Quant: number: Iso-up-scaled lexeme**] fatally [**Intens: Iso-up-scaled intensifier**] - in New York's cities out of all proportion to their numbers. And that the shooters are almost [**Intens: Iso-down-scaled intensifier**] always [**Intens: Inf-up-scaled modal adjunct**] other African Americans.

The appraising item 'Compelling' belongs to the sub-category of appreciation. It has the negative meaning of valuation that describes the fact that African-Americans are routinely killed by other African-Americans. The author makes use of the **attitudinal lexis**, compelling, in order to intensify the expansive meaning of engagement (fact), through which solidarity with the reader is enhanced. The meaning applied in the text is a type of quality, and is observed as an up-scaling mode of semantic infusion. 'Many' is an isolated lexeme of quantification through which the up-scaling meaning is presented via a graduated **number**.

Intensification is also realised via the isolated grammatical **intensifier** *'fatally'* whose degree of intensity is exemplified as an up-scaling meaning of quality. The degree of intensity is observed as down-scaling via the isolated grammatical lexeme of *'almost'* which acts as a pre-modifier of *'always'*. In this sense, *'Always'* is a **modal** adjunct that is associated with modalisation of usuality, whereby the mode of intensification is realised as semantic infusion. Up-scaling of attitude, as shown in the above examples, acts to present the writer as committed to the position being advanced, and accordingly the text establishes a good relationship between the reader and the writer.

Table (4.34): *Graduation Analysis of "Hochul's racial huckstering after Buffalo ignores NY's violent crime surge"*

N	Appraising Item	Graduation			Form/ Meaning
		Focus	Force		
			Intens.	Quant.	
.1	overreach			extent	Inf-up-scaled lexeme
.2	most		qual.		Iso-up-scaled intensifier
.3	recent			extent	Iso-up-scaled lexeme
.4	vastly		qual.		Iso-up-scaled intensifier
.5	expanding		proc.		Inf-up-scaled att. lexis
.6	serious		qual.		Inf-up-scaled att. lexis
.7	asserted		proc.		Inf-up-scaled att. lexis
.8	ever		proc.		Iso-up-scaled intensifier
.9	growing		proc.		Inf-up-scaled att. lexis
.10	especially	sharpen			Up-scaled
.11	explicitly		proc.		Iso-up-scaled intensifier
.12	also	sharpen			Up-scaled
.13	obvious		qual.		Inf-up-scaled att. lexis
.14	clear		qual.		Inf-up-scaled att. lexis
.15	all			number	Iso-up-scaled lexeme
.16	compelling		qual.		Inf-up-scaled att. lexis
.17	many			number	Iso-up-scaled lexeme.
.18	fatally		qual.		Iso-up-scaled intensifier
.19	almost		qual.		Iso-down-scaled intensifier
.20	always		proc.		Inf-up-scaled modal adjunct
.21	rising		qual.		Inf-up-scaled att. lexis
.22	believe		proc.		Inf-up-scaled modal adjunct
.23	surge		proc.		Inf-up-scaled att. lexis
.24	less		qual.		Iso-down-scaled intensifier
.25	just	sharpen			up-scaled
.26	such		qual.		Iso-down-scaled intensifier

.27	much			number	Iso-up-scaled lexeme.
.28	largely		qual.		Iso-up-scaled intensifier
.29	increase		proc.		Inf-up-scaled att. lexis
.30	violence		qual.		Inf-up-scaled att. lexis
.31	roughly	sharpen			Up-scaled
.32	virtually		proc.		Iso-up-scaled intensifier
.33	actually		proc.		Iso-up-scaled intensifier
.34	generally	sharpen			Up-scaled
.35	overwhelmingly		proc.		Iso-up-scaled intensifier
.36	fully		proc.		Iso-up-scaled intensifier
.37	remotely		qual.		Iso-up-scaled intensifier
.38	certainly		proc.		Inf-up-scaled modal adjunct
.39	sharply		proc.		Iso-up-scaled intensifier
.40	expand		proc.		Inf-up-scaled att. lexis
.41	of course		qual.		Iso-up-scaled intensifier
.42	full		qual.		Inf-up-scaled att. lexis
.43	entirely		qual.		Iso-up-scaled intensifier
.44	different		qual.		Inf-up-scaled att. lexis
.45	whatsoever		qual.		Iso-up-scaled intensifier
.46	very		qual.		Iso-up-scaled intensifier
.47	real	sharpen			Up-scaled
		6 (13%)	41 (87%)		
			36(88%)	5 (12%)	

As shown in Table (4.34), the meanings of **focus** occur only (6) times with (13%). Graduation via **force** has the dominant use in the article, with (41) corresponding to (87%). Within force, **intensification** forms are used more than the **quantification** ones. They score (36) occurrences of the text with (88%), whereas the **quantifying** forms are realised only (5) times with (12%).

More specifically, the sub-categories of **focus**: **sharpen** is observed in (6) occurrences with (100%). The **intensifying** sub-categories are realised as **quality** scoring (20) occurrences with (56%) and **process** (16) with (44%). Concerning quantification: **number** is used (3) times with (60%), and **extent** (2) times with (40%).

Furthermore, the intensifying meanings are noted via: **intensifier** (19) with (53%), **attitudinal lexis** (14) with (39%), and **modality** (3) with (8%). The **up-scaling** amplification has the highest frequencies of

occurrence, **(44)** with **(94%)**. The **down-scaling** is recognised only in a very small number of items, **(3)** with **(6%)**. The semantically **isolated** items dominate over the **infused** ones. They are used **(23)** with **(56%)**, while the **infused** items are used **(18)** with **(44%)**.

4.4.3 Statistical Analysis of Appraisal Items

This section aims at tackling the data as a whole, that is, the results of the ten articles are presented in statistical tables and figures to compare the overall frequencies and percentages of each variable in relation to the whole data. This section offers a statistical analysis for the three types of data:

1. The overall statistical analysis of the sub-categories of **affect**, **judgement**, and **appreciation**, and in terms of their variables: affect (**un/happiness/ insecurity/ dis/satisfaction**), judgement (**normality/ capacity/ tenacity/ veracity/ propriety**) and appreciation (**reaction/ composition/ valuation**).
2. The overall statistical analysis of **engagement**, including the two broad sub-categories of **monogloss** and **heterogloss**. Heteroglossic meanings are divided into: **contraction** (**disclaim: deny/ counter/ concur**; and **proclaim: endorse/ pronounce**), and **expand** (**entertain and attribute: acknowledge/ distance**).
3. The analysis of **graduation**, including two broad sub-categories, **focus** (**sharpen/ soften**) and **force** (**intensification: quality/ process; quantification: number/ mass/ extent**). Additionally, this section also offers a statistical analysis for **up-scaling**, **isolating/ infusing items**, and **optional meanings** in terms of **intensifiers/ attitudinal lexis/ metaphor** and **modality**.

4. As with the qualitative analysis, it is worth noting that colours are indicative in tables and figures, whereby the colour  refers to *attitude* analysis,  to *engagement* analysis, and  to *graduation* analysis.
5. To statistically analyse the frequencies and percentages of the three sub-systems of *attitude*, *engagement* and *graduation*, together with their sub-categories, the Microsoft Excel V, 2010, is applied to the tables, whereby percentages can be accurately calculated using the *formula =part/ total*.

4.4.3.1 Statistical Comparison in Terms of Attitude

Table (4.35) reflects a comparative statistical examination of the sub-categories of **affect**, **judgement**, and **appreciation**. The investigation of the ten newspaper articles, namely, WSJ and NYP, demonstrates that all the sub-categories, together with their variables, collectively exist in these articles. The attitude analysis shows differences in the frequencies of occurrence of these sub-categories. Additionally, the statistical analysis of the ten articles also shows how authors employ appraising items either as positive or negative. A noticeable difference is observed regarding the use of inscribed (explicit) and invoked (implicit) attitudes.

Table (4.35) works in two directions, first, horizontally, whereby the results of each sub-category (**affect**, **judgement**, **appreciation**) are presented in frequencies (**F**) and percentages (%) within each single article. Second, vertically, by presenting the grand total of each sub-category, divided by the whole number of the data (**585**), and then multiplied by (100). Additionally, Table (4.35) is also concerned with presenting positive and negative attitudes. The last two columns are devoted to showing the inscribed (explicit) and the invoked (implicit) attitudes.

Table (4.35): Overall Frequencies of Attitude Sub-categories

Article		Affect	Judgement	Appreciation	Total			P	N		Explicit	Implicit
1	F	8	37	8	53			11	42		45	8
	%	15	70	15	100			21	79		85	15
2	F	14	32	15	61			28	33		54	7
	%	23	52	25	100			46	54		89	11
3	F	15	40	24	79			14	65		71	8
	%	19	51	30	100			18	82		90	10
4	F	28	27	13	68			25	43		59	9
	%	41	40	19	100			37	63		87	13
5	F	5	26	17	48			15	33		38	10
	%	10	54	36	100			31	69		79	21
6	F	8	29	20	57			12	45		48	9
	%	14	51	35	100			21	79		84	16
7	F	14	19	18	51			10	41		43	8
	%	28	37	35	100			20	80		84	16
8	F	5	17	11	33			5	28		24	9
	%	15	52	33	100			15	85		73	27
9	F	13	36	21	70			37	33		63	7
	%	19	51	30	100			53	47		90	10
10	F	13	36	16	65			15	50		59	6
	%	20	55	25	100			23	77		91	9
Grand Total	F	123	299	163	585			172	413		504	81
	%	21	51	28	100			29	71		86	14

Attitude analysis shows the following results:

1. The sub-category of **judgement** has a dominant use over **affect** and **appreciation** in nearly all the ten American articles. Of the whole number of attitudinal items (585), Table (4.35) above shows that the **judgemental** appraising items occur (299) times comprising (51%) per cent. **Affect** and **appreciation** are both observed with lesser frequencies of occurrence, **affect** occurs (123) times equivalent to (21%), and **appreciation** (163) with (28%).
2. Table (4.35) shows that the **negative attitudes** are used more than the **positive** ones in all the ten opinion articles. Of the whole number of

attitudes (**585**), the total number of the **negative attitudes** in the whole data is (**413**) with a percentage of (**71%**), whereas the **positive attitudes** score (**172**) occurrences with (**29%**).

3. A significant difference is noted regarding the use of **inscribed** and **invoked** attitudes. Whereas the former are realised with a noticeable number of occurrences (**504**) comprising (**86%**) per cent, the latter are observed through only (**81**) items corresponding to (**14%**).

Figure (4.1): *The Attitude Sub-categories*

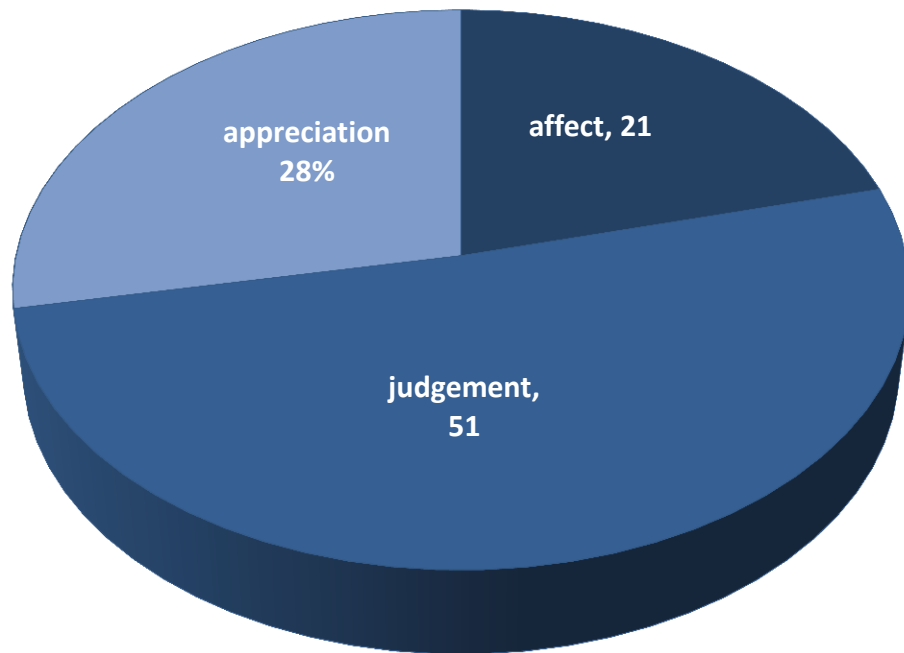
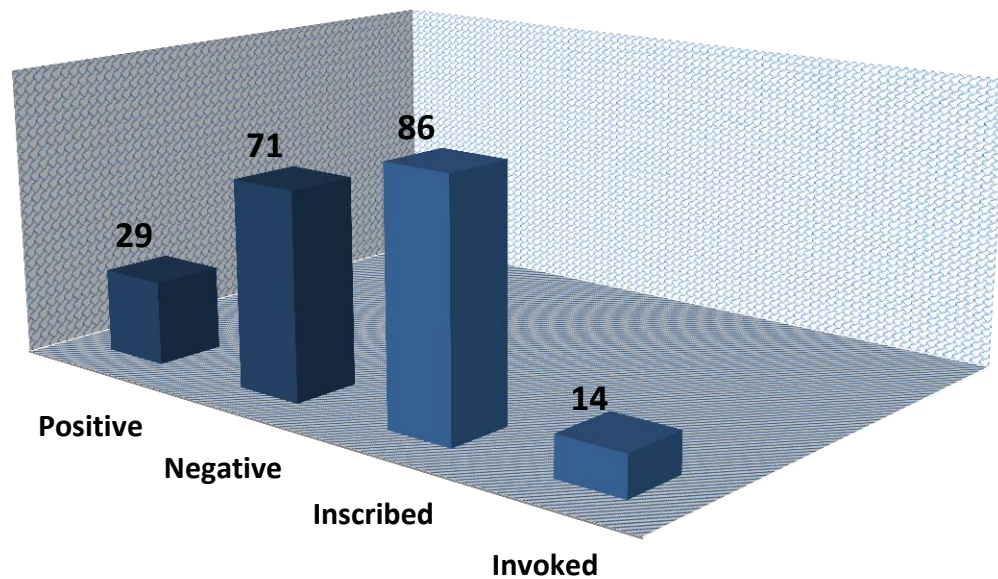


Figure (4.2): *Positive/ Negative and Inscribed/ Invoked Attitudes*



a. Statistical Analysis of Affect

As far as **affect** is concerned, the statistical analysis of the ten opinion articles proves that authors make use of all the affect variables or meanings, such as, **un/happiness**, **in/security** and **dis/satisfaction**, but with different frequencies of occurrence. As with attitude analysis, Table (4.36) reveals the number of occurrences and percentages of each variable (un/happiness, in/security and dis/satisfaction) used in each of the ten articles. The grand total shows the overall frequencies and percentages of each variable across the ten articles. The analysis also shows the number of positive and negative attitudes within and across the ten opinion texts. Similarly, the statistical analysis reveals the distribution of inscribed and invoked attitudes in terms of affect.

As noted in attitude analysis, affect variables are investigated within each articles and across the whole data in relation to the grand total of affect **(123)**.

Table (4.36): Overall Frequencies and Percentages of Affect variables

Article		Un/happiness	In/security	Dis/satisfaction	Total		Positive	Negative	Explicit	Implicit
1	F	4	4	0	8		2	6	7	1
	%	50	50	0	100		25	75	87.5	12.5
2	F	5	6	3	14		7	7	13	1
	%	36	43	21	100		50	50	93	7
3	F	8	3	4	15		4	11	15	0
	%	53	20	27	100		27	73	100	0
4	F	19	4	5	28		11	17	25	3
	%	68	14	18	100		39	61	89	11
5	F	0	1	4	5		3	2	5	0
	%	0	20	80	100		60	40	100	0
6	F	8	0	0	8		0	8	7	1
	%	100	0	0	100		0	100	87.5	12.5
7	F	11	3	0	14		5	9	13	1
	%	79	21	0	100		36	64	93	7
8	F	3	0	2	5		2	3	3	2
	%	60	0	40	100		40	60	60	40
9	F	6	5	2	13		6	7	13	0
	%	46	39	15	100		46	54	100	0
10	F	9	3	1	13		3	10	12	1
	%	69	23	8	100		23	77	92	8
Grand Total	F	73	29	21	123		43	80	113	10
	%	59	24	17	100		35	65	92	8

Table (4.36) reveals three basic results in terms of affect variables, **un/happiness**, **in/security** and **dis/satisfaction**:

1. As shown in Table (4.36), the variable of **un/happiness** is used dominantly, since it is observed with a total number of **(73)** equivalent to **(59%)**. Other variables are shown with lesser occurrences, **insecurity (29)** with **(24%)** and **dis/satisfaction (21)** corresponding to **(17%)**.
2. The results demonstrate that the **negative attitudes** used within the affect variables occur more than **positive ones**. According to the data in Table (4.36), the negative meanings score the higher number of **(80)**

occurrences equivalent to **(65%)**, whereas the positive meanings are limited to a small number of **(43)** with **(35%)**.

3. The results also show a dominant use of **inscribed** attitudes **(113)** times with **(92%)**, whereas only **(10)** **invoked** attitudes are observed across the whole data of affect equivalent to **(8%)**.

Figure (4.3): *The Affect Variables*

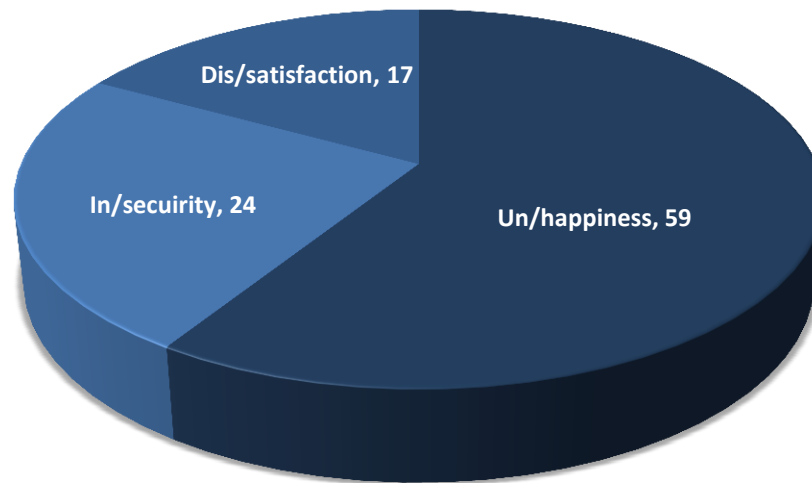
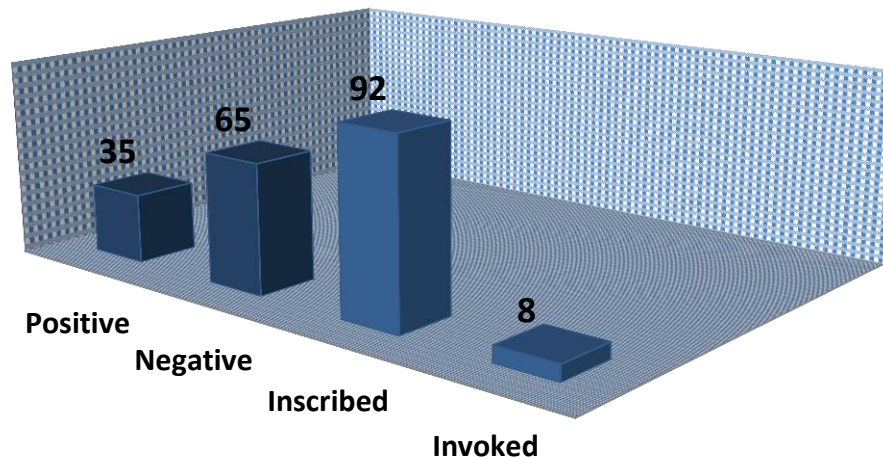


Figure (4.4): *Positive/ Negative and Inscribed/ Invoked Attitudes*



Statistical Analysis of Judgement

Table (4.37) presents a comparative statistical analysis regarding the distribution of the variables of judgement, **normality**, **capacity**, **tenacity**, **veracity**, and **propriety**. As indicated by the data, the judgement variables collectively exist in the ten American articles. As

shown before, the total number of appraising items conveying judgement is **(299)**, distributed differently among these meanings (See 4.4.4.1). Additionally, the statistical analysis of judgemental meanings is mainly concerned with which of these meanings the authors are fully engaging with. As with affect analysis, Table (4.37) shows an interest in presenting comparative results regarding the use of positive/ negative and inscribed/ invoked attitudes.

Furthermore, Table (4.37) works in two directions, horizontally, thereby the occurrence of each variable (i.e., **normality**, **capacity**, **tenacity**, **veracity**, and **propriety**) is obtained within the single article, and vertically, whereby the grand total of each variable is obtained in relation to the grand total of the sub-category of judgement **(299)** in order to state the grand total of each variable across the ten articles. The last four columns are devoted to counting the positive/ negative and inscribed/ invoked percentages, horizontally within the single article and vertically across the whole data.

Table (4.37): Overall Frequencies and Percentages of Judgement variables

Article		Normality	Capacity	Tenacity	Veracity	Propriety	Total		Positive	Negative	Explicit	Implicit
1	F	3	11	0	5	18	37		9	28	30	7
	%	8	30	0	13	49	100		14	76	81	19
2	F	1	16	2	0	13	32		12	20	26	6
	%	3	50	6	0	41	100		37.5	62.5	81	19
3	F	2	10	1	7	20	40		6	34	32	8
	%	5	25	2.5	17.5	50	100		15	85	80	20
4	F	0	15	4	2	6	27		8	19	21	6
	%	0	56	15	7	22	100		30	70	78	22
5	F	3	6	1	3	13	26		4	22	17	9
	%	11.5	23	4	11.5	50	100		15	85	65	35
6	F	0	10	2	5	12	29		4	25	23	6
	%	0	35	7	17	41	100		14	86	79	21
7	F	0	5	0	1	13	19		2	17	16	3
	%	0	26	0	5	69	100		18	82	59	41
8	F	1	2	3	2	9	17		3	14	10	7
	%	6	12	17	12	53	100		18	82	59	41
9	F	3	15	0	1	17	36		16	20	34	2
	%	8	42	0	3	47	100		44	56	94	6
10	F	1	10	3	4	18	36		9	27	31	5
	%	3	28	8	11	50	100		25	75	86	14
Grand Total	F	14	100	16	30	139	299		73	226	240	59
	%	5	34	5	10	46	100		24	76	80	20

Table (4.37) illustrates the following basic results:

- Concerning which variable is used most in the data, Table (4.37) shows a dominant use of both variables, **propriety (139)** and **capacity (100)** with percentages of **(46%)** and **(34%)** respectively. **Normality** and **tenacity** are both observed **(14)** times with **(5%)** for each. **Veracity**, score **(30)** appraising items with **(10%)**.
- The statistical analysis reveals a significant difference with respect to **positive** and **negative** attitudes. The latter form the majority of the judgemental items with **(226)** corresponding to **(76%)**, while the former constitute the lesser frequency of attitudes with **(73)** occurrences equivalent to **(24%)**.

3. **Inscribed** attitudes are more prevalent than the **invoked** ones. **Inscribed** items score most of the data, since they constitute **(240)** occurrences with **(80%)**, while the **invoked** items are observed **(59)** times with **(20%)**.

Figure (4.5): *The Judgement Variables*

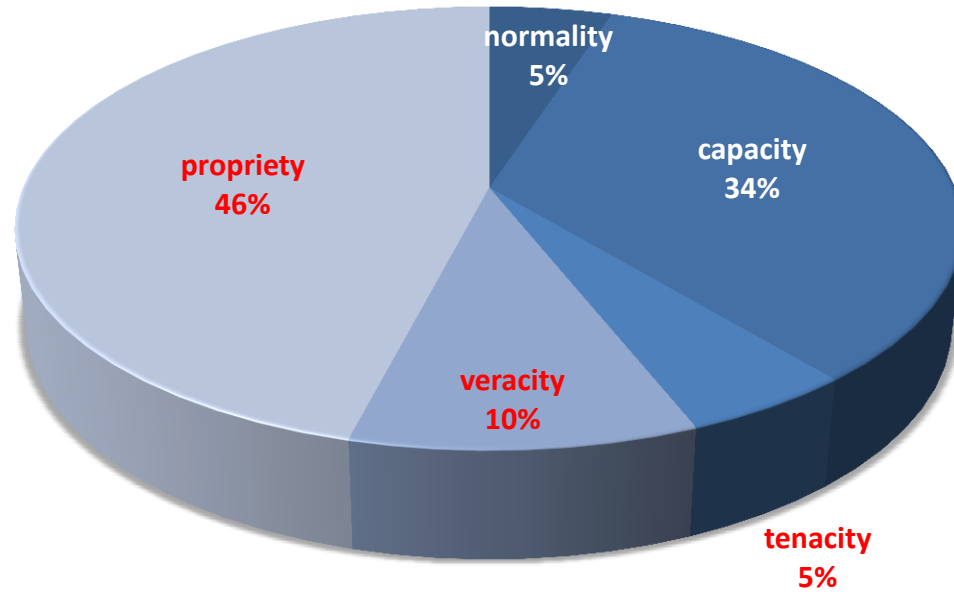
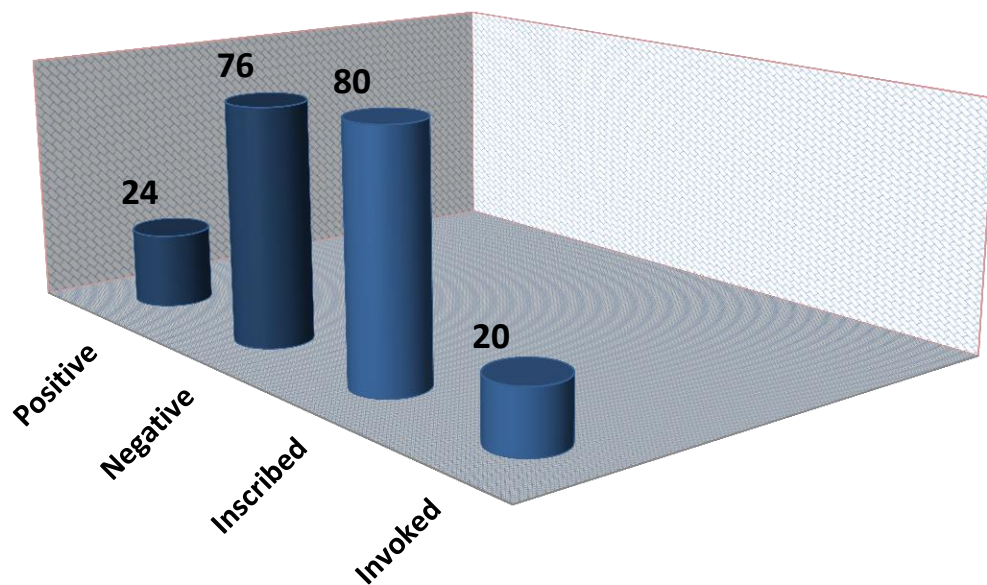


Figure (4.6): *Positive/ Negative and Inscribed/ Invoked Attitudes*



c. Statistical Analysis of Appreciation

Table (4.38) shows a comparative statistical analysis of **appreciation** in terms of three variables or meanings, **reaction**, **composition**, and **valuation**. The analysis of the data reveals that these values are available in all the ten texts but with a noticeable difference in their distribution. As stated before, the total number of appraising items expressing appreciation is **(163)** distributed differently across the ten articles (See 4.4.4.1). In addition, Table (4.38) reflects which of the three meanings (**reaction**, **composition**, and **valuation**) is mostly used by the authors. As with affect, and judgement analyses, the appreciation analysis presents comparative results respecting the use of positive/ negative and inscribed/ invoked attitudes.

Furthermore, Table (4.38) focuses on the data in two directions, horizontally; thereby the frequency and percentage of each variable (i.e., **reaction**, **composition**, and **valuation**) is presented in each article, and vertically, to know which of these variables has the highest percentage and which one scores the least frequency across the whole data. The grand total of each variable is taken out and counted in relation to the grand total of **appreciation (163)** in order to know the percentage of each variable in relation to other variables. Similarly, **positive/ negative** and **inscribed/ invoked** attitudes are presented in the last four columns, either horizontally within the single article or vertically to show the results across the whole data.

Table (4.38): Overall Frequencies of Appreciation Variables

Article		Reaction	Composition	Valuation	Total		Positive	Negative	Explicit	Implicit
1	F	1	1	6	8		0	8	8	0
	%	12.5	12.5	75	100		0	100	100	0
2	F	1	1	13	15		9	6	15	0
	%	7	7	86	100		60	40	100	0
3	F	0	6	18	24		4	20	24	0
	%	0	25	75	100		17	83	100	0
4	F	0	1	12	13		6	7	13	0
	%	0	8	92	100		46	54	100	0
5	F	3	1	13	17		8	9	16	1
	%	18	6	76	100		47	53	94	6
6	F	3	2	15	20		8	12	19	1
	%	15	10	75	100		40	60	95	5
7	F	0	4	14	18		3	15	15	3
	%	0	22	78	100		17	83	83	7
8	F	3	2	6	11		0	11	11	0
	%	27	18	55	100		0	100	100	0
9	F	1	5	15	21		8	13	20	1
	%	5	24	71	100		38	62	95	5
10	F	0	1	15	16		4	12	16	0
	%	0	6	94	100		25	75	100	0
Total	F	12	24	127	163		50	113	157	6
	%	7	15	78	100		31	69	96	4

Table (4.38) reflects the following results:

1. Table (4.38) indicates that the meaning of **valuation** is used dominantly across the whole data with a high frequency of **(127)** corresponding to **(78%)**. **Reaction** and **composition**, as shown above, are used with a lesser frequency. The first scores **(12)** items and the second **(24)** with percentages of **(7%)** and **(15%)** respectively.
2. The analysis also reflects a significant difference regarding **positive** and **negative** attitudes, since the latter forms most of the attitudes, amounting to **(157)** of the appraising items with **(69%)**, and the former are realised by **(50)** items with **(31%)**.

3. **Inscribed** attitudes are used more than the **invoked** ones. They form (157) of the data with (96%), whereas the implicit meanings are realised in (6) times with (4%).

Figure (4.7): *The Appreciation Variables*

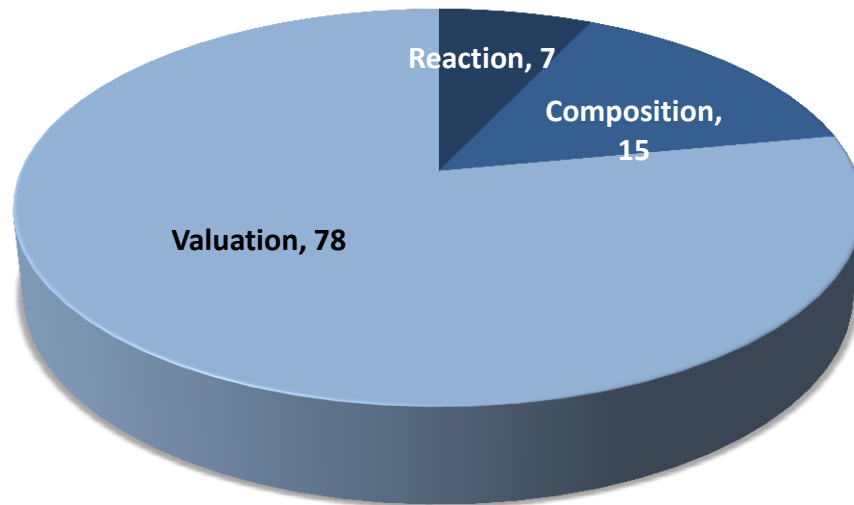
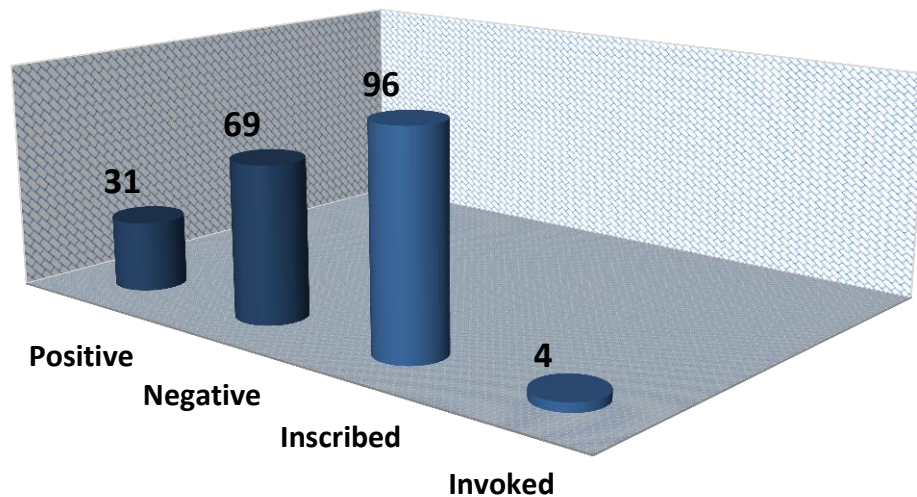


Figure (4.8): *Positive/ Negative and Inscribed/ Invoked Attitudes*



d. Attitude Analysis in Terms of Variables

As noted in Tables (4.36), (4.37), and (4.38), carrying out a separate statistical analysis for affect, judgement, and appreciation is to be familiar with which variable each sub-category employs most. As for **affect**, the statistical analysis indicates a dominant use of the variable of **un/happiness**, occurring (73) times corresponding to (59%); of judgement, **propriety** and **capacity** are the dominant uses of appraising

items. **Propriety** is observed in **(139)** items with **(46%)** and **capacity** **(100)** with **(34%)**. Within the sub-category of **appreciation**, the meaning of **valuation** has the highest frequency of occurrence **(127)** with **(78%)**. Since these four variables are the dominant uses, they can be arranged according to their frequencies: (1) **valuation**, (2) **un/happiness**, (3) **propriety**, and (4) **capacity**. It is possible to say that this arrangement is but a representative one- in other words, to say, for example, of *affect*, which variable (un/happiness/ in/security/ or dis/satisfaction) do the writers use most? However, Table (4.39) below reflects an obverse arrangement of these variables.

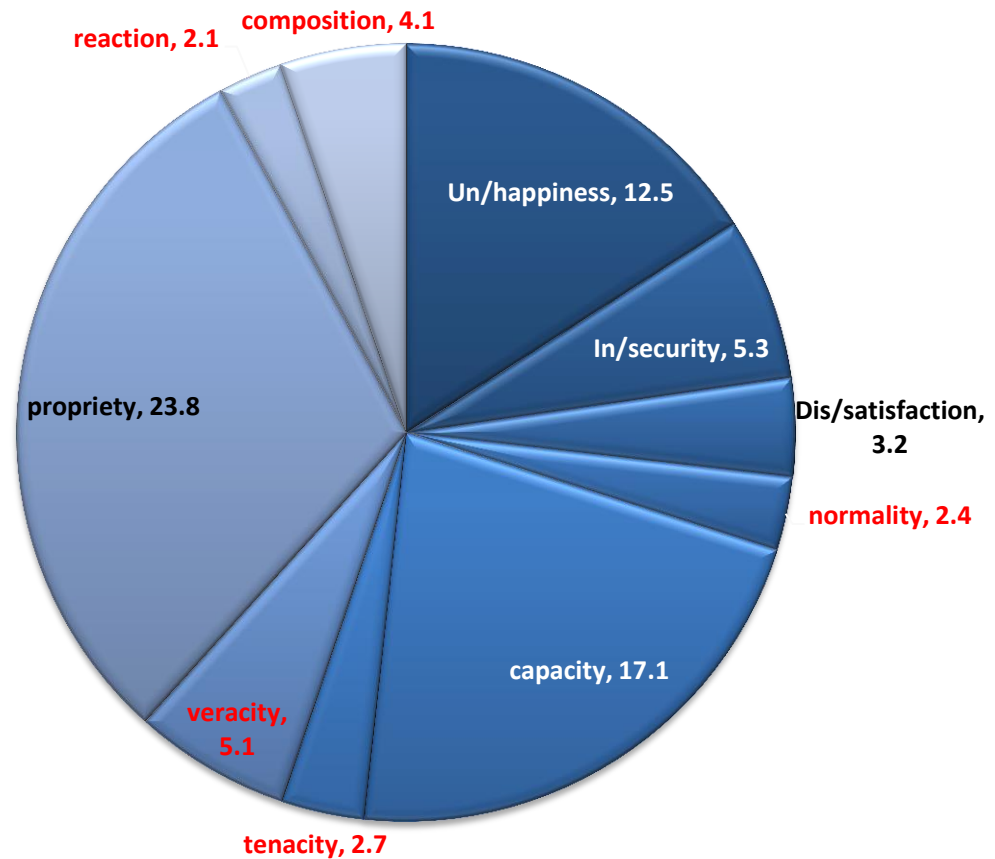
Another way of considering which variable the writers use most is to deal with each variable in relation to the whole data of attitudinal appraising items, not the sub-categories of affect, judgement, and appreciation. In other words, each variable is to be divided by the whole data of **(585)**. Table (4.39) illustrates the frequency of each variable in relation to whole attitudinal data.

Table (4.39): *Attitude Analysis in Terms of Variables*

	Variable	F	%
Affect	Un/happiness (hap)	73	12.5
	In/security (sec)	31	5.3
	Dis/satisfaction (sat)	19	3.2
Judgement	Normality (norm)	14	2.4
	Capacity (cap)	100	17.1
	Tenacity (ten)	16	2.7
	Veracity (ver)	30	5.1
	Propriety (prop)	139	23.8
Appreciation	Reaction (reac)	12	2.1
	Composition (comp)	24	4.1
	Valuation (val)	127	21.7
		585	100

Following another procedure different from that in (a. affect, b. judgement, and c. appreciation), which compares these variables simultaneously across the ten opinion articles; the top three variables are **propriety**, **valuation**, and **capacity**. The difference between this procedure and that followed in the analysis of *affect*, *judgement*, and *appreciation* is that the latter is concerned with the answering the question: *Of the eleven variables*, which one do the writers employ most? The former, however, is related to the question which is raised three times in the analyses of affect, judgement, and appreciation, for example: *Of the affect variables* (un/happiness, in/security, dis/satisfaction), which one do the writers use most?

Since the former question has been answered so far, it seems important to know which of the eleven variables the writers employ most across the ten articles. Table (4.39) shows that the meaning of **propriety** has the highest frequency of the whole data, since it is observed in **(139)** correspondent to **(23.8%)**. The analysis also indicates that the variable of **valuation** comes second, noted in **(127)** appraising items equivalent to **(21.7%)**. **Capacity** is the third highest frequency, since it is realised in **(100)** items with **(17.1%)**. The analysis also indicates that the rest of the variables (**in/security**, **veracity**, **composition**, **dis/satisfaction**, **tenacity**, **normality**, and **reaction**) are noted as the least frequencies of occurrence, with the exception of **un/happiness** which is somewhere between the highest group and the lowest one. The variable of **un/happiness** is observed **(73)** times across the data equivalent to **(12.5%)**, a percentage which makes it so important as *propriety*, *valuation*, and *capacity*. The meaning of **reaction** is the least frequency in the data, observed in only **(12)** items with **(2.1%)** (See the table above).

Figure (4.9): *Attitude Variables in Relation to the Whole Data*

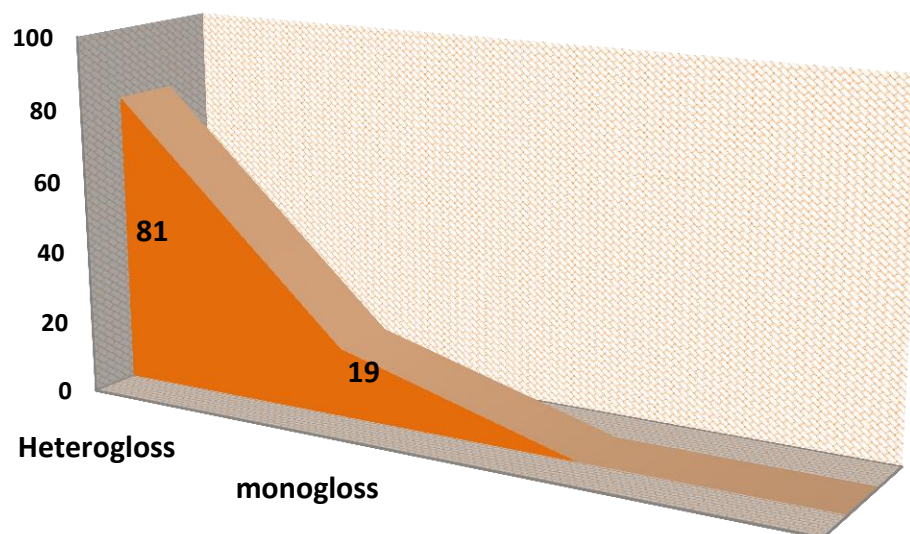
4.4.3.2 Statistical Comparison of Engagement

4.4.3.2.1 Monoglossic and Heteroglossic Analysis

A notable difference is observed regarding the frequency of **monoglossic** and **heteroglossic** categories. As indicated in Table (4.40), all the articles on Afro-Americans exploit the use of heteroglossic sources at the expense of the monoglossic ones. It seems that all the authors of the ten articles are equally indulged in heteroglossic meanings for the purpose of invoking opinions other than their own. As shown in Table (4.40), the grand total of engagement values is **(456)**, distributed between monoglossic and heteroglossic resources. The statistical analysis reflects a dominant use of the latter amounting to **(370)** correspondent to **(81%)**, the former are noted in **(86)** items with **(19%)**. See, Table (4.40) below:

Table (4.40): *Monoglossic and Heteroglossic Values*

Article		Monogloss	Heterogloss	Total
1	F	8	41	49
	%	16	84	100
2	F	4	41	45
	%	9	91	100
3	F	10	33	43
	%	23	77	100
4	F	11	53	64
	%	17	83	100
5	F	8	44	52
	%	15	85	100
6	F	11	39	50
	%	22	78	100
7	F	10	25	35
	%	29	71	100
8	F	8	18	26
	%	31	69	100
9	F	9	41	50
	%	18	82	100
10	F	7	35	42
	%	17	83	100
Total	F	86	370	456
	%	19	81	100

Figure (4.10): *Monoglossic and Heteroglossic Values*

4.4.3.2.2 Heteroglossic Values

The results in Table (4.41) are grounded on three assumptions: **(1)** the **contraction** and **expansion** frequencies in the articles, **(2)** the **contraction values**, and **(3) the expansion values**. Starting from the right side of the table where contractive and expansive resources are presented in frequencies and percentages. The ten opinion articles follow different frequencies and rates regarding which are used most, the contractive or the expansive meanings. Table (4.41) shows that, in articles, 2, 3, 4, 6, 7, 9, and 10, the contractive sources are used dominantly, whereas in 1 and 8 the expansive values have the higher frequencies, with the exception of article 5 in which both values are used equally.

The grand total of both values shows a dominant use of **contract** over **expand**, since contractive values are observed in **(223)** items with **(60%)**, whereas the expansive ones are noted in **(147)** items equivalent to **(40%)**.

Figure (4.11): *Contract and Expand in the Data*

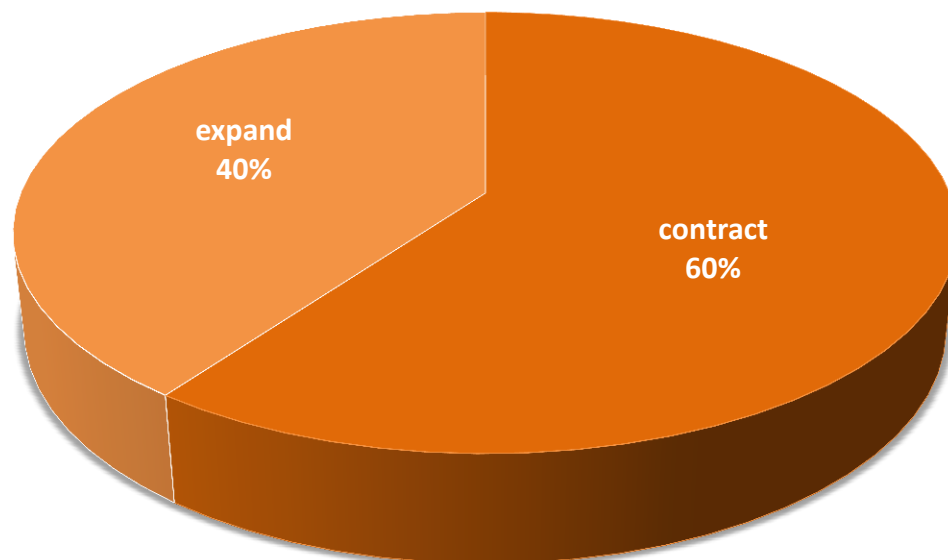


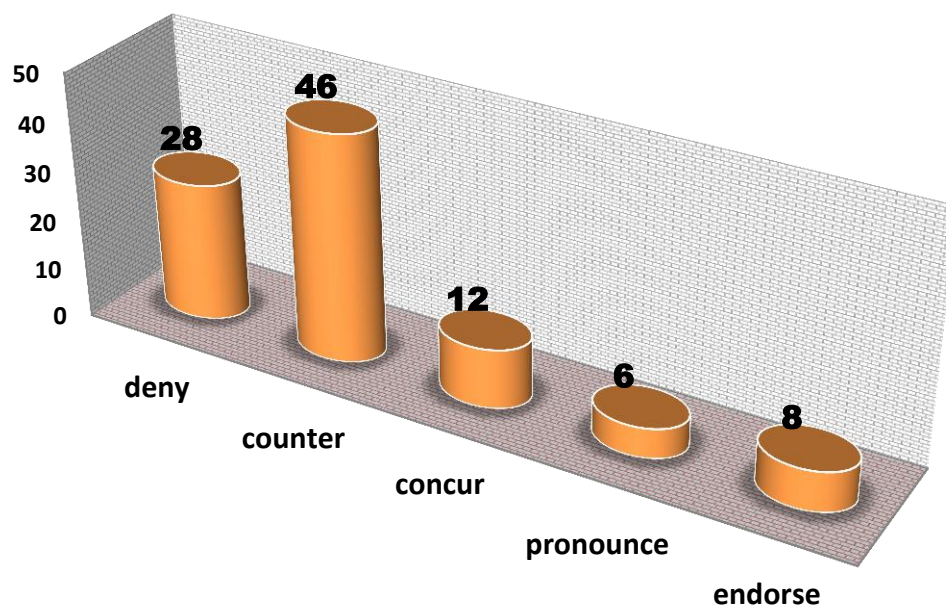
Table (4.41): *Heteroglossic Categories*

Article		Heteroglossic Categories										Total	Grand Total	Total Contraction	Total Expansion
		Contract							Expand						
		disclaim		proclaim			Total	entertain	attribute						
		deny	counter	concur	pronounce	endorse			acknowledge	distance					
1	F	5	9	0	0	5	19	13	7	2	22	41	19	22	
	%	26	48	0	0	26	100	59	32	9	100	100	46	54	
2	F	18	5	0	2	2	27	12	2	0	14	41	27	14	
	%	67	19	0	7	7	100	86	14	0	100	100	66	34	
3	F	4	12	3	2	3	24	9	0	0	9	33	24	9	
	%	17	50	12.5	8	12.5	100	100	0	0	100	100	73	27	
4	F	13	9	11	3	0	36	14	3	0	17	53	36	17	
	%	36	25	31	8	0	100	82	18	0	100	100	68	32	
5	F	2	15	0	3	2	22	14	8	0	22	44	22	22	
	%	9	68	0	14	9	100	64	36	0	100	100	50	50	
6	F	5	12	2	2	1	22	12	5	0	17	39	22	17	
	%	23	54.5	9	9	4.5	100	71	29	0	100	100	56	44	
7	F	2	13	2	0	0	17	6	2	0	8	25	17	8	
	%	12	76	12	0	0	100	75	25	0	100	100	68	32	
8	F	3	4	0	0	0	7	6	5	0	11	18	7	11	
	%	43	57	0	0	0	100	55	45	0	100	100	39	61	
9	F	4	11	5	2	1	23	10	8	0	18	41	23	18	
	%	17	48	22	9	4	100	56	44	0	100	100	56	44	
10	F	7	11	4	0	4	26	3	6	0	9	35	26	9	
	%	27	43	15	0	15	100	33	67	0	100	100	74	26	
Total	F	63	101	27	14	18	223	99	46	2	147	370	223	147	
	%	28	46	12	6	8	100	67	31	2	100	100	60	40	

As indicated above, the **contractive** sub-categories form a high number of the heteroglossic resources, amounting to **(223)** times, distributed differently across the whole data. Table (4.41) reflects a dominant use of the **counter** sub-category which is observed in **(101)** items correspondent to **(46%)**. **Denial** is noted with a relatively high number in the data, **(63)** occurrences equivalent to **(28%)**- a more frequent number than other values, such as, **concur**, occurring **(27)** times with **(12%)**, **pronounce** **(14)** with **(6%)** and finally, **endorse** **(18)** with **(8%)**.

In addition to the grand total of the contractive values, such values are noted with different distributions within each article. Since more frequent than others, **counter** and **denial** are noted differently across the ten articles. In the articles, 1, 3, 5, 6, 7, 8, 9, and 10, the **countering** propositions occur more than the **denials**. In the articles 2 and 4, **denials** are used dominantly over the **counters**.

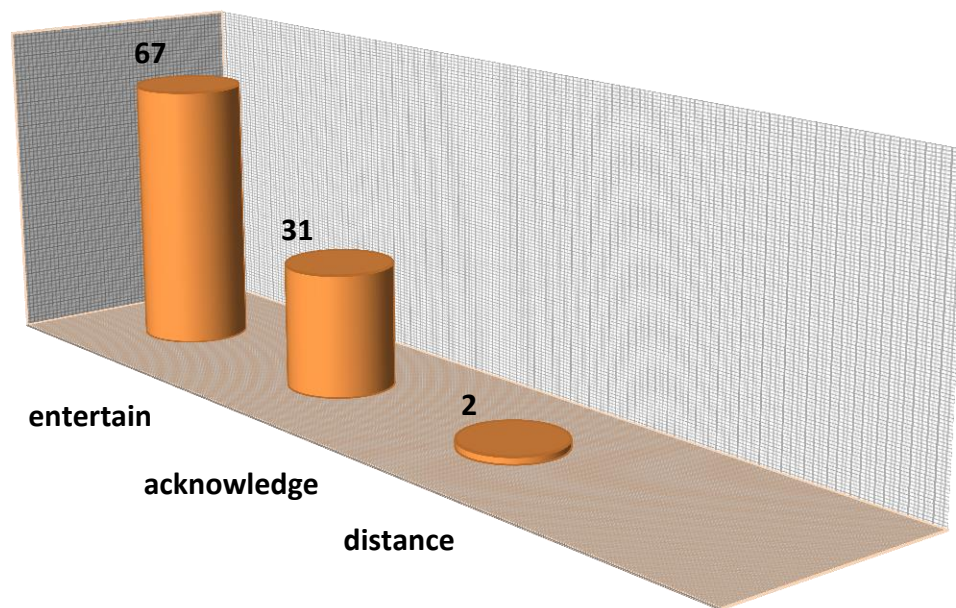
Figure (4.12): *Contractive Sub-categories*



As for the expansive sub-categories, what is worth noting in the ten articles about Afro-Americans is that the values of **entertain** forms most

of the expansive discourse. Such values with its variables of modality (epistemic or deontic) and rhetorical question present the authorial voice as one sharing a viewpoint with other possible positions. The grand total of **entertain** scores a very high number accounting to **(99)** with **(67%)**. The sub-category of **distance** is used only in article 1 with **(2)** items forming a very low percentage of **(2%)**, whereas other articles show no use of such a meaning, see Table (4.41) above. The value of **acknowledgement** is observed with a relatively good number of **(46)** equivalent to **(31%)**.

Figure (4.13): *Expansive Sub-categories*



4.4.3.2.3 Contractive and Expansive Categories in Relation to the Whole Data

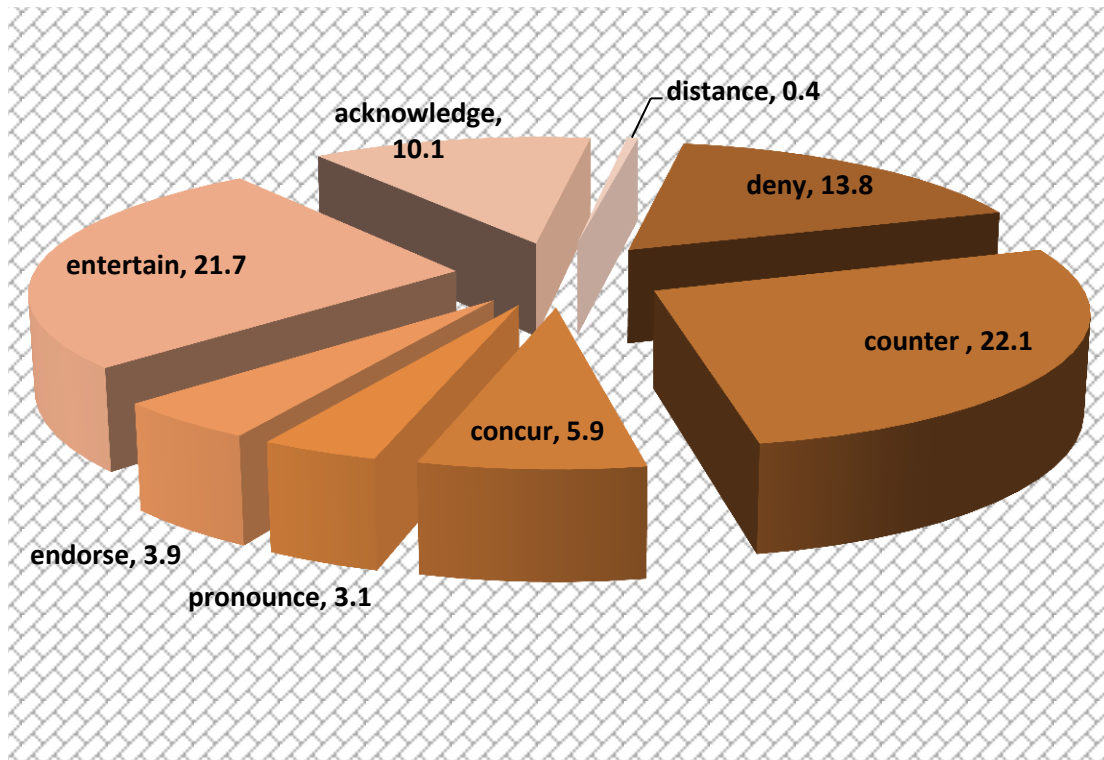
As with attitude (see 4.4.4.1), the statistical analyses of both contractive (**deny, counter, concur, pronounce, endorse**) and expansive categories (**entertain, acknowledge, distance**) are representatives, that is, they are answers to two questions: *Of contractive values, which one is*

used mostly by authors? And: *Of expansive values, which is most frequent in the data?* These two questions have been answered so far (See, 4.4.4.2.2, D).

There is a need to know the frequencies of these categories in relation to whole data, as to answer the question: *Of the categories (deny, counter, concur, pronounce, endorse, entertain, acknowledge, distance), which one is used mostly by authors?* Taking a glance at Table (4.42), it seems that as well as monogloss, **counter**, **entertain**, and **deny** are observed in most of the formulations. Of the grand total forming the whole data (**456**), the category of **counter** scores the highest number among all the other values with (**101**) equivalent to (**22.1%**). **Entertain** comes second with a number of (**99**) corresponding to (**21.7%**), and **deny** comes third with a number of (**63**) with (**13.8%**). **Acknowledge** have a relatively good number of (**46**) with (**10.1%**). Other values are observed with smaller numbers, such as, **concur** (**27**) with (**5.9%**), **endorse** (**18**) with (**3.9%**), **pronounce** (**14**) with (**3.1%**), and **distance** (**2**) with (**0.4%**).

Table (4.42): *Engagement Categories in Relation to the Whole Data*

				F	%
Monogloss				86	18.9
Heterogloss	Contraction		deny	63	13.8
		Disclaim	counter	101	22.1
			concur	27	5.9
		Proclaim	pronounce	14	3.1
			endorse	18	3.9
	Expansion	Entertain		99	21.7
		Attribute	acknowledge	46	10.1
			distance	2	0.4
Grand Total				456	100

Figure (4.14): *Engagement Categories in Relation to the Whole data*

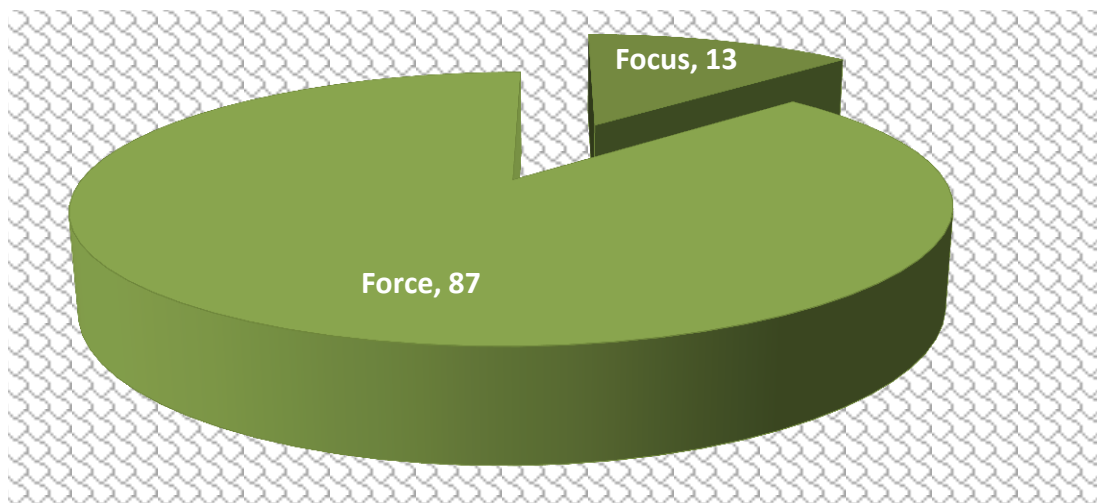
4.4.3.3 Statistical Comparison of Graduation

4.4.3.3.1 Statistical Analysis of Focus and Force

Table (4.43) reveals a significant difference regarding the distribution of **focus** and **force** through the whole data. The grand total number indicates a dominant use of the latter amounting to (387) with (87%). Of the grand total of graduating values (444), **focus** scores a very small number of (57) equivalent to (13%). What is more about the comparison between **focus** and **force** is that all the ten opinion articles are observed with a notable dominance of the latter.

Table (4.43): *Analysis of Focus and Force*

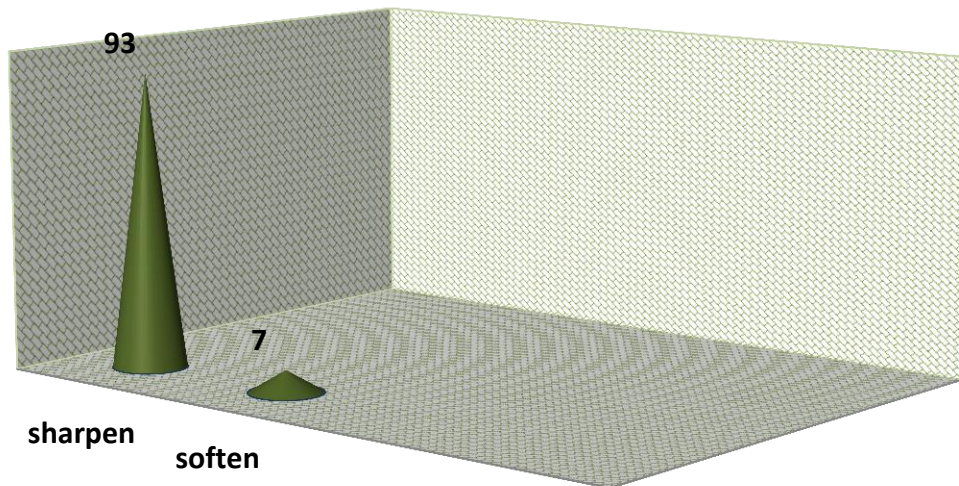
Article		Focus	Force	Total
1	F	6	47	53
	%	11	89	100
2	F	2	35	37
	%	5	95	100
3	F	6	55	61
	%	10	90	100
4	F	4	40	44
	%	9	91	100
5	F	5	39	44
	%	11	89	100
6	F	7	36	43
	%	16	84	100
7	F	7	24	31
	%	23	77	100
8	F	5	23	28
	%	18	82	100
9	F	9	47	56
	%	16	84	100
10	F	6	41	47
	%	13	87	100
Total	F	57	387	444
	%	13	87	100

Figure (4.15): *Analysis of Focus and Force*

4.4.3.3.2 Analysis of Focus and Force Variables

The data in Table (4.44) are presented as two major areas, **focus** and **force**. Within each major category, the data are grouped into certain sub-categories, recognized horizontally within each article, and vertically across the whole data. As indicated in Table (4.44), the domain of focus is divergent into **sharpen** and **soften**, with a notable dominance of occurrence of the former over the latter. Of the total number of focus (57), (53) graduating items are observed as **sharpen** with (93%), whereas only (4) items are classified under the category of **soften** with (7%). It is worth noting that this small number of **soften** exist only in three opinion articles, 1, 3, and 7, whereas other articles account only for **sharpening** meanings. This is clarified in figure (4. 16):

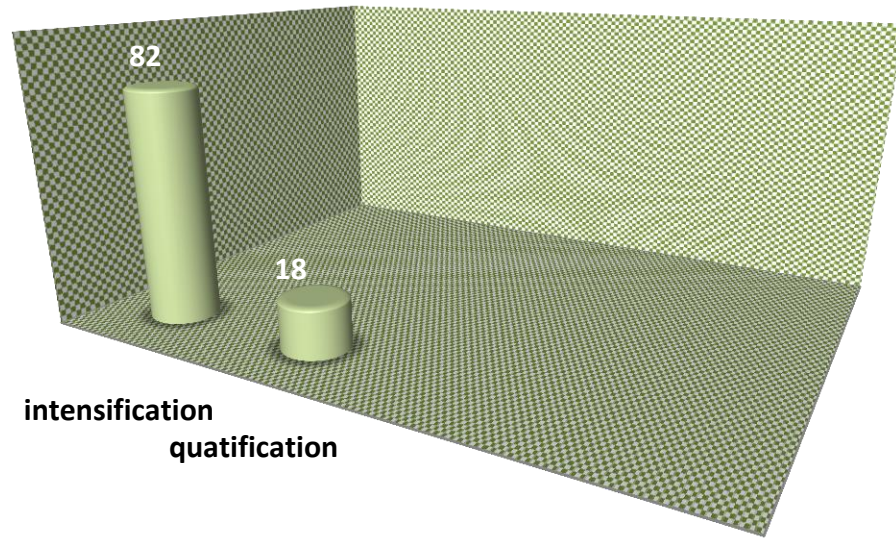
Figure (4.16): *Sharpen and Soften as Variants of Focus*



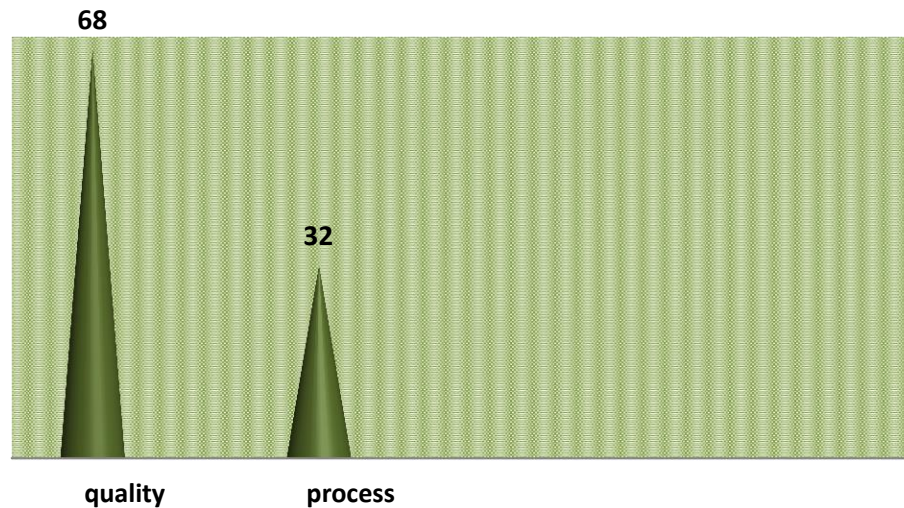
The analysis of **force** is concerned with two major categories, **intensification** and **quantification**, each is classified into secondary items. The last two columns are concerned with presenting these categories. As indicated in Table (4.45), the **intensifying** values are used more than the **quantifying** ones, amounting to (318) with (82%), whereas

quantification is observed in **(69)** items with **(18%)**. Considered individually, all the articles show a similar dominance of intensifying values over the quantifying ones, indicating a big gap between the two values. This gap is made obvious in Figure (4.17):

Figure (4.17): *Intensification and Quantification as Variants of Force*



Within the category of **intensification**, items are represented either as **quality** or **process**. The grand total number of the whole data indicates a significant difference between the items realised as **quality** and those as **process**. Of the grand total number of **intensifying** values **(318)**, the items realised as **quality** have a notable dominance amounting to **(216)**, comprising **(68%)** per cent, whereas those indicating **process** are observed in **(102)** items equivalent to **(32%)**.

Figure (4.18): *Items as Quality and Process*

As for **quantification**, the whole data, consisting of **(69)** items are analysed in terms of **number**, **mass**, and **extent**. Table (4.45) shows that **number** has the highest frequency of occurrence **(58)** comprising **(84%)** per cent, whereas **mass** is used **(4)** times equivalent to **(6%)**, and **extent** **(7)** correspondent to **(10%)**. What is important is that all the articles show a dominance use of **number**, except for the articles 6 and 8, in which **number** equals **extent**.

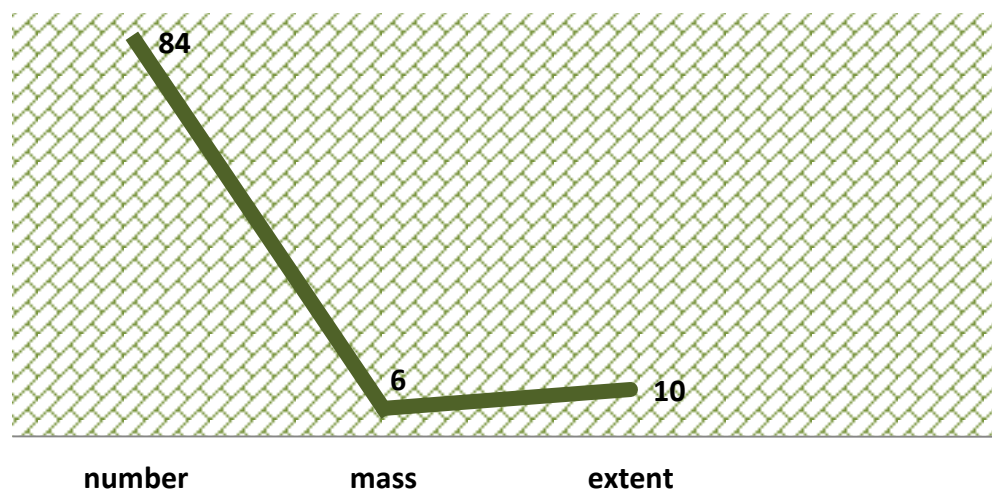
Figure (4.19): *Quantifying Values, Number, Mass and Extent*

Table (4.44): *Analysis of Focus and Force Variables*

		Graduation												
		Focus			Force									
Article		Sharpen	Soften	Total	Intens.			Quant.				Intense.	Quant.	Total
					Qual.	Proc.	Total	Number	Mass	Extent	Total			
1	F	5	1	6	25	13	38	9	0	0	9	38	9	47
	%	83	2	100	66	34	100	100	0	0	100	81	19	100
2	F	2	0	2	23	8	31	4	0	0	4	31	4	35
	%	100	0	100	74	26	100	100	0	0	100	89	11	100
3	F	4	2	6	35	10	45	8	2	0	10	45	10	55
	%	67	33	100	78	22	100	80	20	0	100	82	18	100
4	F	4	0	4	22	10	32	8	0	0	8	32	8	40
	%	100	0	100	69	31	100	100	0	0	100	80	20	100
5	F	5	0	5	18	13	31	8	0	0	8	31	8	39
	%	100	0	100	58	42	100	100	0	0	100	79	21	100
6	F	7	0	7	24	7	31	2	1	2	5	31	5	36
	%	100	0	100	77	23	100	40	20	40	100	86	14	100
7	F	6	1	7	12	5	17	6	0	1	7	17	7	24
	%	86	14	100	71	29	100	86	0	14	100	71	29	100
8	F	5	0	5	11	8	19	2	0	2	4	19	4	23
	%	100	0	100	58	42	100	50	0	50	100	83	17	100
9	F	9	0	9	26	12	38	8	1	0	9	38	9	47
	%	100	0	100	68	32	188	89	11	0	100	81	19	100
10	F	6	0	6	20	16	36	3	0	2	5	36	5	41
	%	100	0	100	56	44	100	60	0	40	100	88	12	100
Grand Total	F	53	4	57	216	102	318	58	4	7	69	318	69	387
	%	93	7	100	68	32	100	84	6	10	100	82	18	100

4.4.3.3.3 Analysis in Terms of Scaling, Form and Options

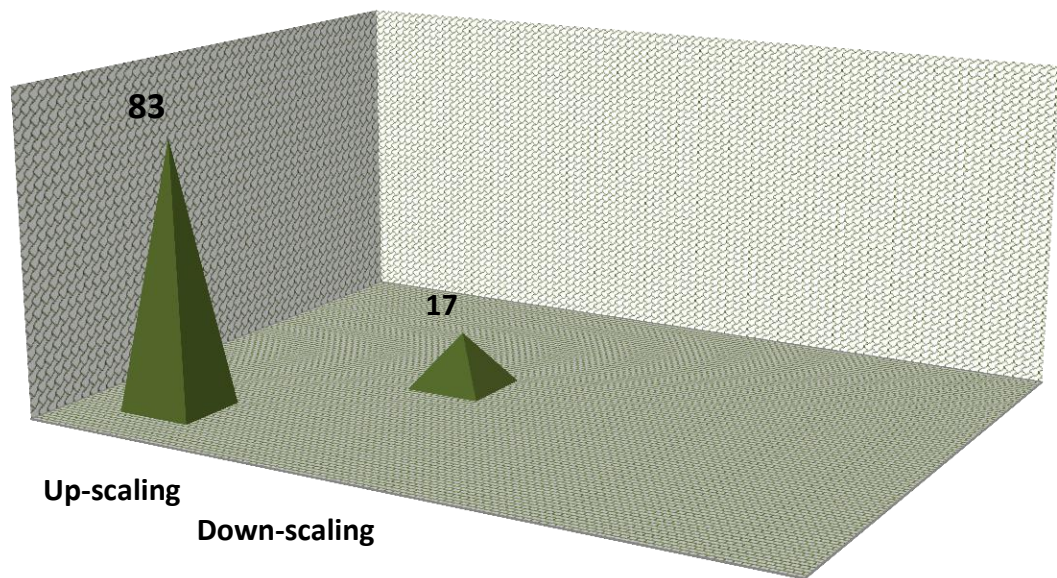
Additionally, graduated items can be analysed in terms of **up/down scaling**, **form (isolating/ infusing)**, and **options (metaphor, intensifier, attitudinal lexis, modality)**. But the total number of data is different in each term, that is, up/down scaling meaning may apply to the whole data of graduation (**444**), isolating and infusing forms are related to the sub-category of **force**, amounting to (**387**), and options (metaphor, intensifier, attitudinal lexis, modality) are interpreted as realisations of **intensification**, amounting to (**318**) items. Table (4.45) indicates each type with its variables:

Table (4.45): *Analysis in Terms of Scaling, Form and Options*

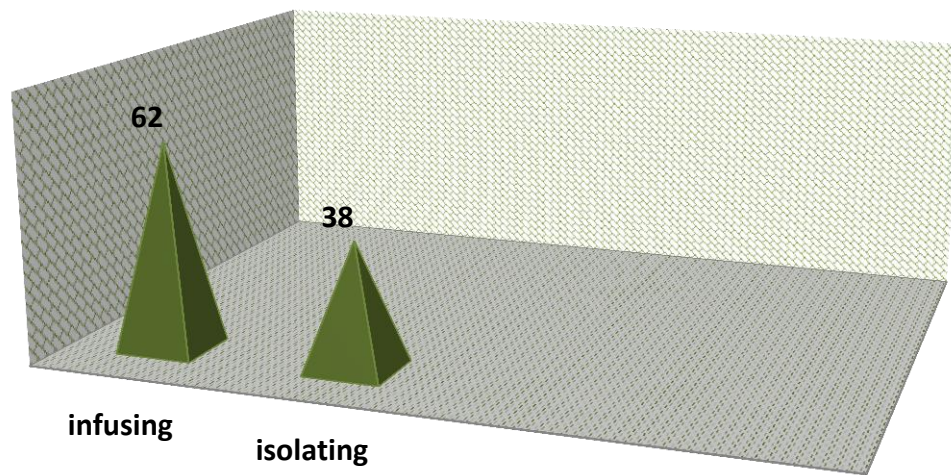
Article		Scaling			Form			Options				
		Up	Down	Total	Inf.	Iso.	Total	Metaph.	Intens.	Att.lex.	Modality	Total
1	F	48	5	53	36	11	47	1	7	23	7	38
	%	91	9	100	77	23	100	3	18	61	18	100
2	F	32	5	37	24	11	35	1	6	17	7	31
	%	86	14	100	69	31	100	3	19	55	23	100
3	F	52	9	61	41	14	55	0	11	26	8	45
	%	85	15	100	75	25	100	0	24	58	18	100
4	F	36	8	44	30	10	40	1	3	19	9	32
	%	82	18	100	75	25	100	3	10	59	28	100
5	F	26	18	44	20	19	39	0	12	12	7	31
	%	59	41	100	51	49	100	0	39	39	22	100
6	F	34	9	43	19	17	36	1	12	10	8	31
	%	80	20	100	51	49	100	3	39	32	26	100
7	F	27	4	31	12	12	24	3	5	5	4	17
	%	87	13	100	50	50	100	18	29	29	24	100
8	F	25	3	28	16	7	23	2	3	11	3	19
	%	89	11	100	70	30	100	10	16	58	16	100
9	F	45	11	56	25	22	47	0	14	13	11	38
	%	80	20	100	53	47	100	0	37	34	29	100
10	F	44	3	47	18	23	41	0	19	14	3	36
	%	94	6	100	44	56	100	0	53	39	8	100
Grand Total	F	369	75	444	241	146	387	9	92	150	67	318
	%	83	17	100	62	38	100	3	29	47	21	100

As for **up/down scaling** meaning, Table (4.16) shows a significant dominance of the up-graduated items, representing a big number of **(369)** occurrences corresponding to **(83%)**, whereas down-scaled items are observed only in **(75)** items with **(17%)**.

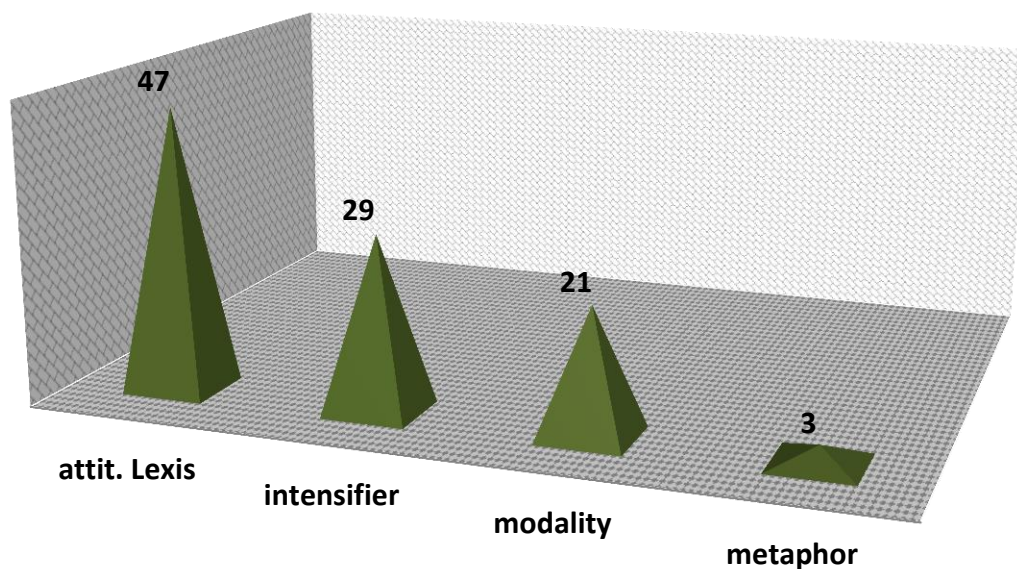
Figure (4.20): *Graduation as Up-down scaling, Form and Options*



Of the total number of **force (387)**, the **infused** items have the higher frequency of occurrence **(241)** comprising **(62%)** per cent of the data. The **isolated** forms occupy a lesser number of **(146)** items with **(38%)**. The infused meanings are dominant nearly in all the data, except articles 7 and 10. So whereas the tenth article employs the isolated items more than the infused ones, the seventh article distributes both meanings equally over the data.

Figure (4.21): *Infusing and Isolating Forms*

As Table (4.45) illustrates, the ten articles show different distributions of meaning choices with a dominant use of **attitudinal lexis**, amounting to **(150)** items with **(47%)**. **Intensifiers** come second, since they are realised with **(92)** occurrences correspondent to **(29%)**. **Modality** is observed in **(67)** items correspondent to **(21%)**. Finally, **metaphor** is the least choice, amounting to **(9)** items with **(3%)**. It is worth noting that **attitudinal lexis** comes first in, **1, 2, 3, 4, 8**, and second after **intensifier** in **6, 9, 10**, and it equals **intensifier** in two articles **5** and **7**.

Figure (4.22): *Intensification in Terms of Metaphor, Intensifier, Attitudinal Lexis and Modality*

4.4 Hypotheses Verification

1. The first hypothesis which states “*The WSJ and NYP employ three types of attitude; namely, affect, judgement and appreciation. The sub-category of affect is used more than the other two, judgement and appreciation*” is partially valid. Although **affect** plays a role in forming attitudes towards the Afro-Americans, it is not the prominent sub-category in the WSJ and NYP articles. The statistical analysis of attitude shows that affect is the least frequency after **judgement** and **appreciation**, and this is stated in Table (4.35), and clarified by Figure (4.1).
2. The second hypothesis which reads “*The WSJ and NYP make use of ethical aspects as values socially most effective when it comes to criminalizing the Afro-Americans*” is valid. The reason for the validity of the second hypothesis is that **propriety**, being associated with ethical aspects of attitude, is the dominant use among other variables, such as valuation, capacity, un/happiness, etc. This is obviously confirmed by the statistical analysis of attitude variables, as stated in Table (4.39) and clarified by Figure (4.9).
3. The third hypothesis which says “*There is a significant difference regarding the use of positive and negative attitudes. The texts are mostly devoted to draw negative images of the Afro-Americans, as they are most often presented as criminals, drug-dealers, savage, helpless, etc.*” is confirmed. This hypothesis is validated by means of using statistical analysis of attitude, as shown in Table (4.35) and clarified in Figure (4.2).
4. The fourth hypothesis which states “*Although both of the inscribed (explicit) and invoked (implicit) attitudes are exploited in the data, the former play a dominant role in formulating the authorial position towards the Afro-Americans*” is reliable. This is demonstrated via the statistical analysis of attitudes, as indicated in Table (4.35) and clarified in Figure (4.2).

5. The Fifth hypothesis which reads “*When conveying their attitudes, the authors of the WSJ and NYP for the most part seem to be engaging with or invoking other types of alternative voices*” is confirmed. It is validated through the statistical analysis of engagement according to which the heteroglossic values are used more than the monoglossic ones, as stated in Table (4.40) and clarified in Figure (4.10), p. 277.
6. The sixth hypothesis which states “*Three kinds of readers are construed by the authors, classified in terms of their willingness to share the view presented by authorial voice: likeminded, un-likeminded and uninformed reader. The American authors are mostly after likeminded readers in order to share with them the views they present in the text and ideologically align them into their position*” is valid. This hypothesis is statistically approved through the analysis of engagement categories in relation to the whole data, as shown in Table (4.42), and clarified in Figure (4.14), p. 283.
7. The seventh hypothesis which reads “*Force and focus are two main graduating categories that are applied by the American authors to achieve their purpose regarding whether they graduate their attitudes to higher or lower degrees of intensity, or whether they present their attitudes as sharpened or softened*” is partially valid. This is so because there is a significant difference between force and focus regarding their frequencies since the former has a dominant use over the latter, as shown in Table (4.43) and clarified in Figure (4.15).
8. The eighth hypothesis which states “*The American authors dominantly use the up-scaling attitudes in order to maximally commit the value position and align the reader into their position*” is valid. The validity of this hypothesis is confirmed via the statistical analysis of scaling indicating that up-scaling attitudes are used more than the down-scaling ones, as shown in Table (4.45), and clarified in Figure (4.20).

9. The ninth hypothesis which states “*Metaphor, intensifier, attitudinal lexis, and modality are the most common choices made by the authors to invest their positions regarding their commitment into the text*” is partially valid. The validity of this hypothesis is partially confirmed, since the statistical analysis of form indicates that the attitudinal lexis is a majority among the other forms of metaphor, intensifier and modality, as shown Table (4.45), and clarified in Figure (4.22).

Chapter Five

Conclusions, Recommendations, and Suggestions for Further Research

5.1 Conclusions

On the basis of the findings obtained from the qualitative and the statistical analyses of *attitude*, *engagement*, and *graduation*, several conclusions are arrived at as consistent with the questions, aims, and hypotheses of the study. In addition, several other conclusions are mentioned as byproducts of the analyses, and they are presented due to their importance and usefulness:

1. Appraisal theory divides attitude into three semantic domains of values: *affect* (feelings), *judgement* (ethics), and *appreciation* (aesthetics). All these values collectively participate in investing the positions towards negatively depicting the Afro-Americans as outlaws. It is worth noting that there is a tendency by the authors of the WSJ and NYP towards ethical evaluations, since the values of *judgement* are used dominantly over *affect* and *appreciation*. The American journalists are ideologically engaging with attitudes that assess the Afro-Americans in terms of behaviour and character. So they either criticize the Afro-Americans in terms of normal values and abilities, or condemn them in terms of morality (truth or ethics).
2. More specifically, attitudes are realised through some variables or meanings, such as, (1) affect: un/happiness (cheer or misery), in/security (trust or confidence) and dis/satisfaction (pleasure or displeasure); (2) judgement: normality (how especial), capacity (how capable), tenacity (how dependable), veracity (truth) and propriety (ethics); and (3) appreciation: reaction (impact), composition (balance or complexity) and valuation (is it worthwhile?). It could be concluded that the American

authors make use of all these variables, focusing on four of them, *propriety*, *valuation*, *capacity* and *un/happiness*. Being the dominant use of attitude, *propriety* gives the impression that the Afro-Americans are evaluated via the moral and ethical standards which present them as dishonest and crime-committers. The variable of *valuation* comes second via which authors evaluate things such as, police, BLM, etc. *Capacity* plays a role in presenting the Afro-Americans as unsuccessful, naive and dependent people. Through *un/happiness*, the Afro-American are depicted as poor, sad, miserable, etc.

3. Attitudes are associated with either positive or negative values. Both values are made use of but, as conducted in the present study, negative attitudes are used dominantly. Negative attitudes act vigorously, indicating a strong investment in forming positions in relation to Afro-Americans. Negative images are depicted of the Afro-Americans in terms of emotions (affect), judgement (ethics), and appreciation (aesthetics). What is relevant is that since, as claimed above, authors depend in their appraisals dominantly on ethics; then it is these moral values which show the Afro-Americans as morally criticized or condemned. As for positive attitudes, semantic and lexicogrammatical realisations are devoted to evaluate police and its procedures against the outlaws; innocent children murdered by the Afro-Americans; and the old generation of the blacks. Additionally, attitudes concerned with the *engagement* categories, such as, *describe*, *focus*, *issued*, *understood*, *intent*, etc., are treated as positive attitudes.
4. Attitude is inscribed when the meaning is explicitly conveyed via a lexical item or invoked when the meaning is implicitly expressed via a phrase or clause. *Inscribed* and *invoked* attitudes are both exploited by the authors of the WSJ and the NYP. Since more effective, inscribed attitudes are used more dominantly than the invoked ones. Due to the results obtained from the study, it could be concluded that the American

authors, in their depicting of the Afro-Americans, employ inscribed evaluations in order to align the reader into their positions and construe a type of reader that shares with them their attitude and acknowledges their newly- presented information about the Afro-Americans.

5. Attitudes can be expressed by a single voice- that is of the writer (monogloss), or they can be conveyed by different voices (heterogloss). Based on the results of engagement analysis, it is possible to conclude that both sources form the journalists' attitudes towards the Afro-American community. It is worth noting that the heteroglossic resources are used dominantly with different realisations or options according to the position the authors are engaging with. This means that the WSJ and NYP allow for more dialogistic interventions into the text by authorial voice. Authors promote a heteroglossic perspective by presenting a range of players into the argumentation, strongly foregrounding attribution-sourcing such as Obama, Trump, Biden, Bill Clinton, etc.

More specifically, heteroglossic resources (multiple- voices) are divided into two broad categories according to whether an utterance actively makes allowances for further alternative positions (dialogic expansion), or acts to challenge or restrict the scope of alternative positions (dialogic contraction). It is possible to conclude that the American authors make use of both orientations, with a slight difference between the two. Contractive values account for more realisations and options than the expansive ones.

6. There are three types of readers that authors act to construe, *likeminded reader*- sharing the same viewpoint as the author and is associated with monoglossic values and heteroglossic meanings such as countering and concurrence, *un-likeminded reader*- at odds with the writer and has to do with denials, and *uninformed reader*- not yet committed to the proposition and is associated with epistemic modality, evidentiality, and hedges. Based on the findings of the study under scrutiny, it could be

concluded that the heteroglossic values (i.e., counter and entertain), together with monoglossic formulations are collectively dominant uses over other variables. This is of significance since these formulations are associated with construing the *likeminded reader*. The American journalists ideologically employ such formulations in order to create a type of interactive reader ready to hold the same viewpoint they introduce into the text. Being closely related, construing the likeminded reader depends for the most part on enhanced solidarity between the writer and the reader. The *un-likeminded reader*, on the other hand, is ideologically construed, since authors in some positions are in need to correct some misconceptions on the part of the reader. The *uninformed reader* has unimportant positions in the data, since epistemic modality and deontic modality play a limited role in forming the authorial voice.

7. Attitudes are graduated by two broad grammatical and semantic domains: (1) *force* via which authors graduate the intensity of their propositions and (2) *focus* when they (sharpen or soften) their semantic categorizations. Based on the results obtained from graduation analysis, it would be reasonable to conclude that both sub-categories are employed by the American journalists, but *force* forms most of the graduating values. This is of importance since there is an interaction between force and attitude, that is, force either increases or decreases the volume of that attitude across the text.
8. As for force, the authors of the WSJ and NYP make use of the values of *intensification* more than those of *quantification*. Within each sub-category, there are certain variables that authors prefer than others. As far as intensification is concerned, there is a tendency by the American writers to use *quality* items more than those indicating *process*. Concerning quantification items, there is a tendency to use *number* over *mass* or *extent*.

9. As for focus, the results of the study indicate that the American authors tend to be ideologically engaging with *sharpening* values more than the *softening* ones. This is of significance since the authors, being busy sharpening a proposition, achieve a maximal investment in their authorial position (positive or negative), and hence strongly align the reader into the value position being in advance.
10. Attitudes can be graduated either as *up-scaled* or *down-scaled* items. Based on the findings of graduation analyses, both types are employed by the American journalists, but the *up-graduating* items are a majority among the other appraising items. This is significant since the up-scaled attitudes are ideologically employed as acting to construe the writer as maximally committed to the value position under consideration and hence as strongly aligning the reader into that position.
11. Intensifications fall into two broad lexicogrammatical classes, *isolating* and *infusing*. This distinction is based on whether the up/down-scaling is realised via an isolated item (isolating), or whether it is infused with a meaning serving some other semantic function (infusing). As conducted in the study under scrutiny, the *infused* items are used more than the *isolated* ones. This means that there is a tendency by the American journalists to convey their intensified attitudes via a meaning that is infused with another meaning. Since the authors' orientation, as indicated before, is to up-scale rather than down-scale their attitudes, then what is specifically relevant is that such up-scaling values are realised as infused appraising items.
12. To ideologically achieve their attitudinal meaning, authors choose from a set of options realised as up/down-scaled or isolated/ infused items. These intensification forms include: *metaphor*, *intensifier*, *attitudinal lexis* and *modality*. The results obtained from the graduating analyses indicate that all these semantic choices are exploited by the American authors with a notable dominance of *attitudinal lexis*. Metaphor is rarely

employed in the articles. Investing an authorial position via *attitudinal lexis* indicates that the authors adhere to the lexical intensification of qualities when conveying their attitudes to the reader.

5.2 Recommendations

5.2.1 Linguistic Recommendations

In compatible with the conclusions arrived at in the study under scrutiny, it is recommended that:

1. More research and investigation should be dedicated by students to the topic of evaluative language and the interpersonal meaning which distinguishes evaluative language from other linguistic approaches to meaning.
2. Special attention should be paid by researchers and authors to the theory of appraisal, due to its position as a lexically-based approach for investigating interpersonal meaning in monoglossic texts.
3. The sub-category of engagement is of special interest to academics since it is concerned with those meanings which construe for the text alternative viewpoints and anticipated responses, and establish a type of writer-reader relationship based on alignment and solidarity.
4. The semantics of graduation should be focused on, since it is a defining property of all attitudinal meanings. It is also associated with values that construe greater or lesser degrees of positivity or negativity.

5.2.2 Pedagogical Recommendations

1. Appraisal theory may have pedagogical implications, since it establishes a mutual relationship between teachers and students based on alignment and solidarity. One part of this relationship may include textbook designers who take into account the heteroglossic values which would help them align the reader (the student) into the text.

1. Textbooks, particularly on semantics and philosophy of language should focus on evaluative meaning as distinct from the traditional approach of descriptive meaning which characterises truth-value as one of its main theories.

5.3 Suggestions for Future Research Work

In consistent with the theoretical part and the appraisal theory, the following topics are suggested in order to support and enrich the results obtained from the present study:

1. *Appraisal Critical Discourse Analysis of Afro- American Criminalization in American Movies*. This study is concerned with how American TV shows or movies present the Afro-Americans as outlaws. All the appraisal values can be usefully applied, providing a deep understanding of interpersonal meaning in relation to dialogistic perspective.
2. *Appraisal Critical Discourse Analysis of Afro- American Criminalization in American Novels*. The same topic can be investigated in literary texts. There are some important American novelists who wrote about how the Afro-Americans are leading hard lives, and how this might be a direct reason associated with their being crime-committers, drug dealers, savages, unsuccessful, etc.
3. *Appraisal Critical Discourse Analysis of Media Representations of Black People in British News Media*. The same theory and the same topic can be dealt with in British media, particularly in some national newspapers, such as The Mirror, The Daily Mail, The Daily Telegraph, etc.
4. *Appraisal Critical Discourse Analysis of Black Representations in American Political Speeches*. This study can be conducted in relation to political speeches of some American presidents, such as Bill Clinton, Obama, Trump, etc., where the appraisal values (attitude, engagement, and graduation) can be usefully applied to such discourses.
5. *Appraisal of Engagement in Secondary Schools Curriculum*. Appraisal theory, particularly engagement sub-categories can work actively in the

texts of school curriculum, in which the relationship between the writer (textbook designers) and the reader (the student) is investigated in terms of solidarity and alignment.

6. Additionally, the appraisal theory can be applied to other genres, such as legal discourse and religious discourse.

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