Writing with an Attitude

Appraisal and student texts in the school subject of Swedish

BY

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Abstract

Learning in school is in many respects done through language. However, it has been shown that the language of school assignments is seldom explicitly discussed in school. Writing tasks are furthermore assigned without clear guidelines for how certain lexical choices make one text more powerful than another. The present study is a contribution to a linguistic and pedagogical discussion of student writing. More specifically the focus is on the use of evaluative language in texts written by students in the school subject of Swedish in grades 5, 8 and 11.

The major investigations of the study have been accommodated within the theoretical framework of Appraisal. An overview is given of the language resources in the student texts for constructing emotion, judging behavior in ethical terms and valuing objects aesthetically. Another question addressed is that of how attitudinal meaning is intensified, thus creating greater or lesser degrees of positivity or negativity associated with the feelings.

The results show that manifestations of attitude are found in practically all texts in the study. However, variations are noted in relation to different genres, age, proficiency level, language background and gender.

A contribution of the study in relation to the theoretical framework upon which it draws is an extension of the system of Attitude as well as an identification of different patterns in the use of attitudinal resources. These patterns are furthermore discussed in relation to how students talk about their own written production in terms of text movability. Results indicate that students with a high degree of text movability also use attitudinal resources to a large extent.

It is argued that applying the linguistic tool of Appraisal can facilitate a discussion of how to make one aspect of the hidden curriculum more visible, namely, how to write with an Attitude.

*Keywords:* text linguistics, reader text relationship, systemic linguistics, appraisal theory, literacy education, written language, applied linguistics

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Uppsala, November 30, 2006

[Signature]
1 Introduction

This is a thesis situated on the intersection between education and linguistics. It takes its starting point in a school context and the results from the investigation are ultimately aimed at contributing to a pedagogical discussion of student writing. The focus however is on language and therefore linguistics. More specifically the focus is on writing with an attitude or the use of evaluative language in texts written by students in the school subject of Swedish in grades 5, 8 and 11.

For many children, schooling represents new ways of interacting and new types of texts, in other words, requirements to use language in ways that are different from how it is typically used in the context of everyday interactions. In school, students need to use language in different subject areas and for tasks as varied as reading a text about Leonardo da Vinci, writing a report on ants or constructing an argument in literary criticism. Whether these tasks are completed successfully according to school norms is often assessed by how their knowledge is presented through language. In many respects, learning in school is thus done through language.

In order to facilitate the linguistic challenges posed on the students, schools need an orientation to language that allows all students to develop their linguistic resources as they enter classroom contexts. However, it has been shown that the language of school tasks is seldom explicitly discussed or taught in school (Rothery, 1996: 86, Schleppegrell, 2004: 17, Hedeboe, 2002: 1). There is a focus on content rather than on the way language construes that content. Writing tasks are furthermore assigned without clear guidelines for how a particular text type can be structured or how certain lexical choices make one text more powerful than another (Rothery, 1996: 91, Schleppegrell, 2004: 17). In addition teachers’ expectations for language use are seldom made explicit: instead students get vague admonitions to write “in their own words” or “to be clear” for example (Rothery, 1996: 91, Schleppegrell, 2002: 2).

An example of teacher response found in the present study is the following comment to a student in grade 5 who had written a recount about what had taken place during the weekend:
Josh!

You need to develop:

- not to repeat
- to use words that will make the story vivid and interesting
- to split the text into paragraphs
- spelling

All of the above mentioned features of the student’s text could indeed benefit from improvement. However, the classroom process preceding the writing of the text did not include a discussion of what was expected from the text in terms of textual features or the way language construes content and communication. Neither was there a discussion of potential readers of the text or the purpose of the assignment. The instruction was simply to write about what happened during the weekend. There was also no discussion with the student in direct relation to the actual text of how the above-mentioned features of the text could be improved. For a student without previous experience of this genre, the assignment was thus a considerable challenge.

A conclusion to be drawn from such observations is that the expected schooled ways of using language for many students becomes a hidden curriculum.

It has also been noted that even teachers who want to draw attention to differences in text types and the function of various linguistic choices lack the tools for incorporating such an emphasis into classroom instruction (Schleppegrell 2004: 41). What seems to be needed is a means to make the invisible curriculum visible through a language that is adequate to talk about these aspects of language use. To develop such a language to talk about language, Schleppegrell states that (2004: 164):

More analysis of the functional uses of language in the context of particular genres can contribute to better understanding of the ways that grammatical elements are employed in the construction of spoken and written texts. In particular, we need a better understanding of the linguistic demands that new educational standards and examinations present at different levels and in different subject areas.

In the present thesis there will be a focus on one of the suggestions made by the teacher in the example above, namely to use words that make the story vivid and interesting. One way of reformulating this response is to say that the teacher encouraged her student to write with more attitude. As previously mentioned however, there was no discussion in the classroom of why and how this could and should be accomplished. Implicitly the teacher nonetheless assumed a reader for which the reading should be interesting.

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1 Student names in the thesis are fictive.
The discussion in this thesis will focus on texts with the overall purpose of entertaining and getting a reader involved and those language resources that potentially elicit involvement and empathy from a reader. It is in other words a contribution to the attempt to make invisible language expectations and use visible by explaining and describing how words are and can be used to make a story vivid and interesting for a reader.

1.1 Research questions

The research focus on attitudinal language that was outlined above, is formulated as a set of general research questions as follows.

- What evaluative language resources are used within texts (story genres) written by students in grades 5, 8 and 11 in the school subject of Swedish?
- Is it possible to identify patterns in the use of evaluative resources?
- What is the relationship between the use of evaluative resources in students’ texts and the students’ ability to talk about their own written production?
- What are the conditions in the classroom processes for developing these communicative aspects of writing?

In addition to these generally formulated research questions an overall ambition of the thesis is also to explore and extend the Appraisal framework as an analytical tool for discussing evaluation in student writing and to present a methodological tool for discussing students’ approach to their own written production in terms of text movability.

1.2 Significance of the thesis

Many scholars have acknowledged the importance of expressions of ‘feelings’ or evaluative language in student writing (see for example Martin and White, 2005: 11, Rothery and Stenglin, 2000: 240). In teacher guides on writing instruction, there are also references to this aspect of language use. Mehlum, for example, states that (1994: 156): 2

2 The passage is translated by the author of this thesis.
In some texts there is a quality or a dimension behind, below, beyond or preferably within the language, the subject or the theme which permeates and so to speak intensifies the texts. The writers have experienced some kind of sincere basic feeling when writing. They have then managed to transmit this basic feeling through language resources and through themes to the readers who in turn can perceive or have a feeling of the same emotional experience.

He goes on to say that this feeling is difficult to define and is often a dimension defined in terms of not being present (Mehlum, 1994: 157).

Although less investigated than other aspects of evaluative language (such as modality), affective evaluation ('feeling' in Mehlum’s terms) has nevertheless been addressed during the past decade in a number of investigations primarily based in an approach within the systemic functional linguistics framework named Appraisal theory. Within this approach ways of constructing evaluation have been investigated in, for example, secondary school history texts (Coffin, 2000), introductions to academic texts (Hood, 2004), media discourse (White, 1998), child language development (Painter, 1993), secondary school narrative (Macken-Horarik, 2003) and literary criticism in secondary schooling (Rothery and Stenglin, 2000). Using the same analytical paradigm, this study contributes systematic investigations into grades and types of written texts not previously investigated.

Besides contributing analyses of the use of evaluative language in student writing of particular ages and genres this study also makes a contribution to the linguistic theory upon which it draws. The application of Appraisal theory to the study of student texts in the school subject of Swedish has resulted in an expansion of the theoretical model itself. In particular this encompasses an expansion of the system network of Attitude.

A further contribution of the thesis is a discussion of patterns in the use of evaluative language. These options and exemplification can provide a point of reference for teachers and students to evaluate the effectiveness of texts in school.

By combining an analysis of evaluative resources in student texts with the way students relate to their text production in terms of text movability, this thesis also shows a possible path for identifying zones for student development concerning writing with an attitude.

At a more general level, the description of evaluative resources used in student texts and the identification of patterns in this usage provide a means by which the ways that attitude is construed can be made apparent to teachers and students. An awareness of these kinds of meanings is an important step in making the hidden curriculum more visible.
1.3 Organization of the thesis

Following the present chapter is a presentation of the general theoretical perspectives that have influenced the study (Chapter 2). Various perspectives are introduced that all emphasize the relationship between language use and the situation in which it occurs. This includes a discussion of a socio-cultural perspective as well as a general explanation of the theory of Systemic Functional Linguistics. Linguistic theory of specific importance to the study will also be progressively addressed throughout the thesis.

In Chapter 3, an overview is given of the project *Students’ Encounters with Different Texts in School*, a project within which the work reported in the present thesis has been carried out. The research rationale of the project is discussed, as are results from project analyses which led to further investigations into the use of evaluative language in student texts.

Chapter 4 provides an introduction to the Appraisal theory as a way to investigate how attitude is construed in student texts. The selection of texts and genres used for the Appraisal analysis in the present study is also presented.

In Chapter 5 the subsystem of Attitude is presented in more detail and an overview is given of language resources used in student texts to express Affect, Judgement and Appreciation.

In Chapter 6 the subsystem of Graduation is presented in more detail as well as an overview of how the volume of attitudinal expressions in student texts is turned up or down. A discussion is also carried out of how a combination of Graduation resources in student texts construes volume patterns.

In Chapter 7 patterns in the use of evaluative resources are identified and exemplified. To various degrees these patterns include expressions of Affect, Appreciation and Judgement as well as the use of resources of Graduation.

In Chapter 8 the discussion returns to the previously discussed concept of text movability and how students’ ways of talking about their own written production can be related to the usage of evaluative language resources.

In Chapter 9 the evaluative resources used in student texts as well as students’ text movability are related to the processes that surrounded the writing of the texts in the classrooms.

In Chapter 10 there is a summary of the major findings presented in the thesis as well as a discussion of how these findings contribute to making the hidden curriculum more visible in a pedagogic context.

3 The project *Students’ Encounters with Different Texts in School* was financed by the Bank of Sweden Tercentenary Foundation (1999-2003, prolonged to 2006). The coordinator of the project is Professor Caroline Liberg and my research associates are Åsa af Geijerstam and Agnes Edling.
2 Positioning the study in a theoretical landscape

This chapter discusses the theoretical perspectives that have influenced the investigations reported in this thesis. While the different approaches all share a concern with issues of language and social context, there are differences in terms of the emphasis each dimension is given. The socio-cultural approach focuses the social and cultural dimensions of language use, while the systemic functional linguistic approach provides a socio-semiotic oriented systematic description of language as used in specific situational and cultural contexts. These different approaches will be presented below and discussed in terms of how they have been applied in educational research and settings. As mentioned, linguistic theory and methodology of specific importance for the study will also be progressively addressed throughout the thesis.

2.1 A socio-cultural approach to language use

According to Wertsch (1991: 24), the task of a socio-cultural approach is “to explicate the relationships between human action, on the one hand, and the cultural, institutional, and historical context in which this action occurs, on the other”. When action is given analytic priority it follows that human beings are seen as “coming into contact with, and creating, their surroundings as well as themselves through the actions in which they engage” (Wertsch, 1991: 8). Applying this perspective also means that action or rather mediated action provides the entry point for the analysis rather than human beings or the environment in isolation (ibid.). By examining mediated action, there is a focus on the cultural tools that serve as the mediators of this action. These cultural tools refer to the intellectual as well as physical resources that we as human beings have access to and use when acting in the world that surrounds us (Säljö, 2000: 20). This can be exemplified by mathematical formulas used to calculate how to set up a building or vehicles used to harvest a crop.

In the socio-cultural approach, learning thus becomes a question of how we acquire those resources that allow us think and perform the practical projects that are a part of our culture and surrounding (Säljö, 2000: 21). In this
respect language serves as a central intellectual tool by which action is mediated.

If a listener/reader, speaker/writer is seen not as an isolated individual but instead as a social agent who is located in a specific social structure, it is furthermore not the mediating tool of language as such that is of interest but rather those particular sets of potentials and possibilities within the whole language structure that are articulated within that specific social structure (Kress, 1989: 5). Education could be taken as an example of such a specific social structure or institution in which (Kress, 1989: 6):

social meanings are linguistically expressed, linguistically reinforced through constant use of its language, and constantly recreated/reproduced through the use of forms of language which in all its aspects carries and expresses the meanings of that institution.

To be able to explain the actions of a social agent in relation to learning, consideration must in other words be given to the social as well as the linguistic aspects of the specific social structure of interest.

One attempt to relate language, learning and context which has been of great importance for educational settings is that of Vygotsky. He regards context as constituted by dynamic social interactive processes where words are seen as examples of mediational tools and thus a part of this social interaction where development and learning takes place. In interaction with a person who knows more (a teacher, parent or classmate), students can reach further than they would by themselves. This is discussed in terms of the zone for proximal development as defined below (Vygotsky, 1978: 86):

The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

On a more general level a zone for proximal development can be considered to guide a student into a specific culture’s or subculture’s way of perceiving a certain phenomenon (Säljö, 2000: 122). Of importance for the present thesis is thus how the student becomes a participant and co-creator of writing in school in general and more specifically, the writing task in question.

Related to Vygotsky’s thoughts on the relationship between language, learning and context is Bakhtin’s notion of dialogue. In his writings, this concept is used in a number of different ways (Igland and Dysthe, 2003: 97). On a general level, human existence is described as a dialogue and what it means to be a human being is thus defined through the notion of dialogue (Bakhtin, 1984: 12): “The very being of man (both internal and external) is a profound communication. To be, means to communicate”.

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Bakhtin also uses the word dialogue about language use in general and states that dialogue pervades all utterances. These utterances encompass everything from an oral or written reply in a conversation, to an article, a lecture or a scientific thesis (Igland and Dysthe, 2003: 99). When we express ourselves orally or in writing it is always as a response to previous utterances and in anticipation of utterances to come. Utterances are in other words addressed and as a consequence always entailing at least two voices (Wertsch, 1991: 53). According to Bakhtin in his account of social languages, these utterances furthermore always belong to settings, groups or individuals (Wertsch, 1998: 77). It can therefore be no such thing as a ‘neutral’ utterance (Bakhtin, 1981: 293):

All words have the “taste” of a profession, a genre, a tendency, a party, a particular work, a particular person, a generation, an age group, the day and hour. Each word tastes of the context and contexts in which it has lived its socially charged life; all words and forms are populated by intentions.

Bakhtin also discusses the differences between monologue and dialogue where dialogue is seen as preferable in educational as well as other settings. Whereas monologue does not open up for doubts or questions, dialogue allows for questions and explorations of different stances which is required in order to develop and reach creative understanding (Igland and Dysthe, 2003: 105).

The distinction between monologic and dialogic discourse has been fundamental to the investigations of dialogicality in classroom discourse performed by Nystrand (1997) and Dysthe (1996), for example. According to Nystrand (2003: 139):

epistemological distinctions between monologic and dialogic discourse are useful in conceptualizing the continuum of classroom discourse ranging from tightly controlled recitation (in which students demonstrate their recall of assigned information) to open discussion featuring an unprescribed exchange of student ideas in the absence of test questions.

In the present thesis, the dialogic perspective on learning has influenced text analysis as well as discussions about students’ ways of talking about their text and analysis of the activities surrounding the writing of the texts.

On a more general level, research on writing in a school context performed by Norwegian scholars who have applied a socio-cultural approach, e.g. Dysthe on dialogicality in the classroom (1993), Hoel on response (1995) and Smidt on genre and voices in the classroom (2004), has also been of importance to the present study.
2.2 A systemic functional approach to language use

The other major theoretical perspective that underpins this study is that of Systemic Functional Linguistics (SFL) (Halliday, 1985, 1994, Martin, 1992, Halliday & Matthiesen, 2004). As in the socio-cultural approach, there is a concern within this theoretical framework about language use in diverse cultural and social contexts. However, the point of departure is the language system itself (Halliday, 1994: xxii):

> Discourse analysis has to be founded on a study of the system of the language. At the same time, the main reason for studying the system is to throw light on discourse — on what people say and write and listen to and read. Both system and text have to be in focus of attention. Otherwise there is no way of comparing one text with another, or with what might itself have been but was not. And, perhaps most important of all, only by starting from the system can we see the text in its aspect as a process.

For the purpose of this thesis, SFL is a theoretical approach which is well suited for exploring the areas of interest previously introduced (see Chapter 1). Of particular importance is the focus on the meaning system of language as a potential that enables the analyst to consider texts in the light of choices not made as well as those instantiated. In terms of instantiation “SFL asserts that a text (in the sense of any cohesive stretch of spoken or written language) is a configuration of linguistic choices which are selected from the language system as an outcome of the particular social and cultural context in which the text is embedded” (Coffin, 2000: 59).

The main principles of the theory as outlined by M.A.K Halliday (1985, 1994) will be presented in this section. Recent development of this theory of importance for the thesis, e.g. the development of a genre-focused mode of textual organization and the development of a model of the way social phenomena are evaluated through language (Appraisal theory), will also be introduced.

2.2.1 Key principles of Systemic Functional Linguistics

Of central concern to SFL is to explain language as a mode of social action, in other words how the organization of language is related to its use (Martin, 1997: 4). This concern is pursued by modeling language as well as social context as semiotic systems in a relationship of realization with one another where the realization entails that “language construes, is construed by and (over time) reconstrues social context” (ibid.). The relationship between language and social context can be outlined as in Figure 1. As can be seen in the figure, social context comprises patterns of language patterns.
Also distinctive to SFL is the notion that the language system has three main functional orientations that have evolved to serve our social needs. From this it follows that the semantics of language is organized as three broad areas of meaning that are associated with particular subsystems of language. The three areas of meaning that serve the functions of modeling or representing the world, engaging interpersonally and creating cohesive texts are referred to as *Ideational meaning* (the propositional content), *Interpersonal meaning* (how point of view is created and information exchanged) and *Textual meaning* (how language is structured as a message) (Coffin, 2000: 60).

Another key concept in SFL is that of *stratification*, which entails a distinction between content and expression planes (Martin, 1997: 5). The central plane of language is that of grammar and vocabulary or ‘lexicogrammar’ (level of wording, content plane). Below this plane is the level of sound and writing (phonology and graphology, expression plane), and above the lexicogrammatical plane, the stratum of semantics is found (content plane).

In the model of Martin (e.g. 1992, 1997), the notion of stratification is extended to the extra-linguistic level of context whereby cultural context and social context are seen as two separate strata. The stratum of social context or ‘context of situation’ (ibid.) has been included to define the social variables that affect linguistic choice. These contextual variables identify the type of social activity taking place (Field), the social roles and relationships between the participants (Tenor) and aspects of the channel of communication, such as whether the text is monologic or dialogic, spoken or written, close or distant in time to the event represented (Mode). All together these variables are referred to as *register* (ibid.).

![Figure 1. Language as the realization of social context (Martin, 1997: 4).](image-url)
While register is a category used to characterize the overall contextual values of functional varieties in a language, it does not account for how a text is organized or structured. However, according to Martin (1992), context does play an important part in shaping the organization of a text. The purposes and goals of the members of society and how these goals are achieved lead to predictable text structures or genres. In other words, ‘the context of culture’ does affect how a text begins, develops and ends. Within SFL genre is defined as “a staged, goal oriented, social process” (Martin, 1992: 505). This definition is further elaborated by Martin and Rose who state that “genres are social because we participate in genres with other people; goal-oriented because we use genres to get things done; staged because it usually takes us a few steps to reach our goals” (Martin & Rose, 2003: 7-8). The relationship of genre to register to language is represented diagrammatically in Figure 2.

![Figure 2. Language, register and genre (Martin, 1997: 11).](image)

The theory of Systemic Functional Linguistics has been applied in a number of different fields of research as diversified as art (Kress and van Leeuwen, 1998) and computer technology4. A substantial portion of the research applying the framework and impelling development of the model since the 1980s has been carried out within the field of educational linguistics, however.

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In his introduction to *Learning How to Mean*, Halliday wrote about the relationship between language and learning (1975: introduction):

Many teachers in schools and in colleges of Further Education see themselves that ‘Educational failure is primarily *linguistic* failure’, and have turned to Linguistic Science for some kind of exploration and practical guidance.

Since then a number of educational linguistic research projects informed by SFL have been carried out, many of them in Australia. This includes the primary-school-focused Language and Social Power Project conducted in the late 1980s and the Metropolitan East Region of the New South Wales Department Schools Program in the early 1990s, focusing on secondary school and workplace literacy (e.g. Christie and Martin (eds.), 1997). Of special importance to these projects has been the notion of genre and the description of particular ways of using language in school. Genres such as recounts, narratives, procedures, reports, accounts, explanations and expositions have been identified as important genres of schooling (Schleppegrell, 2004: 85).

Following this research, a pedagogy informed by SFL and the notion of genre has developed, aimed at bringing visibility to school expectations for language use (e.g. Knapp and Watkins, 1994). However, criticism has also been directed towards this genre approach based on arguments that there is a risk for genre formalism when students are instructed to write texts based on model texts with a strict staging not necessarily compatible with genuine texts of the world (Hertzberg, 2006: 312; Kress, 2003: 92; Berge & Ledin, 2001: 15).

The notion of genre as used in the present thesis is further discussed in Chapter 4. Without putting genre in focus, identifying texts in terms genre is seen as one way of helping us understand the variability of the writing that is expected of students in school.

Of central importance to the present thesis is recent work informed by SFL on evaluative language. While working on the secondary school and workplace literacy research mentioned above, Martin and his colleagues came to the conclusion that it was necessary to expand their analyses of interpersonal meaning (Martin, 1997: 18). They wanted to include more work on evaluative language and this was accomplished by first concentrating on *Affect* (resources for constructing emotion), then on *Judgement* (resources for judging behavior in ‘ethical’ terms) and finally on *Appreciation* (resources for valuing objects ‘aesthetically’) (Martin, 1997: 18). These three kinds of interpersonal meaning were collectively referred to as *Appraisal*, which also includes resources for positioning the writer with respect to the meanings in the text (*Engagement*) and resources for modifying the interper-
sonal force or focus of the message (*Graduation*). The Appraisal framework will be discussed in detail in chapters 4-6.\(^5\)

Before engaging in a discussion of evaluative resources used in the students’ texts, the project within which this study is situated will be presented.

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\(^5\) The discussion is primarily based on the theory as presented in Martin and White (2005).
3 Students’ Encounters with Different Texts in School—project description

3.1 Background

The work presented in the present thesis has been carried out within the larger project *Students’ Encounters with Different Texts in School*. In this chapter the research rationale of the project will be discussed in order to facilitate understanding of the analytical framework used for parts of the analyses presented in the thesis. Explaining the project design also serves the purpose of placing the data used for further Appraisal analysis in a wider context.

The primary impetus for the project came from the indisputable fact that the usage of different types of texts today constitutes a central and significant aspect of all forms of schooling within all school subjects, theoretical as well as practical (Luke, 1995). Entering a formal education also entails an encounter with a type of language use that in many ways differs from the well-known everyday ways of using language (Bernstein, 1975, Halliday & Martin, 1993).

Investigations into the reading ability of Swedish children and adolescents show that, in an international perspective, they perform well (The IEA Study of Reading Literacy, 1994, Gustafsson & Rosén, 2004). Considering that the tests are designed to measure students’ ability to construct meaning from a variety of texts accounting for most of the reading done by students out of school as well as in school (Mullis et al., 2006: 3), many students thus seem to be able to handle the transition into the types of texts encountered in school.

However, there is a group of individuals that is placed far down on the comparative scale. In national assessments from 1995, 6 % of the students were considered to be weak readers, for example, while the corresponding number from 2003, was 8 % (Skolverket, 2004: 66). These students are only able to read very simple texts. Within this group we find both monolingual and bilingual students and they often come from environments with relatively limited educational experience and tradition.

Although children read and write in a number of situations, school plays a most significant part when it comes to defining what constitutes reading and writing ability and when it comes to providing the tools for a successful encounter between text and student (Baker, 1994). From a socio-cultural per-
pective (e.g. Säljö, 2000, Wertsch, 1991, 1998), ways of reading and writing are seen as the result of the interaction between reader (or writer), the context and the text (or written assignment). As a consequence, reading and writing ability cannot be seen as a fixed capability, but rather as a number of abilities that vary between social practices. Such variation can be found between different situations or between reading and writing in different subject areas. If students are to develop a variety of abilities, they therefore need to get the opportunity to participate in practices where texts are used in different ways (Luke & Freebody, 1997).

In the project Students’ Encounters with Different Texts in School, the main purpose has been to portray text cultures within the school subjects of Swedish, Social Science and Science in three different grades (grades 5, 8 and 11). The task of portraying various text cultures is addressed through:

- Analyses of textbook texts and student texts
- Analyses of the students’ ways of approaching the texts
- Analyses of the activities surrounding the reading and writing of texts
- Analyses of the students’ ways of approaching text activities

By combining results from these different analyses, the project has aimed at describing the encounter between written assignment and writer as well as the encounter between text and reader. This encompasses investigating how the text/written assignment affects or directs the reader/writer and how the reader/writer approaches the text/text assignment. It also encompasses how a learning process surrounding the text activities can support a successful encounter (Liberg et al., 1999: 41).

The portrayals of students and text activities presented in the project and in this thesis must be seen as temporary portraits. For each individual at another point in time and in another situation, the portrait could very likely look different. It must also be noted that only observable criteria in texts, text talks and classrooms have been analyzed. In other words, what the student might think without being able to express it orally or in writing or what the student may be able to do under other circumstances, is out of reach for the analysis.

Having said that, it is still assumed that the analytical tools presented in the project can be used for example to gain insights into what a student most likely needs in different stages of developing various ways of reading and writing.

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\[6\] In Sweden it is compulsory for children to attend school between the ages of seven and sixteen. After these nine years, students can choose to continue formal education at the upper secondary school, usually for three years. These grade levels will together be referred to as grades 1-12.
writing. These analytical tools will be further discussed in Section 3.3, following a general description of the data.

3.2 General description of the data

3.2.1 Students in the study

In the previous section it was concluded that in an international perspective, Swedish students in general perform well on reading comprehension tests. It was also mentioned that a small group of students experience difficulties with such tasks. Besides these findings it has also been noted that there is a group of students which does not attain the nationally formulated goals of achievement.7

The present study focuses on students who do not perform well in reading and writing activities. A smaller group of high-achieving students are also included in the study for the purpose of comparison between the different groups. No diagnostic tests were performed in advance to establish reading and writing ability; instead the teachers’ assessments of students as high-achieving or low-achieving determined how the students were grouped.8 However, the teachers were asked not to include students with diagnosed dyslexia in the study.

Half of the group of students consists of monolingual Swedish speakers while the other half consists of bilingual or multilingual language users. Among the latter group are students who encounter and use two or several languages in their everyday life. It is a heterogeneous group of students who differ in the amount of time spent in Sweden and in what language/s are used at home. Although comparisons between different students based on language background most certainly is relevant and could lead to interesting results, this is beyond the scope of the present thesis. In the project is was nonetheless considered relevant to include this group based on results from national investigations that show a relative overrepresentation of this group among students who do not reach national achievement goals (see for example statistics from www.skolverket.se). Similar results have also been noted in reading comprehension surveys (Skolverket, 2004).9

7 It has been shown that 3.9 % of the students in grade 9 do not reach these goals, while the corresponding number for Social Science is 6.7 % and for Science, 9.7 % (Skolverkets rapport 274, 2006). These goals include reading as well as writing tasks.
8 Teachers were asked to select students for the study who were considered low-achieving in all subjects of interest for the study, i.e. Swedish, Social Science and Science.
9 Bi- or multilingual students are represented in the group of high-achieving students as well as in the group of low-achieving students.
The number of students in each grade, gender and language background is presented in Table 1.\textsuperscript{10}

Table 1. Overview of the students participating in the project Students’ Encounters with Different Texts in School.

<table>
<thead>
<tr>
<th></th>
<th>Grade 5</th>
<th>Grade 8</th>
<th>Grade 11</th>
<th>Total number of students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-achieving students</td>
<td>44</td>
<td>42</td>
<td>26</td>
<td>112</td>
</tr>
<tr>
<td>High-achieving students</td>
<td>17</td>
<td>17</td>
<td>8</td>
<td>42</td>
</tr>
<tr>
<td>Monolingual students</td>
<td>31</td>
<td>35</td>
<td>27</td>
<td>93</td>
</tr>
<tr>
<td>Bilingual/multilingual students</td>
<td>30</td>
<td>24</td>
<td>7</td>
<td>61</td>
</tr>
<tr>
<td>Female students</td>
<td>28</td>
<td>33</td>
<td>24</td>
<td>85</td>
</tr>
<tr>
<td>Male students</td>
<td>33</td>
<td>26</td>
<td>10</td>
<td>69</td>
</tr>
<tr>
<td>Total number of students</td>
<td>61</td>
<td>59</td>
<td>34</td>
<td>154</td>
</tr>
</tbody>
</table>

Students participating in the study come from different schools located in the central and southern parts of Sweden. As far as possible, the schools were selected in order to represent small as well as larger cities and areas predominantly monolingual as well as bilingual (or multilingual).\textsuperscript{11}

As mentioned, data were assembled from grade 5 (students typically 11 years old) and grade 8 (students typically 14 years old) in the compulsory school and from grade 11 (students typically 17 years old) in the voluntary upper secondary school.\textsuperscript{12} In general, six or seven students in each class\textsuperscript{13} were selected by the teacher/s to participate in the study. Usually five of these were assessed as low-achieving while the other two were high-achievers. The number of classes and schools participating in the study is shown in Table 2.

\textsuperscript{10} It should be noted that while the whole corpus collected within the project Students’ Encounters with Different Texts in School, is presented in Table 1, only a subset of this corpus is used for the Appraisal analysis (see chapter 4).

\textsuperscript{11} As can be seen in Table 1, there are fewer students from grade 11 than from the other grades. The reason for this discrepancy is above all practical. Data collection and analyses of the material from grades 5 and 8 was more time consuming than anticipated.

\textsuperscript{12} An overwhelming majority of students (98\% in 2002) choose to go on to upper secondary school (Statistiska meddelanden UF73SM0301, 2003). In the project Students’ Encounters with Different Texts in School, students specializing in Social Science, Children and Recreation as well as Hotel and Restaurant were represented.

\textsuperscript{13} Usually a Swedish class consists of 20-30 students.
3.2.2 Types of data in the study

As can be seen in Table 2, 23 different classes were visited for data collection. During two to three weeks in each class, one of the co-workers within the project followed the activities taking place in the subject areas of interest. Notes were taken of classroom observations and interviews carried out with students and teachers about the text activities taking place at the time of visit. The texts that the students were reading and writing at the time were also collected and served as a point of departure for the interviews. All in all the data collected consists of:

- 58 textbook texts
- 402 student texts
- interviews with 154 students about the texts they were reading and writing (approximately 2 hours per student)
- interviews with teachers from the 23 different classes
- notes taken from classroom observations

3.3 General description of the analyses

As mentioned in Section 3.1 above, the task of portraying text cultures within the subject areas investigated is addressed through analyses of texts, activities surrounding reading and writing in the classroom and students’ ways of approaching texts and text activities. These different ways of approaching and describing data will be further discussed below.

3.3.1 Analyses of textbook texts and student texts

From each student, six texts were collected, one written text from the subject of Swedish, one from Social Science and one from Science, as well as one textbook text from each of the subject areas of interest. In order to describe the texts used and produced, a number of analytical approaches were applied, in the project referred to as analysis of text internal features.

First of all, studies were performed at the macro and micro levels of the text in terms of genre structure and cohesive chains (Halliday & Hasan, 32

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Table 2. Number of classes and schools participating in the study.

<table>
<thead>
<tr>
<th></th>
<th>Grade 5</th>
<th>Grade 8</th>
<th>Grade 11</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schools</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Number of classes</td>
<td>8</td>
<td>10</td>
<td>5</td>
<td>23</td>
</tr>
</tbody>
</table>
In the project data, this aspect of analysis is referred to as *texture* in the text, i.e. to what extent different parts of the text are functionally connected to each other through a clear structure and to what extent referential expressions reappear and permeate the text, thus creating better conditions for a reader to follow the message and understand the text.

The second aspect of text analysis aims at capturing features which could potentially engage and address a reader. Such items include instances of explicit dialogue, direct reader address, explanations of intricate words and formulations and a discussion and confrontation of different thoughts, ideas, presumptions and opinions.\(^\text{14}\) This aspect of analysis was included based on previous research showing that a high degree of voice, the use of more active verbs, everyday language and direct reader address might help students to read and remember texts (e.g. Beck et al., 1995, Reichenberg, 2000). In the project this aspect of analysis is discussed in terms of *voice and reader address*.

The third aspect includes analyzing the main nominal referential expressions and processes used in the text in terms of concreteness/generalization and everyday/technical use. This analysis mainly describes whether the words belong to the sphere of everyday language or to the sphere of more subject specific and technical language.\(^\text{15}\)

The forth and final aspect of analyzing the texts used and produced is based on the concept of lexical density (Halliday 1994: 351) and nominal quotient (e.g. Melin & Lange 2000: 49). By dividing the number of nominal referential expressions by the number of verbs, a simple measure of informational density is retrieved. A text is seen as more loaded with information if there are many referential expressions per finite verb than if there are few referential expressions per verb.\(^\text{16}\)

### 3.3.2 Analyses of the students’ ways of approaching the texts

Students’ ways of approaching the texts have been investigated based on the interviews with students as well as on classroom observations. The interviews were semi-structured in the sense that a number of questions were prepared in advance and posed to all students in order to give the students the same opportunity to cover all the different aspects discussed below. As

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\(^{14}\) Discussion and confrontation of different thoughts, ideas, presumptions and opinions has been talked about in terms of ‘difference,’ see for example Kress, 1989.

\(^{15}\) Subject specific and technical language is associated with language used in school. For a discussion of everyday and school language and knowledge, see for example Martin, 1992, and Painter, 1993. For a discussion of abstraction and authority in textbooks see Edling, 2006.

\(^{16}\) Texts produced by the students are also assessed based on grammatical correctness (sentence structure, spelling, use of paragraphs etc.).
far as the students’ own written production was concerned, these texts were also read in advance and questions prepared, based on the specific student’s text.17

First of all, the students’ ways of approaching the text are discussed in terms of reading and writing habits, attitude towards the text or assignment and pre-understanding of the texts used and produced.

The second aspect of analyzing ways of approaching the texts covers the student’s text-based movability, i.e. to what extent the student expresses the ability to summarize the text, reflect upon choice of wording, explain passages that require a reader to ‘read between the lines’ and also to what extent the student abstracts from main points in the text and reflects upon motives, feelings and relations, for example. Text-based movability will be further discussed and exemplified in Section 8.1.1.

The third aspect of students’ ways of approaching the texts covers to what extent the student associates from the text to personal experience, either to experiences out of school or to experiences gathered in the school environment. This associative text movability will be further discussed and exemplified in Section 8.1.2.

The fourth and last aspect of this analytical point of entry tries to capture the student’s construal of the function of the text as well as how the student perceives possible addressees for their written production and authors of the texts that he/she is reading. Interactive text movability will be further discussed and exemplified in Section 8.1.3.

All together, these aspects of analysis serve the purpose of capturing the student’s way of interacting with the texts read and written, in other words, to what extent the text is ‘alive’ to the student.

3.3.3 Analyses of the activities surrounding the reading and writing of texts

Activities surrounding the reading and writing of texts are analyzed on the basis of classroom observations and interviews. Aspects of special interest are:

- to what extent students have an opportunity to influence the classroom activities, by taking part in planning the activities, for instance. This aspect also includes to what extent student abilities, interests and experiences are met in the classroom activities
- to what extent there are explicit routines and structures for working with text. This includes whether the purpose of the assignment is

17 For further discussion of students’ ways of approaching the texts, see Chapter 8.
made clear to the students and whether they are given any scaffolding and feedback when carrying out the assignment

- to what extent there is an ongoing text discussion concerning content, form, function and potential text users
- to what extent there is variation when it comes to different modes of expression (e.g. reading, writing, drawing, music and experiment) as well as variation in the way of organizing the activities (e.g. individual and group exercises)
- to what extent the teacher together with his/her students creates/encourages a dialogical classroom\textsuperscript{18}. This aspect also includes whether ‘difference’ in thoughts, ideas, presumptions, opinions etc. is used in order to create “new” or extended meaning\textsuperscript{19}

Activities surrounding text production in the school subject of Swedish are further discussed and exemplified in Chapter 9.

3.3.4 Analyses of the students’ ways of approaching text activities

Students’ ways of approaching text activities are observed in the classroom and also discussed in interviews with students and teachers. This is discussed in terms of to what extent students actively participate and take the initiative in text activities. Secondly the students’ ways of planning and structuring the assignments are studied. The third and final aspect of this analytical point of entry covers to what extent students express initiatives towards construing dialogue and difference in the classroom. Although these are interesting and important aspects of a student’s encounter with texts and text assignments in school, this analysis is not further used in the present study.

3.3.5 The approach to analyses of the data—example

As presented in Sections 3.3.1-3.3.4 above, the different analyses applied in the project Students’ Encounters with Different Texts in School cover a number of different aspects. Through these analyses the aim has been to capture various text characteristics as well as students’ approaches to texts and text activities. The aim has also been to describe the contextual conditions under which the encounters between students and texts take place.

A combination of qualitative and quantitative approaches has been used in the project. The text analysis is predominantly quantitative in the sense

\textsuperscript{18} For a discussion on the importance of classroom dialogue see for example Dysthe, 1996, Nystrand et al., 2003.
\textsuperscript{19} For a discussion of the concept of ‘difference’ see for example Kress, 1989.
that linguistic features are categorized and then counted, for example when lexical density is assessed by dividing the number of referential expressions per verb. The analysis of students’ ways of approaching texts and text activities as well as the analysis of activities surrounding the reading and writing, on the other hand, are based on qualitative assessments. Within the project, reliability scoring was performed by the research associates. Although minor differences could be noted in the interpretation of a certain passage of a text or interview, the overall assessment of a category was agreed upon to a satisfactory degree.

Such a qualitative assessment can be exemplified through an analysis of text-based movability as expressed by a boy in grade 5 (see Table 3).

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20 In order to describe the data, qualities as formulated in the project are counted (see example in Table 3).
Table 3. Categories and criteria for assessing text-based movability and assessed instances from an interview with B29 in grade 5 (commenting his own written text, see Appendix for the text in Swedish and for a translation see Section 7.5).

<table>
<thead>
<tr>
<th>Category</th>
<th>Low text-based movability</th>
<th>Intermediate text-based movability</th>
<th>High text-based movability</th>
<th>Assessed instances (Label for interview/passage in the transcript/assessment for instance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Expresses no or little ability to extract main points/key words from the text.</td>
<td>Expresses some ability to extract main points/key words from the text.</td>
<td>Expresses strong ability to extract main points from the text.</td>
<td>B/356-381/3</td>
</tr>
<tr>
<td>7</td>
<td>Expresses no or minimal ability to summarize the text.</td>
<td>Summarizes part of the text.</td>
<td>Summarizes the whole text.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Expresses no or minimal ability to use the text for explaining and understanding words.</td>
<td>Expresses some ability to use the text for explaining and understanding words.</td>
<td>Expresses strong ability to use the text for explaining and understanding words.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Expresses short and text bound answers, uses words from the text.</td>
<td>Expresses some ability to give independent and elaborated answers.</td>
<td>Uses his/her own words to independently give elaborated answers.</td>
<td>B/395-416/3</td>
</tr>
<tr>
<td>10</td>
<td>Expresses no or minimal ability to explain passages where the reader must ‘read between the lines’.</td>
<td>Expresses some ability to explain passages where the reader must ‘read between the lines’.</td>
<td>Expresses strong ability to explain passages where the reader must ‘read between the lines’.</td>
<td>B/531-535/3</td>
</tr>
<tr>
<td>11</td>
<td>Expresses no or little ability to generalize/abstract from main points in the text.</td>
<td>Expresses some ability to generalize/abstract from main points in the text.</td>
<td>Expresses strong ability to generalize/abstract from main points in the text.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>No or minimal questioning or motivation surrounding the text or text assignment.</td>
<td>Some questioning and motivation surrounding the text or text assignment.</td>
<td>Extensive questioning and motivation surrounding the text or text assignment.</td>
<td>B/383-389/3, B/395-416/3</td>
</tr>
</tbody>
</table>

21 In total 118 categories have been used for analyses of texts, activities surrounding reading and writing and students’ ways of approaching texts and text activities.
During the analytical process, every instance that was interpreted as an expression of any of the different types of text-based movability was extracted from the transcribed interviews. This instance was then assessed on a three-degree scale as low, intermediate or high. If, for example, the student in the interview does not extract main points from the text when asked to, the instance would be assessed as low. If on the other hand the student extracts main points from one part of the text, the instance would be assessed as intermediate and if the main points are extracted from the whole text, as in our example, the instance would be assessed as high.

In a final analytical step, all of the instances for the various types of expressions of text-based movability are given an overall assessment. If the student not only extracts main points from the whole text but there are also high assessments of several of the other ways of expressing text-based movability, the overall assessment is that the text-based movability is high. To receive a high assessment, expressions from the bottom part of the category list must furthermore be included. These categories reflect a deeper, more independent and reflective movability in the text. In other words the overall assessment is based on several instances extracted from the interviews, and the categories inherently expressing a deeper movability play an important part when instances are given an overall assessment.

In the example presented in Table 3, the overall assessment is that this student evinces high text-based movability. Not only does he express a keen ability to extract main points from the text, but he also uses his own words to give elaborated answers to questions asked in the interview. In addition to this, he shows a strong ability to ‘fill in the blanks,’ in other words explain passages which from a reader’s perspective demand a higher degree of interpretation. Finally he also expresses the ability to reflect upon the text and text assignment through explaining and questioning. In sum, this boy expresses a great ability to relate to his own written production.22

This way of assessing identified instances of interest in the interviews or notes from classroom observations was used to arrive at the results commented on in Section 3.4 of this chapter as well as in Chapters 8 and 9, when text movability and classroom processes are further discussed and exemplified.

22 Verbal expressions for various text movability categories are exemplified in Chapter 8.
3.4 Results from analyses of written texts in the school subject of Swedish

In focus for the present thesis are texts written by students in the school subject of Swedish. The texts that were encountered during the time of data collection in the project include reviews of books and novels, reports on historical characters, recounts (for example of a school excursion), narratives (for example fairy tales) and observations (for example of an important meeting). As presented earlier in this chapter, various text characteristics were studied in the project, as well as students’ approaches to texts and the contextual conditions under which the encounters between students and texts take place.

At this point, some results from these analyses will be introduced as a background to the following discussion of evaluative language and text movability presented in Chapters 4-8.

3.4.1 Results from analyses of text internal features

When considering results from the first analytical perspective discussed in this chapter, i.e. text internal features, there are few notable differences between low-achieving and high-achieving students in the same grade. A majority of the students wrote texts low in abstraction, in other words texts where little use was made of abstract and technical words. This is an expected result considering that most texts were written on the basis of personal experience rather than for example based on acquired historical knowledge resulting in historical accounts (as in Social Science) or texts based on experiments resulting in laboratory reports (as in Science). While texts in Social Science and Science generally draw on features such as technical and abstract discourse to a greater extent (Schleppegrell 2004: 114), personal experience or creations of the imagination in the school subject of Swedish are expressed by concrete, everyday words in the student texts.

For all students in both grades the texts were also predominantly low or intermediate in density, i.e. not very tightly packed with information. This characteristic of the texts is also expected for similar reasons as those serving as explanations for the absence of technical language. In addition to being described as technical and abstract, scientific texts are said to be packed with information to a higher degree than texts based on personal experience (Halliday & Martin, 1993: 267). This could be related to a discussion of a

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23 At this point results will only be discussed for grades 5 and 8. The reason for excluding grade 11 is partly found in the smaller data corpus of this grade and partly because of the relative homogeneity of the grades in the compulsory school. As previously discussed, specialization and thereby differences between different classes is greater in grade 11.
'nominal' versus a 'verbal' style of writing (Hultman & Westman, 1977: 185). While the nominal style of writing is characterized by nominalizations and a complex sentence structure, for example, the verbal style is characterized by straightforward simple sentence structure primarily consisting of pronouns and finite verbs. An important feature for the nominal style is furthermore the use of pronouns and nouns referring to people (Hultman & Westman, 1977: 185-186). In all of these respects the texts encountered in the school subject of Swedish in the present study could be characterized as written in a more 'verbal' than 'nominal' style.

The results from analyses of text internal features also indicated a similarity between all students in grade 5 and 8 concerning the expression of voice and reader address in that values were relatively low. Considering that it was either explicitly stated or at least implied that the types of texts written in the school subject of Swedish were expected to entertain and get a reader involved, this result was part of the impetus that prompted further investigations reported in this thesis.

As mentioned above, there were few notable differences between students in the same grade. The differences that were observed between low-achieving and high-achieving students in the same grade primarily pertained to a higher degree of texture and formal correctness in texts written by high-achieving students. It can be noted, however, that although the high-achieving students in general wrote texts with a higher degree of formal correctness, a clearer genre structure and longer cohesive chains that ran through the whole text (texture), the low-achieving students did not seem to experience major difficulties with these types of text internal features. For example, in grade 5 only 7 % of the low-achieving students’ texts showed a low degree of texture while the corresponding number for low-achieving students in grade 8 was 6 %. It can also be noted that when these differences appeared between low-achieving students and high-achieving students, the differences were more extensive in grade 8.

Although few differences were noted between low-achieving and high-achieving students in the same grade, there are a couple of differences between students in the two grades worth mentioning.

The analysis reveals that the texts written by low-achieving students in grade 8 show more voice, less texture and less density than texts written by low-achieving students in grade 5. A possible explanation for the difference between the grades could be found in the types of texts that the students were asked to write. In grade 5, students were primarily asked to write narratives, a familiar genre for most students. In these texts, characters often stay in the story until the end with long and cohesive chains of referential expressions as a result. The sequential genre organization from an orientation to a resolution is also a skill mastered by many. In grade 8 on the other hand, students are asked to write other genres to a higher degree, for example,
recounts, a form of writing that the students have less experience with. In these recounts several themes are introduced and the cohesive chains thus become shorter. Recounts are furthermore often written in the ‘I’-voice, a repetition of a present narrator, which results in higher assessments of voice and reader address according to the project analysis.24

The indication that the type of text that the student was asked to write affected the text internal features led to the decision of separating different text genres in the continued analysis.

3.4.2 Results from analyses of students’ ways of approaching their own written production

When considering results from the second analytical point of entry discussed in this chapter, i.e. students’ ways of approaching their own written production, it could be observed that approximately one third of the low-achieving students expressed a low degree of all types of text movability in grade 5. Very few of the low-achieving students also showed a high degree of text movability. To a great extent students thus seemed to experience problems with relating to their own texts, in other words, with discussing what the texts were about, how they had reasoned while writing the text, why they got the assignment, who would read the text and how to engage a potential reader.

These results can be compared to results from analyses of text movability for high-achieving students in the same grade. Here the situation seemed to be reversed in the sense that approximately one third of the students expressed a high degree of all types of text movability, while, at least for text-based movability and interactive movability, there were few students with a low degree of movability.

When analyses were performed of students’ ways of approaching their own written production in grade 8, results showed that while a low degree of text-based movability was expressed by one third of the low-achieving students (just like the result for low-achieving students in grade 5), a considerably larger group of the low-achieving students in grade 8 expressed a low degree of associative movability and interactive movability compared to the low-achieving students in grade 5. These students thus seemed to find it even more difficult to relate to their own texts than low-achieving students in grade 5.

These results for low-achieving students in grade 8 can be compared to results from analyses of the high-achieving students’ ways of approaching their own text production in grade 8. A majority of these students expressed

24 Genres will be further discussed in Chapter 4.
a high degree of both text-based movability and interactive movability, while associative movability was expressed to a lesser degree. Similar to the comparisons made between grades 5 and 8 concerning text internal features, differences between low-achieving and high-achieving students are greater in grade 8.

3.4.3 Implications for further analysis

The different types of analyses applied in the project *Students’ Encounters with Different Texts in School*, and the subsequent results partly reported above, indicated that while some of the results confirmed genre expectations, such as the low degree of abstraction and density in the texts, other results were less expected and would therefore benefit from further investigation and description.

Analyses of voice and reader address showed for example that students generally expressed these features to a relatively low degree. This analysis was primarily based on the presence of a writer in the text (through expressions of *I* or *we*, for instance) or reader in the text (through directly addressing the reader with *you*, for example). To get a more nuanced picture of reader/writer involvement it was found of interest to extend the analysis beyond such features to a framework that encompasses other interpersonal resources that contribute to rhetorical potential. For this purpose the Appraisal framework was applied (see Chapter 4).

Results from project analyses also indicated differences between low-achieving student in grade 5 and 8 concerning text internal features as well as how students approached their texts. Since a possible explanation for these differences could be found in the type of texts that the students were asked to write, it was found relevant to consider the question of genre for the continued analysis (see Chapter 4).

In sum, the lowest values for students in general (low-achieving and high-achieving, not attributed to specific genre features) were found in relation to how students approached their texts and how voice and reader address was expressed in the texts. For this reason, this thesis will focus on language that potentially serves the purpose of engaging a reader and how this use of language is related to how students approach their own texts (see Chapters 4-8).

Considering the overall perspective of this thesis that all activities are situated in a specific practice, the activities that surrounded the writing of the texts will be discussed in Chapter 9.
4 APPRAISAL and students’ texts in school

4.1 Introduction

The role of language in learning is stated in curriculum documents for a range of learning areas. The basic regulations for the compulsory school in Sweden (grades 1-9) and for the non-compulsory school (grades 10-12) are set out in the Education Act (1985: 1100). Apart from these regulations governing the activity of the school, there are also binding regulations containing the requirements the state imposes on education in different subjects. Of importance for the present study is the syllabus for Swedish as a school subject. Here the importance of the written word is emphasized, as are the abilities to cope with, assimilate and evaluate texts. Among other goals, in its teaching of Swedish, schools should aim to ensure that students:

Develop their ability to develop texts they have written based on their own critical reflection and advice from others

Develop their ability in a dialogue with others to express feelings and thoughts, arising from texts with a variety of purposes, as well as be stimulated into reflecting and evaluating these

Develop their ability to read, understand interpret and experience texts of different kinds and adapt their reading and work on texts to its purpose and character

When issues of language are specifically discussed, it is further expressed in the syllabus that (www.skolverket.se):

To further develop their language, pupils must on the basis of their experiences be given opportunities to discover the knowledge they themselves possess about language, and with the help of the teacher and together with others learn about the structure of the language and its system. On the basis of their different experiences, they can also jointly build up knowledge about how

25 For further introduction to the Swedish educational system, see http://www.skolverket.se.
26 The complete list of goals can be found on the website www.skolverket.se, the italics are added for the purpose of the present study.
language works in interaction between people, and thereby acquire a perspective on their own language skills.27

As can be seen in the glossed passages, there are a number of goals that deal with the student’s ability to reflect upon language in different genres and to use language in interaction with other people. According to the curriculum, students are expected to express feelings and thoughts and reflect upon both language and the knowledge they themselves possess about language. Results from the project Students’ Encounters with Different Texts in School showed, however, that many students have trouble both envisioning an addressee and engaging in discussion about the text they have created (see Chapter 3).

One of the questions raised by the results reported in Chapter 3 was whether students are given opportunities to learn and discuss the structure of the language and its system and to discover the knowledge they themselves possess about language. The results also prompted a more detailed analysis of the actual texts in terms of the interactive potential encompassed in the students’ choice of wordings and to what extent students’ engagement and ability to discuss their own texts were linked to such interactive resources used in the texts.

The focus of this study is on language that potentially serves the purpose of engaging a reader, in other words, language as it works in interaction between people. The focus is thus not primarily on experiential meaning but on the use of interpersonal meanings in students’ texts.28 Such meanings pervade a text and draw on many areas of the grammar. As a tool for managing the analysis of interpersonal, evaluative language in student texts, the Appraisal analysis is used. This is an approach in the Systemic Functional Linguistics framework that focuses on ways of construing evaluation. An introduction to this system is presented below while more detailed descriptions of the system are given in Chapters 5, 6 and 7, where evaluative resources in students’ texts are discussed. Students’ ability to discuss their texts in terms of text movability is discussed in Chapter 8 while classroom processes are further commented on in Chapter 9.

4.2 The Appraisal system

Appraisal is a term used for a wide range of interpersonal resources that are used as we engage in social evaluation. The foundation for this perspective is

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27 The italics are added for the purpose of the present study.
28 See Section 2.2.1 for a discussion of metafunctions according to SFL (Systemic Functional Linguistics).
the previously discussed view that written texts can be seen as embodying interaction between writer and reader (Bakhtin, 1986). Numerous terms have been used to talk about that area of text analysis which is concerned with different aspects of evaluation in text, for example; Connotation: (Lyons, 1977), Affect: (Besnier, 1993), Evaluation and stance: (Thompson and Hunston, 2000), Modality: (Halliday, 1994, Perkins, 1983), Stance: (Conrad and Biber, 2000), Attitude: (Halliday, 1994), Evidentiality: (Chafe and Nichols, 1986) and Hedging: (Lakoff, 1972).

Some aspects of evaluation have been investigated to a greater extent than others, for example modality. Affective evaluation on the other hand, has been less thoroughly investigated. Within the Appraisal system, attempts are made at analyzing texts beyond modality, thus including affective evaluation as well.

Motivation for discussing different aspects of evaluation in text under one heading, such as Appraisal, is furthermore found in the similar functions that evaluation is used to perform. Based on Thompson and Hunston (2000: 6), these functions are:

1. to express the speaker’s or writer’s opinion, and in doing so to reflect the value system of that person and that community
2. to construct and maintain relations between the speaker or writer and listener or reader
3. to organize the discourse

The primary impetus for the development of this combining approach to evaluation came from work conducted in the 1980s and 1990s for the Write It Right project of the NSW Disadvantaged Schools Program in Australia. Under Write It Right, researchers explored the literacy requirements of the discourses of science, technology, the media, history, English literature studies, geography and the visual arts. This work, conducted by a group of functional linguists and discourse analysts on secondary school and workplace discourse, led to the conclusion that the prevailing essentially grammatical perspective on interactivity needed to be complemented with a more lexically based focus on ‘personal’ meanings (Martin, 2004: 272). They saw the need to explore “in what contexts, by what linguistic means and to what rhetorical ends writers pass value judgements, attribute their propositions to outside sources or modalise their utterances” (White, 2003b: 3). If an understanding is to be reached of the way in which a text goes about constructing evaluative or ideological contact with prospective readerships, it is necessary to explore how the evaluative positions are constructed, in other words, how writers/speakers present themselves as engaged, cautious and so on.

29 For examples from this work see Christie and Martin, 1997, for example.
Work within the Appraisal framework has since then been conducted in various fields and some of the key references include Christie and Martin (eds.) 1997, Coffin 1997, Eggins and Slade 1997, Martin 2000, Rothery and Stenglin 2000, White 2000, a special issue of *Text* 2003, Hood 2004 and Martin and White 2005.

Appraisal theory is located within the framework of Systemic Functional Linguistics. The account is therefore given in terms of systems\(^{30}\) or “sets of options which are available to the speaker or writer covering the meanings that can be and are typically expressed in particular contexts, and the linguistic means of expressing them” (Martin, 2000: 142). Distinctive to SFL is the notion that the language system has three main functional orientations which have evolved to serve our social needs. These are referred to as metafunctions, and the semantics of language are thus organized as three broad areas of meaning. The function of modeling or representing the world is technically talked about as the *ideational metafunction*, while the *textual function* is about engendering and creating cohesive texts and the *interpersonal metafunction* is about engaging interpersonally.\(^{31}\) Appraisal resources are one of three major systems alongside Negotiation and Involvement which comprise the interpersonal metafunction\(^{32}\). Together the three sub-systems within the interpersonal metafunction provide the discourse semantic resources by which power and solidarity are expressed.

While earlier excursions into interpersonal discourse semantics within the systemic literature generally were grammatical in their foundation, the Appraisal framework is founded on evaluative lexis. Earlier accounts of, for example, speech functions and the information versus goods-and-services dichotomy, interpersonal functionality of Subject and Finite, polarity and modality, comment adjuncts and attitudinal epithets were not considered to be formulated so as to explain why for example so-called ‘objective’ texts within the media and history favored certain values of attitude or why teachers seemed to favor a certain set of values of attitude and disapprove of others in student essays (White, 2003b: 4-5).

As the term Appraisal is used to encompass all evaluative uses of language, both those by which speakers/writers adopt value positions and those by which they negotiate these positions with respondents, Appraisal is seen to perform the functions of *attitudinal positioning*, as well as *dialogistic positioning* and *intertextual positioning*. These functions directly reflect the first two functions mentioned above in the discussion of shared functions for evaluation.

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\(^{30}\) When such systems are mentioned, the labels of systems are in capitals.

\(^{31}\) For a further discussion of systemic functional grammar see Section 2.2.1.

\(^{32}\) Negotiation deals with speech function and exchange structure while Involvement refers to non-gradable resources like technical lexis, meanings by which interlocutors code social closeness.
Dialogistic positioning is about how utterances can be ‘responsive and/or anticipatory’ and hence ‘dialogistic,’ a function based on the belief that all utterances to some degree take into account or respond to prior utterances. These resources are summoned up as Engagement within Figure 3 below. Intertextual positioning could be considered a sub-type of dialogistic positioning. These uses of language are concerned with how “writers/speakers adopt evaluative positions towards what they represent as the views and statements of other speakers and writers, towards the propositions they represent as deriving from outside sources” (White, 2003a: 5). When speakers or writers choose to quote or reference others, we are dealing with intertextual positioning (thus also represented in Figure 3 as Engagement). Attitudinal positioning is about how writers/speakers indicate either a positive or negative assessment of people, places, things, happenings and states of affairs. These resources are summoned up as Attitude within Figure 3 shown below.

Within this theory of interpersonal positioning there is also a grouping of meanings that is labeled Graduation. These meanings encompass scaling, either in terms of the preciseness with which an item is expressed or in terms of the force which the speaker/writer attaches to the utterance.

An outline of the Appraisal framework is presented in Figure 3. The examples given for the different sub-categories of Appraisal are all from student texts collected within the project Students’ Encounters with Different Texts in School. Relevant passages for further discussions of the different sub-categories are also indicated.

At this point, it must be added that Martin and White state that their maps of feeling should be treated as (Martin and White, 2005: 46):

hypotheses about the organization of the relevant meanings—offered as a challenge to those concerned with developing appropriate reasoning, as a reference point for those with alternative classifications and as a tool for those who need something to manage the analysis of evaluation in discourse.

It is precisely as a tool to manage the analysis of evaluation in discourse that the Appraisal framework is used in the present study. Since the data used for analysis of Appraisal resources furthermore includes narrative-type genres, only those sub-categories of Appraisal are addressed that apply to uncovering some of the mechanisms by which readers are invited to ‘feel with’ particular characters. This means focusing on values of Attitude and Graduation rather than on values of Engagement. The kinds of texts in the study and the genres they represent are presented in the following section.
Figure 3. An outline of the Appraisal framework.
4.3 Student texts in the study

In Chapter 3 the project within which the present thesis was formulated was presented as well as the complete corpus of students and texts. However, for the purpose of the analysis of evaluation in students’ texts, only a subset of these texts has been used.

An initial classification of texts in the project was based on the school subject where the texts were written. A justification for such a classification was partly found in the circumstance that different cultures surrounding reading and writing develop within different subject areas. In the project it was shown, for example, that processes surrounding writing are different in the school subject of Swedish compared to writing processes in the school subjects of Social Science and Science. Traditionally the school subject of Swedish was seen as having the sole responsibility for language development and although this situation is changing (for example indicated in curriculum documents), it is still explicitly formulated in the syllabus that the subject of Swedish bears the principal responsibility for students’ language development (www.skolverket.se). This emphasizes the importance of considering the results reported in Chapter 3 where it was noted that students experience difficulty in relating to their own texts, not only in subjects where they have less experience in writing such as in Science33, but also in a school subject where texts are produced from an early age and where language is supposed to be focused.

A possible explanation for the negative result reported on earlier in relation to students’ lack of involvement in their own texts, is expressed by Schleppegrell who maintains that while the language system was highly visible in schooling in the past, it has now disappeared from view (Schleppegrell, 2004: 2). She continues to say that it is a problem that no suggestions are given of positive strategies for helping students to use language that is effective for the context in question and that the schooled ways of using language are more or less a hidden curriculum (Schleppegrell, 2004: 7). In other words, students need to become more aware of how language can be used to accomplish different purposes and what expectations are placed on them as writers.

To explore and make explicit how evaluative language is used by students when they are writing types of texts that they have encountered from an early age in school, texts from the school subject of Swedish stand in focus for the present study. Among these texts a further sub-selection has also been made based on factors that have less to do with external factors such as

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33 For a further discussion of writing in Natural Science and how students relate to their own text production in this subject, see af Geijerstam (2006).
school subject, but rather more to do with the inner characteristics of the texts.

Following the classification of text according to genre as discussed within Systemic Functional Linguistics, only texts that could be classified as *story genres* are considered in this study.34 Once again the reason for this selection is the students’ relative familiarity with these types of texts as well as the fact that those genres appear in all grades of the study. The story genres are furthermore similar (and thereby possible to compare) in the sense that they share the social purpose of entertaining and are based on personal experience or fantasy. It is thereby assumed that the expressed evaluation primarily stems from the student rather than from other attributed sources.35

According to Rothery and Stenglin, ‘story’ is not a homogenous social process but rather a “typology where a range of story genres can be distinguished” (Rothery and Stenglin, 1997: 231). Such a typology of story includes *recount*, *narrative*, *exemplum* and *observation*. Of these story types, all but *exemplum* were encountered in the student text corpus. A summary of these genres as presented by Rothery and Stenglin (1997) is given in Table 4 below.

34 For a discussion of genre within the systemic functional grammar, see Chapter 2.
35 The texts included in the larger corpus of the project that were not used for the purpose of this study are: reviews of books and novels (17 texts), reports on historical characters (for example on Buddha’s life, 3 texts) and one spelling test.
Table 4. *Descriptions of the recount, narrative and observation genres.*

<table>
<thead>
<tr>
<th>Type of story genre</th>
<th>Description</th>
<th>Genre stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recount</td>
<td>Recounts deal with a temporal succession of events and give them significance. It is described by Rothery and Stenglin as a journey of how participants move from Point A to Point B. Interpersonal meanings occur at different points, although there is a tendency for them to cluster around key events. Recounts are similarly to observations, reassuring that once we engage on a road, there is an end-point in view.</td>
<td>(Abstract)^36^ (Synopsis) Orientation Record of events Reorientation (Coda)</td>
</tr>
<tr>
<td>Narrative</td>
<td>Narratives deal with and evaluate problematic events and their outcome. The challenge is to confront the crises that arise and to overcome the disruption. The ideological significance of narratives is high. It inducts members of the culture into valued ways of behaving, so that “stability is restored and maintained in the activity sequences of the various fields that constitute the culture”. (Rothery and Stenglin, 1997: 240)</td>
<td>(Abstract) (Synopsis) Orientatio n Complication Evaluation Resolution (Coda)</td>
</tr>
<tr>
<td>Observation</td>
<td>Observations respond personally to things or events. Like recounts they are reassuring in that once we engage on a road, there is an end-point in view. Unlike recounts there is not the same temporal succession of events but rather a snapshot frozen in time.</td>
<td>(Abstract) (Synopsis) Orientatio n Event Description Comment (Coda)</td>
</tr>
</tbody>
</table>

As can be seen in Table 4, each story genre has an orientation, which orients the listener/reader to what is to follow. There are also optional stages such as abstract which gives a prospective evaluation of what is to come and synopsis which summarizes the events of the story genre. Middle stages for recount include record of events which consist of a sequence of events. For narratives, the middle stages include complication which accounts for a disruption of an activity, resolution which means that the situation is restored to some kind of stability and evaluation which through interpersonal meanings signifies the disruption dealt with in the complication. Finally for observation, the middle stages include event description which is an experientially focused account of what happens and comment in which the event/s are given significance. A concluding stage for recount is reorientation, which brings the event full circle, with some reference to the starting point of the

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^36 Stages within brackets are optional, ^ marks a new stage of the genre.
text. For all story genres an optional concluding stage is the *coda*, which provides an overall evaluation of the events in the texts.

An example of the recount genre is presented below. This text was written by a girl in grade 8.37

G105

My Christmas vacation

On December 19 we celebrated the last day of school in church. I was nervous about getting my grades but I didn’t have to be worried. I got five A’s, five B’s, no C’s.38 It was nice to come home after this day, knowing that there are three lovely school-free weeks to come. On December 22 (my birthday) I was celebrated by my family and relatives. I got money, a camera and lots of other things. The day after my birthday we decorated our genuine Christmas tree and decorated the whole house; even my room was filled with glitter. Dad made fudge and prepared the Christmas ham; it smelled really great in the whole house. In the morning of Christmas Eve I slept in, and then I went down to open my Christmas presents together with my family. About two o’clock we went to my aunt’s house. We watched Donald Duck because it is a tradition39 and then we opened Christmas presents. I got many nice things.

When we had cleaned up all the rubbish, we had Christmas dinner. On New Year’s Eve I went to Eddie40, my boyfriend. We didn’t have any fireworks but we looked at other people’s.

I usually have New Year’s resolutions but this year I actually had none. On January 5 I went to be with my best friend. It was fun to see her after such a long time and we had great fun.

It has been the best Christmas vacation I have experienced so far.

In this text there is an *orientation* given in the heading and the first line of the text. The reader is oriented to the fact that the story will be about what happened on the girl’s Christmas vacation after the last day of school was celebrated. Following this orientation is a sequencing of events such as *On December 22 I was celebrated by my family and relatives, the day after my birthday we decorated, In the morning of Christmas Eve I slept in* and so on. The story ends with a reference to the starting point of the text as well as an evaluation of the overall message of the text: *It has been the best Christmas vacation I have experienced so far.* This could be seen as a combination of *resolution* and *coda.* In this text there are also typical recount genre features such as the appearance of specific participants (my aunt, Eddie my boy-

37 See Appendix for the original version in Swedish. The English translation contains some punctuation not in the original.
38 The Swedish grade MVG is translated as an A, while VG is a B.
39 On Christmas Eve it is a tradition all over Sweden to watch an hour-long TV-show with Disney classics.
40 All the names used in the translated student texts are fictive.
friend), personal pronouns (I, we), one actor in focus (the author), temporal
conjunctions (then) and the use of past tense (Schleppegrell, 2004: 85). A
further discussion of Appraisal resources used in this text can be found in
Chapter 8.

An example from the narrative genre is the following text written by a girl
in grade 5. 41

The kitchen chef

Once upon a time a long, long time ago there was a king who had a very
beautiful daughter. But she said no to all suitors who had walked miles for
her sake. This made the king very worried. A chef worked at the castle. The
king liked his food very much. In secret, the chef wanted to marry the very
beautiful princess. But he did not know what to do to get her. One day a good
witch came to the castle. The witch had dressed up as a poor old lady. She
came to the kitchen of Chef John and asked for something to eat. John re-
ceived her kindly and served three dishes on three plates. The witch was very
happy about this and asked what she could do to make him happy. John told
her that he wanted the princess. Then the witch made the princess fall in love
with John. After three weeks John got married to the princess and at the cas-
tle they had a big party and after that day they lived happily ever after.

In this text the headline together with the first line of the story, gives the
readers an orientation to the fact that the main message will be about this
chef and the beautiful daughter of the king. There is a complication in that
the princess has turned down all potential suitors and that the kitchen chef is
secretly in love with the princess. A resolution to the problem is found as the
witch makes the princess fall in love with the kitchen chef and an evaluation
through the use of (implicit) interpersonal resources is made as the happy
two get married and have a big party (implying the happiness and signifi-
cance of the event). Through the text we are thus taught that kindness will be
rewarded and that problems can be overcome.

In this text there are also narrative genre features such as a changing pat-
tern of participant roles, with more than one actor (the king felt worried, the
chef wanted to marry, the witch asked what she could do), embedded clauses
which expand nominal groups (she said no to all suitors who had walked miles for her sake) and adverbs introducing information about manner and
expressing judgement of behavior (John received her kindly). A further dis-
cussion of Appraisal resources used in this text can be found in Chapter 8.

An example of the observation genre is the following text written by a girl
in grade 11.42

41 See Appendix for the original version in Swedish.
My first real meeting with you

Suddenly there we were on the lawn outside the school, the sun on our faces and our bare legs, we enjoyed ourselves, how had the two of us ended up there? Completely unexpectedly we started talking about everything between heaven and earth. The more we talked, the more I realized that you were not at all the person that I though you were and this made me think; “How could things have gone so wrong for you, you are in fact wonderful”. You were that guy sitting in a juvenile delinquent home, the bad boy about whom I had been prejudiced and about whom I had heard so much crap. You proved to be the softest and nicest guy I had ever met; you were the best guy one could ever imagine.

I melted in your dark eyes and dark hair; you charmed me completely. I breathed in the smell of you and the early summer; it smelled of newly cut grass and flowers, and the sun was burning within. That afternoon in the beginning of June you lit something special in me, I don’t know what it was but it felt as if we belonged together somehow. It seemed a bit sad when we were sitting there; it would soon be summer vacation, and then I wouldn’t see you any more, maybe never even; we were going in different directions for secondary school. But I forced myself to stop thinking about it and to appreciate what was. But before the bells rang in for class we had already exchanged numbers, and I knew this was too good to just throw away. I know within that we would see each other in the near future.

I learned some things after that meeting, not only that one shouldn’t be prejudiced, but also not to be so naive and to trust a human being before one has gotten to know that person and seen all sides. For this person might be wonderful, but he was also the one that hurt me more than anyone else.

There are certainly similarities between the earlier exemplified recount and this text, which has been classified as observation. Just as in the case with the text about a Christmas holiday, the text deals with personal experience and gives it significance. Unlike the recount exemplified earlier, however, there is not the same sequencing of events. Observations respond personally to things or events, focusing on a moment in time and elaborating on this moment. As in the other texts exemplified, there is an orientation to the described meeting as the main characters suddenly were on the lawn outside the school. Specific for observation is that event descriptions (we started talking about everything, we had already exchanged numbers) are interspersed with comments concerning personal reactions to the event (you were not who I thought you were...you were wonderful or I knew this was too good to throw away). The text finally ends with a coda where the significance of the main message, the meeting, is emphasized (I learned some things after that meeting).

42 See Appendix for the original version in Swedish.
It can be noted that the observation genre was the only genre all primary school students in the large-scale study *The Writing Project*, gained experience in writing (Rothery, 1996: 93). It was also the least valued of the story genres. Similar results as far as the commonality of the observation genre is concerned, was also found in a Swedish investigation of children aged 1;6-9;9 years (Liberg et al., 1997). The observation genre in that investigation was furthermore expressed with less lexical variation than from example the recount genre. Texts which have been analyzed as observations in this investigation are on the contrary highly valued by students and teachers and generally lexically varied. As can be seen in Table 5 below, the type of text assignments which led to observations were also only given in higher grades (grades 8 and 11).

Text genres do not stand in focus for this study and elaborated genre stage analyses will thus not be presented throughout the thesis. However, in this and other studies (e.g. Coffin, 2000, Rothery and Stenglin, 1997), different genre staging of the texts has proven to lead to differences in the types of evaluation used. For this reason it seemed useful to make a basic classification of the texts according to genre. Differences between different story genres when it comes to Appraisal resources will be commented on in relevant passages.

An overview of the number of student texts representing the different story genres in different grades is presented in Table 5 while an overview of the length of the student texts is given in Table 6. As can be seen in Table 5, a majority of texts in grade five come from the narrative genre, while most of the texts in grade 11 represent the observation genre. In grade eight there is an even distribution across the different genres. Although it would seem feasible to say that this suggest a development where students are asked to write text types which inherently demand more attitudinal reflection as they grow older, the data was not collected in such a way that such an assumption can be made. In the project we collected the texts that the students were working on at the moment of observation, thus not giving the full range of writing practices that the students encountered during the school year. As noted above, it can be said, however, that as far as recount and observation are concerned the texts assignments given in our data, certainly encouraged the writing of recounts rather than observations in the lower grades. Examples would be writing about a summer vacation or an outing rather than about an important encounter or an event experienced in life which was asked for in grade 11.
Table 5. Number of texts in the different genres and grades in the school subject of Swedish.

<table>
<thead>
<tr>
<th>Genre</th>
<th>Grade 5</th>
<th>Grade 8</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recount</td>
<td>5</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Narrative</td>
<td>54</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Observation</td>
<td>14</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Total number of texts</td>
<td>59</td>
<td>37</td>
<td>17</td>
</tr>
</tbody>
</table>

Table 6. Number of student texts within different intervals of number of words.

<table>
<thead>
<tr>
<th>Number of words</th>
<th>Grade 5 (number of texts)</th>
<th>Grade 8 (number of texts)</th>
<th>Grade 11 (number of texts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-50</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>50-100</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>101-150</td>
<td>13</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>151-200</td>
<td>11</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>201-250</td>
<td>6</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>251-300</td>
<td>8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>301-350</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>351-400</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>401-450</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>451-500</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>501-550</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>551-600</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>601-</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total number of words</td>
<td>12295</td>
<td>6908</td>
<td>4747</td>
</tr>
</tbody>
</table>

4.4 Method for Appraisal analysis

When analyzing Appraisal in texts there is a fundamental choice one can make between analyzing ‘from above’ or ‘from below’ (Macken-Horarik, 2003: 299). If one analyzes from above, it means starting out with the whole text and exploring patterns of choice from the point of view of their higher order semantic function. Such an analysis would take its starting point in the genre, for example, looking at evaluative overall patterns of primarily expressing evaluations through Affect. From there, the analyst would work his way down to the actual lexical expressions. Analyzing from below on the other hand, means that one focuses on the lexical expressions of Attitude and as an analyst builds up a sense of pattern of choice in the process. The second choice was used for analyzing Appraisal in this study.

First lexical items instantiating Appraisal were noted. Next the instantiation was identified in respect of the different subsystems of Appraisal. Fi-
nally the instances were marked for their explicitness, polarity and for how they were grammatically indicated (quality, process, comment, lexical metaphor and nominalization\(^{43}\)). For the most part these identifications were made based on semantic categories as expressed by Martin and White (2005). When additional semantic labels were needed to describe the Swedish student corpus, such labels were added to the system. A final identification of patterns was finally made based on the student text of this study.

Throughout the discussion, Appraisal values are exemplified with instantiations from the student texts. Multiple examples are provided for most coding categories but the examples are not intended to exhaust the instantiations in the data for each category. Nonetheless, the examples do represent most of the semantic types that appeared in the student data.

When an expression was labelled as an expression of a certain semantic category, its function in the text as a whole was considered. This function was furthermore based on the original Swedish wording while the English translation has attempted to capture this originally expressed function.

It is by no means a straightforward task to make these types of judgments and there are of course border-line cases. What makes it even more difficult is that almost any expression could serve as a valuation. It is therefore important to specify one’s reading position and to declare how one is reading a text. In general terms it is possible to recognize oneself as a compliant, resistant or tactical reader (Martin and White, 2005: 206). While a compliant reader accommodate the reading position naturalized by a text, a resistant reader would work against this naturalization process, finding arguments against the valuations as expressed in the text. A tactical reader would on the other hand “take some aspect of the evaluation a text affords, and respond to it in an interested way that neither accepts nor rejects communion with the text as a whole” (ibid.).

Considering that texts in the present thesis are used to illustrate different ways of expressing Appraisal in student texts there is in some sense a ‘dispassionate’ and tactical reading of the texts. On the other hand, the reading is compliant in the sense that a benevolent interpretation is made of implicit expressions of Attitude, an interpretation that is in consistency with what the students (with less writing experience than more experienced writers) may want to express considering the actual context of writing story genres. Throughout the analyses of student texts I have also attempted to interpret texts consistently from the perspective of a person born and raised in Swe-

\(^{43}\) There were very few instances of lexical metaphor, comment and nominalizations. These instances are therefore at times grouped together in the reported results. Examples of a lexical metaphor would be ‘so stiff from fear’, while a comment could be exemplified by ‘unfortunately’ and a nominalization by ‘joy’.
den and with many years of experience as a reader of texts in a pedagogical setting, both as a student and teacher.

Although not a straight-forward task, the interpretation of Appraisal values is supported in various ways since they accumulate their significance on the basis of “the intertexts from which they are drawn (the genres in which they are typically used in this way), on the basis of the text in which they are instantiated and, more locally, on the pattern of their expression within the phase” (Macken-Horarik, 2003: 318).

To further explain and justify the coding decisions in the study, a presentation of how Attitude is implicitly expressed is added in Section 5.5. Border-line cases are also further discussed in Section 5.6.

Analyses within the framework of Appraisal are in general qualitative in their nature, and are so in this study. The corpus was not collected in such a way that patterns of statistical significance could be identified (for example there was no random sampling). I have nevertheless quantified results as a way of describing data. Number and percentages are in other words used to indicate findings that would benefit greatly from further investigations using other corpora. The present investigation can thus be seen as the starting point for a continued discussion of evaluative resources in student texts.
5 Ways of feeling in the school subject of Swedish in grade 5, 8 and 11—ATTITUDE

5.1 Introduction to Attitude

The texts in focus for the following Appraisal analyses are narratives, recounts and observations written by students in grades 5, 8 and 11. These story genres share the overall social purpose of entertaining and getting a reader involved. Typically these texts include the writer’s emotional response to events or characters and by sharing such feelings the writer has the possibility of eliciting involvement and empathy from a reader. The importance of the use of various interpersonal resources to engage with the reader and build solidarity justifies the focus on attitudinal expressions when taking a closer look at the story genres written by students in the data.

Within the Appraisal system, an utterance is classified as attitudinal if it either conveys a negative or positive assessment of some person, thing, situation, action, event or state of affairs, or, if the utterance “can be interpreted as inviting the reader to supply their own negative or positive assessment” (White, 2003a: 1). Expressing a negative or positive assessment can be done in various ways, either by using individual words or phrases which overtly indicate the attitudinal position taken or by the interaction of multiple elements of the utterance (White, 2003a: 1). Therefore, Attitude is better seen not as a property of individual words but of complete utterances. Attitude can furthermore be implicit or evoked, rather than explicitly indicated. This is an interpretation that of course depends on the reader’s views on the subject in question. Implicit or evoked Attitude stands in contrast with explicit (direct) or inscribed Attitude. Often, evocation of Attitude does not stand in textual isolation but is guided by instances of explicit Attitude. This cumulative effect over a phase of text reflects the ‘prosodic’ nature of Attitude (Martin & Rose, 2003: 27) and underlines that the unit of analysis must be analyzed in the context of the larger text in which they operate (White, 2003a: 4).

As mentioned in Chapter 4, Attitude can be further analyzed as Affect (of feelings or emotions), Judgement (of character and behavior) and Appreciation (of things). Each instance of Attitude identified in the data is coded for the kind of Attitude expressed as well as for various sub-classifications primarily made with reference to Martin and White (2005). An overview of the
percentages of the total amount of explicit attitudinal instances identified in the student texts that each sub-group of Attitude comprises in different genres is given in Table 7. As can be seen in the table, expressions of Affect are included to a high degree within all genres, while expressions of Judgement and Appreciation vary in number across the different genres.

Table 7. Subgroups of Attitude and the percentages of the total number of explicit attitudinal instances for each sub-group (the highest numbers within each genre are marked in italics and bold).

<table>
<thead>
<tr>
<th>Sub-group of Attitude</th>
<th>Narrative (5, 8, 11)</th>
<th>Recount (5, 8, 11)</th>
<th>Observation (5, 8, 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect</td>
<td>57%</td>
<td>45.5%</td>
<td>40%</td>
</tr>
<tr>
<td>Judgement</td>
<td>20%</td>
<td>9%</td>
<td>23%</td>
</tr>
<tr>
<td>Appreciation</td>
<td>23%</td>
<td>45.5%</td>
<td>37%</td>
</tr>
<tr>
<td>Total number of explicit instances (number of texts within each genre within brackets)</td>
<td>327 (69)</td>
<td>77 (17)</td>
<td>186 (27)</td>
</tr>
</tbody>
</table>

In this chapter the sub-categories of Attitude will be presented in more detail and an overview will be given of the attitudinal resources used in the student texts. The chapter represents a transition from a general description of data, theory and methodology outlined in Chapters 1 through 4 to specific Appraisal analyses that provide the foundation for explorations of patterns of distribution of attitudinal resources in Chapter 7 and further discussions of text movability and classroom processes in Chapters 8 and 9. In addition to using the Appraisal framework for discussing how the student writers engage with a reader, the chapter will also comment on the analytical framework in its application to analyses of student texts.

5.2 Affect

Realizations of Attitude as Affect register positive and negative feelings. It includes emotional responses and dispositions indicated for example through verbs (to love/to hate), through adverbs (happily/sadly), through adjectives (worried/confident) or through nominalization (joy/despair) (White, 2003a: 4). In the following extract from a narrative text written by a boy in grade 5, the expressions in bold are interpreted as construing happy feelings.44

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44 See Appendix for the original passage in Swedish.
B3

The magical rod

Once upon a time there was a boy named Jimmy. He enjoyed fishing. One time when Jimmy went down to the lake to do some fishing he caught two pikes and three perches. Jimmy’s mom was very happy when she got the fish.

In order to classify emotions like the ones expressed in the example above, Martin and White adopted a strategy of mapping out the terrain as systems of oppositions (2005: 46pp):45

1. Are the feelings popularly construed by the culture as positive or negative ones? In the extract above, enjoyed, for example, would encompass good feelings that are enjoyable to experience.

2. Are the feelings realized as a surge of emotion involving some kind of embodied paralinguistic or extralinguistic manifestation, or more internally experienced as a kind of emotive state or ongoing mental process? Enjoyed in the extract above would represent an expressed emotive state while an expression such as he laughed all the time while fishing, would be interpreted as an outburst of feeling expressing an enjoyable experience.

3. Are the feelings construed as directed at or reacting to some specific emotional Trigger or as a general ongoing mood for which one might pose the question ‘Why are you feeling that way?’ and get the answer ‘I’m not sure’. In the first example above, the trigger of the emotion (fishing) is directly implicated in the process.

4. How are the feelings graded? Most emotions can be graded along a scale, such as enjoy, love, adore. In other words, there are no discrete values for graduation.

5. Do the feelings involve intention (rather than reaction) with respect to a stimulus that is irrealis (rather than realis)? In the extract above both instances of Affect involve reaction to a stimulus (enjoyed fishing) while an example of irrealis would be he feared fishing.

6. Which sub-group of Affect does the emotion belong to? Emotions are divided into three major sets having to do with /un/happiness, /in/security and /dis/satisfaction. Enjoyed and very happy in the extract above would both be examples of ‘affairs of the heart’ which are expressions of happiness.

45 The questions are quoted from Martin and White (2005).
Since the last two oppositions expressed above can be seen as merely dividing emotions along a timeline from a reaction to a present or past stimulus to intentions with respect to some prospective stimulus, they are not considered separately in the analyses of students’ texts in this study. *Irrealis* values summarized as /dis/inclination are instead considered as a fourth sub-group of Affect. In the analyses the question whether the feelings are positive or negative has been considered, as well as how the feelings are graded. Graduation is further discussed in Chapter 6. Less attention has been devoted to whether the feelings are construed as a reaction to a specific emotional trigger or not. The related question of what is being appraised by whom will be addressed at relevant points in the analysis.

In exploring the means by which Attitude is expressed in the data, an initial distinction is made between Attitude that is expressed directly or explicitly, and Attitude that is expressed indirectly or implicitly. Explicit instantiations which directly encode a positive or negative value (Martin, 1997) will be the focus of the initial discussion of Affect, Judgement and Appreciation. The surges of emotions mentioned under point 2 above will be considered as explicit expressions.

5.2.1 Expressing Affect explicitly

In the following narrative text written by a boy in grade 5, the expressions in bold are interpreted as instantiations of explicit, inscribed Affect46.

B23

Kalla saw a planet that was going to come down to earth and Kalla was frightened and she ran home and got under the bed and she started crying. Then her mother and father came so she was happy and went up from under the bed and then the whole family was happy.

In this text there are instances of inscribed insecurity expressed as an emotive state (*frightened*) as well as a surge of behavior (*started crying*) which in this context can clearly be interpreted as an expression of negative Affect. There are also instances of explicitly expressed happiness on the part of all participants in the story. The set of meanings which comprises expressions of happiness or unhappiness might be the first to come in mind when we think about emotions (Martin and White, 2005: 49). Together with expressions of insecurity, this set of meanings also proved to be included in the students’ texts more often than other types of Affect. An overview of sub-groups of Affect and the percentages of texts in which explicit instances of

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46 See Appendix for the original text in Swedish.

62
these occur in different genres are shown in Table 8. As can be seen in the table, happiness is the sub-group of Affect that occurs in the student texts more commonly than other sub-groups within the recount and observation genres, while insecurity occurs more often than other sub-groups in the narrative genre.

Table 8. Subgroups of Affect and the percentage of texts in which these occur (the highest numbers for each genre is in italics and bold).

<table>
<thead>
<tr>
<th>Sub-group of Affect</th>
<th>Narratives (5, 8, 11)</th>
<th>Recounts (5, 8, 11)</th>
<th>Observations (5, 8, 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unhappiness</td>
<td>28%</td>
<td>2%</td>
<td>7%</td>
</tr>
<tr>
<td>Happiness</td>
<td>38%</td>
<td>47%</td>
<td>26%</td>
</tr>
<tr>
<td>Insecurity</td>
<td>49%</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>Security</td>
<td>4%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Dissatisfaction</td>
<td>20%</td>
<td>29%</td>
<td>4%</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>10%</td>
<td>18%</td>
<td>7%</td>
</tr>
<tr>
<td>Disinclination</td>
<td>1%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Inclination</td>
<td>7%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Total number of texts</td>
<td>69</td>
<td>17</td>
<td>27</td>
</tr>
</tbody>
</table>

The /un/happiness set of meanings involves the moods of feeling happy or sad and the possibility of directing these feelings at someone or something by liking or disliking it (Martin and White, 2005: 49). Examples of explicit expressions of Affect as /un/happiness identified in the student data are given in Table 9. Sub-classifications of kinds of /un/happiness such as misery and antipathy are identified with reference to Martin and White (2005). Where a sub-classification is added which is not used by Martin and White, it is marked by an asterisk. The list in Table 9 (and subsequent lists giving examples of sub-groups of Affect) is by no means exhaustive as far as instances encountered in the students’ texts are concerned. However, the lists are representative in the sense that they indicate the range of meanings encountered and the types of expressions used by the students.
As can be seen in Table 9, realisations of Affect diversify across a range of grammatical structures. In the student data, /un/happiness is realized as a 'quality' (Martin and White, 2005: 46) describing a participant for example in a man who was lonely and sad. /Un/happiness is also expressed through a 'process,' for example in I love dying my hair, or as a ‘comment’ in unfortunately, I don’t have any money left. There are also examples of a nominalized quality as in I felt the joy spreading in my body.

When all sub-groups of Affect are considered, emotions are more often expressed as a quality than as a process, comment, nominalization or metaphor. There are slight differences between grades, however. Since the same pattern can be observed for all individual genres within this study, an overview of how Affect is expressed in general (all genres together) is shown in Table 10.47

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47 Nominalizations and metaphors are rare and therefore included in the same group.
Table 10. Percentages for how instances identified as explicit Affect are indicated in the student texts for all genres (the highest numbers for each grade are in italics and bold).

<table>
<thead>
<tr>
<th>Affect indicated through:</th>
<th>Grade 5</th>
<th>Grade 8</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>65%</td>
<td>52%</td>
<td>50%</td>
</tr>
<tr>
<td>Process</td>
<td>28%</td>
<td>36%</td>
<td>43%</td>
</tr>
<tr>
<td>Nominalization/metaphor</td>
<td>2%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Comment</td>
<td>5%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Total number of instances</td>
<td>131</td>
<td>87</td>
<td>76</td>
</tr>
</tbody>
</table>

It can be noted that Affect expressed as quality dominates in all grades. There is, however, an indication that Affect expressed as process becomes more frequent in later grades. The numbers in the table signify percentages of the total number of instances, and therefore do not say anything about occurrences in individual texts. When looking at individual texts, the result is the same, however.

There is also a tendency for increased variation of expressions within the groups of instances expressed as quality, process, nominalization, metaphor or comment. Inscribed or explicit /un/happiness in grade five, for example, is for the most part expressed by adjectives and verbs (quality and process), and there is little variation in the lexical choices made. Inscribed unhappiness, for instance, is often expressed through repeated core lexemes of unhappiness such as *sad, dislike or hate* while there in texts from later grades in addition to such core lexemes appear adjectives and verbs such as *desperate, melancholy* and *detest*.

As could be seen in Table 8, /in/security was the sub-group of Affect that was most often encountered within the narrative texts (or rather insecurity). /In/security covers “our feelings of peace and anxiety in relation to our environs” (Martin and White, 2005: 49). Considering the narrative genre, which is “dealing with and evaluating problematic events and their outcome” (Rothery and Stenglin, 1997: 240), it is not surprising that feelings mirroring the reaction to such problematic events frequently occur in the students’ narrative texts. Examples of explicit expressions of Affect as /in/security identified in the student data are given in Table 11.
Table 11. Explicitly expressed /in/security in grade 5, 8, 11.

<table>
<thead>
<tr>
<th>IN/SECURITY</th>
<th>Expression of /in/security</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insecurity</td>
<td>This made the king very worried</td>
<td>Detta gjorde kungen mycket orolig (G1)</td>
</tr>
<tr>
<td></td>
<td>No, it’s Solero, Anna said despairingly</td>
<td>Nej, det är Solero sa Anna förtvivlat (G20)</td>
</tr>
<tr>
<td>Fear*</td>
<td>She was frightened</td>
<td>Hon var rådd (G31)</td>
</tr>
<tr>
<td></td>
<td>Karin was scared</td>
<td>Karin var skraj (G37)</td>
</tr>
<tr>
<td></td>
<td>They wanted to go in but they didn’t dare</td>
<td>De ville gå in fast de vågade inte (G40)</td>
</tr>
<tr>
<td></td>
<td>She starts shaking</td>
<td>Hon börjar skaka (G36)</td>
</tr>
<tr>
<td>Surprise</td>
<td>She was completely shocked</td>
<td>Hon blev helt chockad (G37)</td>
</tr>
<tr>
<td>Security</td>
<td>After a while she calmed down</td>
<td>Efter en stund lognade hon ner sig (G22)</td>
</tr>
<tr>
<td>Calmness*</td>
<td>Karin felt calm</td>
<td>Karin kände sig lugn (G37)</td>
</tr>
</tbody>
</table>

A majority of the expressions of insecurity in grade 5 are variations of being worried, frightened and shocked, explicitly expressed feelings through core adjectives. The same adjectives appear in grade 8 and 11 with some additional expressions of being nervous, experiencing panic and feeling less than cool, for example. Greater variation in lexical choices is noted in other words. As mentioned for expressions of Affect in general (see Table 10), insecurity is also more often expressed as a process in grades 8 and 11 than in grade 5.

Security is rarely expressed in the student texts. When encountered, it is in the form of feeling calm after having experienced insecurity as in the text by G22 where the main character first is very frightened and screams for help but where she eventually calms down. Security as confidence or trust, which is noted as sub-classifications in Martin and White (2005: 50) is not encountered in the student texts.

/Dis/satisfaction appears more often in the narratives and recounts than in the observations (see Table 8). This is a sub-group of Affect which deals with our “feeling of achievement and frustration in relation to the activities in which we are engaged” (Martin and White, 2005: 50). Examples of explicit expressions of Affect as /dis/satisfaction identified in the student data are given in Table 12.
The explicit expressions of /dis/satisfaction used by the students thus include expressions of /dis/pleasure and ennui which are sub-classifications mentioned in Martin and White (2005). To this list of sub-classifications discomfort and comfort have also been added, since they are here interpreted not only as an existential observation but as “a frustration in relation to the activities in which we are engaged” (Martin and White, 2005: 50), in other words a sense of dissatisfaction about the conditions.

The final sub-category of Affect consists of expressions of /dis/inclination. As previously mentioned, this group includes feelings towards a prospective stimulus. Since this irrealis affect always seems to implicate a Trigger (Martin and White, 2005: 48), the parameter that deals with whether the feelings are an effect of a specific emotional trigger can be set aside. Examples of explicit expressions of Affect as /dis/inclination identified in the student data are given in Table 13.

### Table 12. Explicitly expressed /dis/satisfaction in grade 5, 8, 11.

<table>
<thead>
<tr>
<th>/DIS/SATISFACTION</th>
<th>Expression of /dis/satisfaction</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissatisfaction</td>
<td>Margaret left the castle surly</td>
<td>Margareta gick surmulen ut ur slottet (G11)</td>
</tr>
<tr>
<td></td>
<td>Dad was angry with me</td>
<td>Pappa blev arg på mig (G59)</td>
</tr>
<tr>
<td></td>
<td>Mother sighed</td>
<td>Mamma suckade (G50)</td>
</tr>
<tr>
<td>Discomfort*</td>
<td>He was in a lot of pain</td>
<td>Han hade mycket ont (G21)</td>
</tr>
<tr>
<td></td>
<td>Father who is starving</td>
<td>Pappa som är helt utsvalten (P7)</td>
</tr>
<tr>
<td>Ennui</td>
<td>He thought it was boring</td>
<td>Han tyckte det var tråkigt (G40)</td>
</tr>
<tr>
<td></td>
<td>But in the middle of my boredom</td>
<td>Men mitt i min tristess (F125)</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>Åke was satisfied in the little village</td>
<td>Åke trivdes i den lilla staden (B18)</td>
</tr>
<tr>
<td>Pleasure</td>
<td>Then she was full</td>
<td>Sen blev hon mätt (P26)</td>
</tr>
</tbody>
</table>

### Table 13. Explicitly expressed /dis/inclination in grade 5, 8, 11.

<table>
<thead>
<tr>
<th>/DIS/INCLINATION</th>
<th>Expression of /dis/inclination</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Longing*</td>
<td>I really long for Putte who was my best vän</td>
<td>Jag längtar verklig efter Putte som var min bästa vän (G59)</td>
</tr>
<tr>
<td>Desire*</td>
<td>He wished there would be no recess</td>
<td>Han önskade att det inte skulle finnas någon rast (B110)</td>
</tr>
</tbody>
</table>

The examples in Table 13 clearly express a feeling which justifies /dis/inclination as a separate sub-category of Affect. However, it is not a feeling that can be easily interpreted as positive or negative. Since we are dealing with prospective stimuli, the potential outcome of the longing, desire or wish, affects the emotions involved, and in some cases it may seem more
justified to interpret the feeling as happiness or dissatisfaction, for example. These interpretations rely heavily on the whole textual context and are certainly on the border line between explicitly and implicitly expressed Attitude. Expressions of longing, desire and wishing will therefore be further discussed under the heading of borders and implicitly expressed Attitude in Sections 5.5 and 5.6.

An outline of the system of Attitude as introduced to this point is presented in Figure 4. As can be seen in the figure, the system of Affect has been modified and extended in relation to the system as presented in Martin and White (2005). As far as expressions of /un/happiness are concerned, happiness is discussed in terms of joy and sympathy instead of cheer and affection as formulated in Martin and White (2005: 49). These labels correspond more accurately to the expressions of happiness found in the student texts. Examples such as happy (joy) and love (sympathy) are seen as positive counterparts to examples such as sad (misery) and hate (antipathy). As previously mentioned expressions of confidence and trust mentioned in Martin and White (2005: 50) for /in/security, are not found in the student texts. Instead the subgroups of fear and calmness have been added to encompass examples such as frightened and calmed down. As for the subgroup of /dis/satisfaction, expressions of interest as expressed in Martin and White (2005: 51) are not found in the student texts. Instead the subgroups of discomfort and comfort have been added to encompass examples such as starving and being full. Finally in contrast to Martin and White (2005), meanings of /dis/inclination are included within Affect since no separation is made between emotions as a reaction to a present or past stimulus.

---

48 Modifications and extensions in relation to the model presented in Martin and White (2005) are marked by asterisks in the figures.
Before engaging in a discussion of borderline cases in the analysis and expressions of implicit Attitude, there are still two sub-groups of Attitude to present in order to complete the whole smorgasbord of student’s expressions of Attitude in the story genres included in this study.

5.3 Judgement

Realizations of Attitude as Judgement are used to reference evaluation in which human behavior is assessed as negative or positive according to some set of social norms. This concerns language which “criticises or praises, which condemns or applaud the behaviour—the actions, deeds, sayings, beliefs, motivations etc—of human individuals or groups” (White, 2003a: 1).
In the following extract from a text written in the observation genre by a girl in grade 11, the expressions in bold are interpreted as instantiations of explicit, inscribed Judgement.49

G124

The more we talked, the more I realized that you were not at all the person that I thought you were and this made me think; “How could things have gone so wrong for you, you are in fact wonderful”. You were that guy sitting in a juvenile delinquent home, the bad boy about whom I had been prejudiced and about whom I had heard so much crap. You proved to be the softest and nicest guy I had ever met; you were the best guy one could ever imagine.

There are several assessments in the extract above. The boy in question is judged (or at least was judged) as the bad boy about whom one had heard so many bad things (crap), but he proved to be wonderful, soft, nice and the best which caused the writer to assess herself as prejudiced. These types of judgements are dealing with ‘social sanction’ which comprises one out of two sub-groups of Judgement, the other one being ‘social esteem’.

Expressions of social sanction involve assessments of morality or legality, in other words assessments which can carry a heavy load socially. This sub-group can be further analyzed into ‘veracity’ (truth, concerning integrity and falsity, such as honest or deceitful) and ‘propriety’ (ethics, involving one’s compliance with or defiance of the social system, such as kind, evil, immoral or mean). All of the examples in the text extract above are expressions of social sanction: propriety. According to Martin and White (2005: 52), social sanction is more often than social esteem codified in writing as rules, regulations and laws about how to behave as supervised by church and state.

Social esteem on the other hand tends to be policed in the oral culture through gossip, jokes and stories of various kind and serves an important role in the formation of social networks (Martin and White, 2005: 52). Sub-groups of social esteem are ‘normality’ (custom, for example lucky, predictable or odd), ‘capacity’ (for example clever, stupid or unwell) and ‘tenacity’ (resolve, based on the evaluation of the participants’ emotional disposition, for example brave or weak). Further illustrative examples of explicitly expressed social esteem and social sanction are given in Tables 15-18.

Instantiations of Judgement in the student data have been analyzed in terms of sub-group, polarity (positive or negative assessment), type of lexical expression (quality, process etc.), graduation and whether the assessment is expressed directly or indirectly (explicit or implicit). As previously mentioned, Graduation will be discussed in Chapter 6 and explicit instantiations

49 See Appendix for the original passage in Swedish.
of Attitude will be addressed before heading into a discussion of implicitly expressed Attitude.

5.3.1 Expressing Judgement explicitly

An overview of subgroups of Judgement and the percentages of texts in which explicit instances of these occur in different genres are shown in Table 14. As can be seen in the table, propriety is the sub-group of Judgement that occurs in the student texts more frequently than other sub-groups within the narrative genre, while capacity occurs more often than other sub-groups within the recount and observation genre. This tendency for the narrative genre to include expressions of social sanction to a higher degree than the other genres is expected, considering the ideological significance of narratives. According to Rothery and Stenglin, narratives induct members of the culture into valued ways of behaving, “so that stability is restored and maintained in the activity sequences of the various fields that constitute the culture” (Rothery and Stenglin, 1997: 240).

Table 14. Sub-groups of Judgement and the percentage of texts in which these occur (the highest numbers for each genre are in italics and bold).

<table>
<thead>
<tr>
<th>Sub-group of Judgement</th>
<th>Narratives (5, 8, 11)</th>
<th>Recounts (5, 8, 11)</th>
<th>Observations (5, 8, 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social esteem</td>
<td>3%</td>
<td>6%</td>
<td>15%</td>
</tr>
<tr>
<td>Normality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity</td>
<td>22%</td>
<td>29%</td>
<td>26%</td>
</tr>
<tr>
<td>Tenacity</td>
<td>1%</td>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>Social sanction</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Veracity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Propriety</td>
<td>26%</td>
<td>0%</td>
<td>22%</td>
</tr>
<tr>
<td>Total number of texts</td>
<td>69</td>
<td>17</td>
<td>27</td>
</tr>
</tbody>
</table>

Illustrative examples of normality are given in Table 15. As in other tables of sub-groups of Attitude these lists serve as general guides to the meanings that are encountered in the students’ texts. Expressions of Judgement are not discussed in terms of surge of behavior and emotive state. While a surge of behavior such as she cried, was interpreted as explicit expressions of unhappiness, no such rather easily interpreted surges of behavior are found when it comes to Judgement. One could hypothetically think of frowning, for example, as a sign of negative assessment of behavior, although no such examples are encountered. There are however abundant examples of behavior which in a related way evoke Judgement. These will be discussed in Section 5.6.
Assessments of normality answer the question of how special someone is (Martin and White, 2005: 53). Inscribed, explicit expressions in the student texts are rare and when they occur, they are about being lucky or charming/original. More frequent than normality is the sub-group capacity, which is presented in Table 16.

Table 16. Explicitly expressed capacity in grade 5, 8, 11.

<table>
<thead>
<tr>
<th>CAPACITY</th>
<th>Expression of capacity (+/–)</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental capacity*</td>
<td>Now we are rid of our teacher for a while, said stupid Jonas (–)</td>
<td>Nu slipper vi fröken ett tag sa dumma Jonas (G45)</td>
</tr>
<tr>
<td></td>
<td>They learned everything about the skeleton and he became good (+)</td>
<td>De lärde allt om skelettet och han blev duktig (B57)</td>
</tr>
<tr>
<td></td>
<td>The world’s smartest blonde (+)</td>
<td>Världens smartaste blondin (G75)</td>
</tr>
<tr>
<td>Physical strength/weakness*</td>
<td>We are too tired for that (–)</td>
<td>Vi är för trött för det (G5)</td>
</tr>
<tr>
<td></td>
<td>He didn’t have the strength to pull in the fish (–)</td>
<td>Han orkade inte dra in fisken (B3)</td>
</tr>
<tr>
<td></td>
<td>There I won in a superior way (+)</td>
<td>Där vann jag överlägset (G100)</td>
</tr>
<tr>
<td></td>
<td>They couldn’t play (–)</td>
<td>De kunde inte spela (G104)</td>
</tr>
</tbody>
</table>

Among the explicit instances interpreted as capacity in the student texts, there are two main groups of meanings: those expressing physical strength or weakness and those which pertain to mental capacity of some kind. Among these, there are also expressions that are more about succeeding or failing in carrying out a task where it is not so straightforward if the reason can be tied to mental or physical capacity as in we tried but we couldn’t or the man who is good with horses. What all expressions of capacity have in common is that they answer the question of how capable a person is.

The last sub-group of social esteem, tenacity, is also the sub-group of Judgement which is encountered least often in the student texts. Examples are shown in Table 17.

---

50 A positive assessment is marked by +, while a negative assessment is marked by –.
Table 17. Explicitly expressed tenacity in grade 5, 8, 11.

<table>
<thead>
<tr>
<th>TENACITY</th>
<th>Expression of tenacity (+/–)</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliability*</td>
<td>He hadn’t done his job (–)</td>
<td>Han hade inte skött om sitt jobb (G6)</td>
</tr>
<tr>
<td></td>
<td>Martin you are a bloody good friend that a guy can trust (+)</td>
<td>Martin du är en skitbra kompis som man kan lita på (G74)</td>
</tr>
<tr>
<td></td>
<td>Laura has always been there for me (+)</td>
<td>Laura har alltid ställt upp för mig (G74)</td>
</tr>
</tbody>
</table>

Expressions of tenacity answer the question of how dependable someone is. The inscribed expressions in the student data that are interpreted as tenacity are mostly about being reliable and could consequently be said to represent the core meaning of this sub-category.

We now move into the sub-groups of Judgement dealing with social sanction. The sub-group of veracity incorporates expressions which answers the question of how honest someone is. There are very few explicit expressions of veracity in the student texts, all of them expressing meanings of honesty as in you’re lying (G11).

The last sub-group of Judgement however, incorporates meanings which are often encountered in the student narratives and observations. This group of meanings answers to the question of how far beyond reproach a person is and is labelled propriety. Examples are shown in Table 18.

Table 18. Explicitly expressed propriety in grade 5, 8, 11.

<table>
<thead>
<tr>
<th>PROPRIETY</th>
<th>Expression of propriety (+/–)</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindness/malice*</td>
<td>John received her kindly (+)</td>
<td>John tog vänligt emot henne (G1)</td>
</tr>
<tr>
<td></td>
<td>The cold and hard robbers (–)</td>
<td>De kallhårda rövarna (B12)</td>
</tr>
<tr>
<td></td>
<td>There was a good friend (+)</td>
<td>Det fanns en god vän (B13)</td>
</tr>
<tr>
<td></td>
<td>How mean my parents are (–)</td>
<td>Hur elaka mina föräldrar är (B2)</td>
</tr>
<tr>
<td>Morality/immorality*</td>
<td>She was so understanding (+)</td>
<td>Hon var så förstående (G121)</td>
</tr>
<tr>
<td></td>
<td>She had done something stupid (–)</td>
<td>Hon gjort något dumt (G11)</td>
</tr>
<tr>
<td></td>
<td>She proved herself worthy (+)</td>
<td>Hon visade sig värdig (G6)</td>
</tr>
<tr>
<td></td>
<td>Some rowdy boys (–)</td>
<td>Några stökiga grabbar (G57)</td>
</tr>
<tr>
<td></td>
<td>This evening the hooligans would learn (–)</td>
<td>Den här natten skulle ligisterna få lära sig (G57)</td>
</tr>
</tbody>
</table>

As can be seen in Table 12, there is one group of inscribed expressions in the student data that deals with a caring, kind, considerate person or its opposite characteristic of meanness. There is also one group expressing meanings dealing with morality and immorality. The majority of the examples in Table 12 are expressed as quality which is symptomatic for expressing Judgement.
in general in all genres. An overview of how Judgement is expressed in gen-
eral is shown in Table 13.

Table 19. Percentages for how instances identified as explicit Judgement are indi-
cated in the student texts for all genres (the highest numbers in each grade are in
italics and bold).

<table>
<thead>
<tr>
<th>Judgement indicated through:</th>
<th>Grade 5</th>
<th>Grade 8</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>78%</td>
<td>71%</td>
<td>54%</td>
</tr>
<tr>
<td>Process</td>
<td>17%</td>
<td>24%</td>
<td>17%</td>
</tr>
<tr>
<td>Nominalization/metaphor</td>
<td>5%</td>
<td>6%</td>
<td>21%</td>
</tr>
<tr>
<td>Comment</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Total number of instances</td>
<td>58</td>
<td>34</td>
<td>24</td>
</tr>
</tbody>
</table>

As can be seen in the table, expressing Judgement through quality is by far 
the most common indication of evaluation. There are no significant differ-
ences between different grades, except for the fact that there are more in-
stances of nominalizations and metaphors in grade 11.

An outline of the system of Attitude as introduced to this point is pre-
sented in Figure 5. While no subgroups for normality, capacity, tenacity, 
veracity and propriety were mentioned in Martin and White (2005), such 
meanings as encountered in the student texts have been added in the present 
thesis.

\[
\text{JUDGEMENT}
\]

- **Normality**
  - Luck* 
  - Originality*
- **Capacity**
  - Mental capacity* 
  - Physical strength/weakness*
- **Tenacity**
  - Reliability*
- **Veracity**
- **Propriety**
  - Kindness/malice*
  - Morality/immorality*

*Figure 5. An outline of the system of Judgement.*

Up to this point, there has been a discussion about how people feel and about 
the evaluation of deeds and actions. The last sub-group of Attitude, Appre-
ciation, shares with Judgement the property of being more oriented towards what is being appraised than towards the appraiser, but it turns the attention away from assessments of human behavior to assessments of objects and states of affairs.

5.4 Appreciation

Evaluations of Appreciation are concerned with aesthetics, with “positive and negative assessments of objects, artifacts, processes and states of affairs rather than with human behaviour” (White, 2003a: 1). It involves the speaker’s or writer’s evaluation of the worth of a text or process in a culture (Rothery and Stenglin, 2000: 238).

Three subcategories are suggested under which Appreciation may be divided. These include reaction under which the product or process is evaluated in terms of the impact it makes or its quality. A positive evaluation (reaction) when something really catches our attention may be expressed as arresting, stunning or dramatic (White, 2003b: 15).

Under composition, the product or process is evaluated according to how it is made. If an entity under consideration is perceived as pleasing to the senses and as really ‘hanging together,’ the evaluation may be expressed as for example symmetrical or harmonious.

Finally, under the subcategory of social value, the object, product or process is evaluated according to various social conventions. If, for example, a process or state of affairs is positively evaluated it may be described as challenging, significant, profound, provocative, inspiring, universal, unique etc. (Rothery and Stenglin, 2000: 239).

Appreciation in the student data is analyzed in terms of sub-group as well as polarity, graduation, type of verbal expression and whether the assessment is expressed directly or indirectly. As with instantiations of Affect and Judgement, the discussion starts out with the explicitly expressed Attitude.

5.4.1 Expressing Appreciation explicitly

In the following extract from a narrative written by a girl in grade 8, the expressions in bold are interpreted as instantiations of explicit, inscribed Appreciation.52

51 When the looks of a person are concerned rather than the person’s behavior, this is also interpreted as Appreciation.

52 See Appendix for the original passage in Swedish.
Me with my brown, curly hair and my big brown eyes. Olle is thinking that he is simply too ugly for such a pretty girl like Nina. But one day Olle decided to walk straight up and just say hello. When it was ten past ten all of the 7th graders were on break. Olle saw Nina from a distance and started to walk towards her. He looked into her eyes which were dark like two deep wells. Olle said: “Hello Nina.”

This extract is clearly centred on the feelings the boy has for Nina. However, the writer places the focus on the emotional impacts that Nina and his looks have on his emotions, thereby rendering these examples an interpretation of expressing Appreciation: reaction. Expressions of reaction occur in more texts than any of the other two subgroups of Appreciation. An overview of subgroups of Appreciation and the percentages of texts in which explicit instances of these occur in different genres are shown in Table 20.

Table 20. Sub-groups of Appreciation and the percentage of texts in which these occur (the highest numbers in each genre are in italics and bold).

<table>
<thead>
<tr>
<th>Sub-group of Appreciation</th>
<th>Narratives (5, 8, 11)</th>
<th>Recounts (5, 8, 11)</th>
<th>Observations (5, 8, 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction</td>
<td>38%</td>
<td>76%</td>
<td>63%</td>
</tr>
<tr>
<td>Composition</td>
<td>7%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Valuation</td>
<td>17%</td>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>Total number of texts</td>
<td>69</td>
<td>17</td>
<td>27</td>
</tr>
</tbody>
</table>

Illustrative examples for Appreciation: reaction are presented in Table 21.

Table 21. Explicitly expressed reaction in grade 5, 8, 11.

<table>
<thead>
<tr>
<th>REACTION</th>
<th>Expression of reaction (+/-)</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>A very pretty girl had started in his class (+)</td>
<td>En jättesöt tjejer hade börjat i hans klass (G112)</td>
</tr>
<tr>
<td></td>
<td>a very nice view (+)</td>
<td>Jättebra utsikt (G54)</td>
</tr>
<tr>
<td></td>
<td>He stayed in a luxury house (+)</td>
<td>Han bodde i ett lyxhus (B13)</td>
</tr>
<tr>
<td></td>
<td>A crappy booze (-)</td>
<td>Ett taskigt rus (G57)</td>
</tr>
<tr>
<td>Impact</td>
<td>The best disco (+)</td>
<td>Det bästa discot (G71)</td>
</tr>
<tr>
<td></td>
<td>Internet rocks (+)</td>
<td>Internet rokkar (G75)</td>
</tr>
<tr>
<td></td>
<td>It was a horrible dream (-)</td>
<td>Det var en förskräcklig dröm (G32)</td>
</tr>
<tr>
<td></td>
<td>It was great fun (+)</td>
<td>Det var jättekul (B44)</td>
</tr>
<tr>
<td></td>
<td>Moments in that small suffocating room (-)</td>
<td>Stunderna i det lilla kvava rummet (G121)</td>
</tr>
<tr>
<td></td>
<td>He heard Bengt’s strong and cruel voice (-)</td>
<td>Horde han Bengts starka och grymma röst (B110)</td>
</tr>
</tbody>
</table>
In general, instances of reaction can be divided into those expressing quality or impact (Martin and White, 2005: 56). As can be seen in Table 21, reaction as quality in the student data could also be discussed in terms of which of the senses the reaction pertains to. Visual reaction is expressed in *a very nice view*, while an auditory effect is expressed in *the name had a beautiful ring to it* and the sense of taste is addressed in *we barbecued hamburgers and they tasted good*. There are furthermore expressions of quality as experience in *a crappy booze* and quality in terms of generally evaluating an entity as in *the best disco* and *I used to have a cash card but it’s not as good*.

The inscribed expressions of impact in the student data prove the close connection between values of Affect and Appreciation. An example such as *it was a horrible dream* or *an exciting book*, speaks of fear or excitement while an example such as *a happy ending*, speaks of happiness. In other words, one could easily imagine how the horrible dream would create someone feeling frightened (Affect: insecurity) or how the happy ending would cause someone to feel happy and content (Affect: happiness).

There is a strong tendency for Appreciation to be expressed as quality. An overview of how Appreciation is expressed in general is shown in Table 22.

Table 22. Percentages for how instances identified as explicit Appreciation are indicated in the student texts (all genres).

<table>
<thead>
<tr>
<th>Appreciation indicated through:</th>
<th>Grade 5</th>
<th>Grade 8</th>
<th>Grade11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>91%</td>
<td>97%</td>
<td>83%</td>
</tr>
<tr>
<td>Process</td>
<td>3%</td>
<td>1.5%</td>
<td>0%</td>
</tr>
<tr>
<td>Nominalization/metaphor</td>
<td>6%</td>
<td>1.5%</td>
<td>17%</td>
</tr>
<tr>
<td>Total number of instances</td>
<td>68</td>
<td>59</td>
<td>53</td>
</tr>
</tbody>
</table>

Composition is the sub-group of Appreciation that is encountered least in the student texts. Illustrative examples for Appreciation: composition are presented in Table 17.

Table 23. Explicitly expressed composition in grade 5, 8, 11.

<table>
<thead>
<tr>
<th>COMPOSITION</th>
<th>Expression of composition (+/–)</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complexity</td>
<td>The road was long and troublesome (–)</td>
<td>Vägen var lång och besvärlig (G21)</td>
</tr>
<tr>
<td></td>
<td>A funny, complex description (+)</td>
<td>En rolig sammansatt beskrivning (F75)</td>
</tr>
<tr>
<td>Balance</td>
<td>It was an even game (+)</td>
<td>Det var en jämn match (B43)</td>
</tr>
<tr>
<td></td>
<td>My incredibly messy room (–)</td>
<td>Mitt otroligt stökiga rum (G50)</td>
</tr>
</tbody>
</table>
As previously mentioned, under composition, the product or process is evaluated in terms of its make-up and whether it conforms to various conventions of formal organization. There are few of these examples in the student data. Instances of valuation, which are presented in Table 24, occur more often.

Table 24. Explicitly expressed valuation in grade 5, 8, 11.

<table>
<thead>
<tr>
<th>VALUATION</th>
<th>Expression of valuation (+/–)</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danger*</td>
<td>Something terrible would happen (–)</td>
<td>Det skulle hända nåt hemskt (G38)</td>
</tr>
<tr>
<td></td>
<td>There was still a problem (–)</td>
<td>Det var ändå ett problem (G42)</td>
</tr>
<tr>
<td></td>
<td>It is too dangerous (–)</td>
<td>Det är för farligt (G5)</td>
</tr>
<tr>
<td></td>
<td>Have you seen anything suspicious (–)</td>
<td>Har du sett något misstänkt? (G89)</td>
</tr>
<tr>
<td></td>
<td>But it was worth it! (+)</td>
<td>Men det var det värt! (G45)</td>
</tr>
<tr>
<td></td>
<td>The greatest event (+)</td>
<td>Den största händelsen (G50)</td>
</tr>
<tr>
<td>Importance*</td>
<td>Maybe you don’t think it sounds remarkable (–)</td>
<td>Ni kanske inte tycker att det later så märkvärdigt (G51)</td>
</tr>
<tr>
<td></td>
<td>I have to make an important phone call (+)</td>
<td>Jag måste ringa ett viktigt samtal (G59)</td>
</tr>
</tbody>
</table>

Under the sub-group of valuation, the object, product or process is evaluated according to various social conventions, in other words according to what is considered worthwhile in that specific society. Expressions of valuation found in the student data express meanings related to danger and importance.

The third and final subsystem of Attitude is presented in Figure 6. The system as presented in Martin and White (2005: 56) has as far as Appreciation is concerned been extended with two subcategories of valuation, namely danger and importance.

![Figure 6](image-url)  
*Figure 6. An outline of the system of Appreciation.*
With this, the overview of the explicitly expressed resources of Affect, Judgement and Appreciation used in the student texts comes to a conclusion. In the next section implicitly expressed Attitude will be discussed.

5.5 Implicitly expressed Attitude

In previous sections explicitly expressed Attitude in the students’ text was discussed. However, there are other means by which students direct us in their writing towards certain feelings without using attitudinal lexis that tells us directly how to feel. The selection of ideational meanings can guide us as readers in a certain direction. The interpretation of these ideational meanings as attitudinal is of course more straightforward if there are inscribed Attitude to function as signposts. In the following extract from a narrative written by a boy in grade 5, expressions in bold are interpreted as implicitly expressed Attitude while the inscribed expression is in italics.53

B12

When the first prince came, there was a fanfare and when he posed the question a little bird was standing in the way and the prince shoed the bird off. The princess didn’t like this so she turned him down on his proposal. The next prince also shoed the bird off. Finally everybody had except for one prince but he didn’t shoed the bird off but stepped aside instead. And he proposed and Aurora said yes.

In this example it is explicitly stated that the princess does not like when the first prince is shoos the bird off. This and subsequent similar behavior of the other princes is therefore interpreted as negative Judgement: propriety. On the other hand, when the last prince does not sho the bird off, the statement is interpreted as implying that the reader should interpret the behavior positively (Judgement: propriety+).

It could be argued, of course, that adding implicitly expressed Attitude to the analysis of evaluation in student texts, means adding an undesirable element of subjectivity into the analysis. The general point made by Martin and White (2005: 62) is nevertheless followed in this study:

avoiding invoked evaluation of this kind amounts to a suggestion that ideational meaning is selected without regard to the attitudes it engenders— a position we find untenable.

53 See Appendix for the original passage in Swedish.
It is important, however, to specify one’s reading position and to declare how one is reading a text (Martin and White 2005: 62):

In this context it is important to distinguish between individual and social subjectivity—between readers as idiosyncratic respondents and communities of readers positioned by specific configurations of gender, generation, class, ethnicity and in/capacity. When analysing invoked evaluation it is certainly critical to specify one’s reading position as far as possible with respect to the latter variables; and also to declare whether one is reading a text compliantly, resistantly or tactically.

Apart from declaring the above-mentioned position, it is also important to take a closer look at the types of expressions that serve the purpose of conveying attitudinal meaning implicitly. Such expressions are found in virtually all of the texts written by students in this study. It is also clear that Graduation plays an important role when it comes to implying or evoking attitudinal meaning. In Table 25 and overview is given of what share (in percent) of the total number of attitudinal instances identified in the student data are implicitly expressed. Within parentheses are also given the proportion (in percent) of how many of these implicit instances are graded in some way. Those instances that imply Attitude through Graduation, will be discussed in Chapter 6. The discussion in this section is therefore focusing on the expressions that imply Attitude but not through the means of Graduation.

Table 25. Percentage of instances identified as implicit and the percentage of implicit instances implying Attitude through Graduation (within brackets).

<table>
<thead>
<tr>
<th>Sub-group of Attitude</th>
<th>Grade 5 (all genres)</th>
<th>Grade 8 (all genres)</th>
<th>Grade 11 (all genres)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect</td>
<td>42% (43%)</td>
<td>17% (44%)</td>
<td>39% (61%)</td>
</tr>
<tr>
<td>Judgement</td>
<td>55% (44%)</td>
<td>62% (20%)</td>
<td>43% (56%)</td>
</tr>
<tr>
<td>Appreciation</td>
<td>60% (28%)</td>
<td>41% (39%)</td>
<td>40% (39%)</td>
</tr>
</tbody>
</table>

The results illustrated in Table 25, indicate that expressed Attitude in grade 11 seems to be expressed more explicitly than in grade 5. Also, when the Attitude is implicitly stated there are more instances that are graded (implying Attitude through Graduation) in grade 11 than in grade 5 (see Chapter 6 for a discussion of Graduation).

5.5.1 Types of implicitly expressed Attitude in the students’ texts

During the analysis of student texts, I formulated a number of categories for the different types of implicit expressions encountered in the student texts.

54 In the whole material, 590 expressions were identified as explicit, while 488 expressions were interpreted as implicit expression of Attitude.
These are listed below and may imply Attitude of all types (Affect, Judgement and Appreciation). The categories are by no means exclusive in the sense that a textual hint may very well co-occur with counterexpectancy or physical reactions. If anything the interpretation of an utterance as implying Attitude is strengthened by the use of several of the features in the list below.

1. Textual hints
2. Physical reactions
3. Behavior
4. Counter-expectancy
5. General descriptions
6. Exclamations

1. Textual hints
There are hints expressed in the student texts that can guide the reader to a certain emotion as in *Now it was time for a swim!* (G100) or *Johan opened the door and there stood the teacher!* (G45). In their context these expressions are interpreted as Affect: happiness. Something extraordinary occurs that is signaled by the exclamation mark.

Questions are similarly used as guidance towards the emotive state of the characters in the texts. In examples such as *Where have you been?* (G5) or *What happened? Where is she?* (B29), the questions imply an insecurity (Affect: insecurity) that the characters are experiencing when they cannot master or understand the situation.

2. Physical reactions
There are numerous expressions in the student texts of more or less involuntary physical behavior related to a certain event or situation. This group of expressions encompasses meanings similar to what was previously treated under surges of behavior as explicit expressions of Attitude, although less closely tied to a certain feeling. Examples such as *She dropped the bouquet* (G11) or *she couldn’t move at all* (B29) are interpreted as physical reactions of fear (Affect: insecurity).

3. Behavior
Behavior or actions performed in prevention of a certain situation or as a reaction to an event is expressed in *She ran to her mother and father’s room* (G24) or *She went into her room and locked the door* (G31). Both of these examples are interpreted as Affect: insecurity. In the first example the character seeks comfort in the safety of her parent’s room while the character in the second example tries to fence off the potential threat by locking the door, thereby implying that she feels frightened. The necessity of considering the context when analyzing these examples is obvious. The borderline between
different sub-groups of Attitude is of course also fuzzier when no explicit feeling is expressed as a sign-post of the emotive state of the participants. In an example such as Sandra’s mother and father called the police (G32), it would be possible to see this as implying their fear of the situation as well as being an expression of their apprehending the situation as dangerous.

4. Counter-expectancy
When a situation is described in which there is an outcome contrary to what was expected or hoped for, there are often various feelings implied. Many of these utterances include expressions of wanting (see Section 5.5 on borders). Such examples are She wanted to talk to them but they couldn’t talk (G32) or and I was supposed to follow her halfway to our summerhouse (G51). In both of these examples the characters had hoped for a different outcome than what actually happened and when their hopes are crushed, the feelings are interpreted as disappointment (Affect: dissatisfaction).

5. General descriptions
A person, thing or situation can be generally described in such terms that Attitude can be implied. In an example such as I get up, take a deep breath and jump 90 degrees, the excitement felt about the situation is expressed through the detailed account of the situation and the choice of the present tense as if to invite us to relive the situation with her. The expression is thereby interpreted as implying Affect: happiness.

In an example such as People who know me know that I have a life (G74), it takes knowledge of the youth sub-culture’s interpretation of ‘to have a life’ as something expressing normality to make that analytical interpretation (Judgement: normality).

This type of general description is also common when Appreciation is implied as in It was the slum of all slums, with dank walls, broken windows and rats running all over (B65). An overall picture is painted with key words such as dank, broken and rats, together rendering this an interpretation as Appreciation: reaction–.

6. Exclamations
Exclamations such as wow or swearing are included in this study as implying various feelings. Martin and White (2005: 68) place swearing beyond the scope of their study since it involves non-gradable lexis. I believe however that although they are in themselves not underspecified as far as type of Attitude, exclamations and swearing are very similar to the other types of implicit expressions listed here, as they guide the reader to a certain attitudinal interpretation.
Making analytical decisions on whether an utterance should be seen as explicit or implicit is by no means a straightforward task. There are also other such borderline cases that deserve to be commented on.

5.6 Borders

As expressed by Martin and White, the general framework for analyzing Attitude has stabilized over the years as one register after another has been studied using the tools of the Appraisal framework. As previously mentioned they do however believe that their work of mapping evaluative meaning is far from finished (Martin and White, 2005: 46).

Although border lines in these types of language analyses will probably always exist to some extent, this is even more so in the application of an analytical framework that has only been used for analyses of evaluative language for a relatively short period of time, such as Appraisal. Some of these issues are addressed in Martin and White (2005: 58 pp).

They mention for example that almost the same attitudinal lexis can be used either to judge or appreciate as in *he proved a fascinating player* (judgement) or *it was fascinating innings* (appreciation) (Martin and White 2005: 60). To distinguish kinds of attitudinal realization with respect to adjectival realization (which is the most common type of expression), they use different distinguishing frames. For judgement the frame {it was judgement for person/ of person to do that} is used, for example in the sentence *it was silly of them to do that*. On the other hand, for appreciation the frame {Person consider something appreciation} is used, for example in the sentence *I consider it beautiful* (Martin and White 2005: 59). Together with considering the source and target of evaluation where judgement targets behavior and appreciation targets things, this would render the interpretation of the examples above.

However, Martin and White do also note that “clause frames for comparable meanings can be much less flexible as in *It was balanced of them to come* (judging behavior?) or *I consider it honest* (appreciating a concrete thing?) (Martin and White 2005: 60).

Finally they also mention a small set of attitudinal lexis that construes both affect and judgement at the same time, such as guilty, embarrassed, proud, jealous, envious, ashamed, resentful or contemptuous (Martin and White 2005: 60). Their suggestion for dealing with these apparent hybrid realizations is that they are treated as affectual inscriptions implying Judgement or Appreciation (Martin and White 2005: 68).

In the analysis of the student texts in this study, the above-mentioned borders were encountered. In addition, a number of other questions were also raised. The most important of these are listed below.
1. Borders between explicit and implicit instances.
2. Borders between instances.
5. Borders between sub-groups of Affect, Judgement and Appreciation.

1. Borders between explicit and implicit instances
In this study an initial division between explicit and implicit instances is made. While the interpretation of expressions as explicit (overtly indicating Attitude) for the most part is rather straightforward, there are cases which deserve to be commented on.

Following Martin and White, surges of emotion such as she cried are interpreted as explicitly expressed Attitude. But how about other physical reactions which are not so intimately associated with a feeling such as grabbed each other’s hands or they ran away? Both of these expressions may very well indicate fear. In other words, there is no straightforward, easily defined border into explicitness but rather a cline. In the study I have chosen only the most common outbursts of feelings to count as explicit in order to make the interpretations consistent. The above-mentioned examples are therefore interpreted as implicit Affect.

When /dis/inclination was discussed in Section 5.2.1, it was mentioned that this sub-group of Affect is different from the other sub-groups of Affect in the sense that it includes feelings towards a prospective stimulus. It includes feelings of longing and wishing. It is not clear, however, how the related meaning of wanting should be treated. It could be argued that wanting does express a feeling of Affect. It could also be argued that this feeling is too vague. Once again, there seems to be a cline. The numerous examples including wanting in the student data have been analyzed as implicit expressions evoking different types of Attitude depending on context (see Table 26).

Table 26. Examples of different types of Attitude realized through expressions of ‘wanting.’

<table>
<thead>
<tr>
<th>English translation</th>
<th>Original Swedish expression</th>
<th>Interpreted as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>She wanted to talk to them but they couldn’t talk</td>
<td>Hon ville prata med dem men de kunde inte prata (G32)</td>
<td>Affect: dissatisfaction</td>
</tr>
<tr>
<td>The dog wanted to stay</td>
<td>Hunden ville stanna (G55)</td>
<td>Affect: satisfaction</td>
</tr>
<tr>
<td>I want to go home very soon</td>
<td>Jag vill gå hem väldigt snart (G5)</td>
<td>Affect: insecurity</td>
</tr>
</tbody>
</table>
2. Borders between instances

Once an analytical decision has been made concerning the explicitness or implicitness of an expression there is still the matter of delimiting the instance. Defining what counts as an instance is of course even more important if these instances will be counted in order to describe the data. When considering expressions such as *My friends are completely wonderful. When you need them they are always there. You can talk to them about everything* (G74), the question arises whether this is one explicit instance where the expressions all together give a positive judgement of the friends or if it is one explicit instance (*wonderful*) followed by two implicit instances. I have chosen the second interpretation for the analyses of the student data since both of the expressions following the explicit instance, by themselves would imply a positive judgement.

There are also numerous examples in the student data where explicit Attitude is repeated, as in *Her sunny smile testified that she was just as happy as I was* (G126). Although both of these expressions pertain to the same feeling of happiness, they are counted as two instances since the repetition serves the purpose of more strongly aligning us as readers to the value position put forward.55

Since evaluations potentially permeate whole stretches of text, it can be difficult to put your finger on what exactly conveys a certain meaning and thereby counts as an instance. An atmosphere can be built up, as in *it was a late night in October. A man on his way from work took a shortcut through the woods* (B92). A late night in October in Sweden is probably dark and cold, and taking a shortcut through the woods alone gives you images of potential danger as expressed in many horror movies. Since these sentences would not by themselves imply Attitude, the whole passage counts as one instance.

3. Borders between Judgement, Affect and Appreciation

In the student data a situation or event is often described and followed by an evaluation where the whole situation is referenced by *it*, such as in *It was great fun* (B44). Following the suggestion by Martin and White mentioned above, these examples can be seen as inscribing Appreciation of a situation while at the same time strongly implying an affectual feeling of happiness (having fun). To make the analysis manageable, such instances are not double coded, but only analyzed for one type of Attitude.

As noted above, it is of course important to consider who the appraiser is and what is being appraised. In an example such as *Are you so frightened that you didn’t make it to the toilet?*, the main character in the story is described as frightened (Affect: insecurity). At the same time, the utterance

55 For further discussion of Graduation, see Chapter 6
could be seen as implying a negative Judgement of the character that is doing the bullying in the story. Once again, to make the analysis manageable, such instances are not double coded.

4. Borders between polarity
As previously stated, an utterance within the Appraisal system is classified as attitudinal if it conveys a negative or positive assessment of some person, thing, situation, action, event or state of affairs. However, it is not always straightforward whether the utterance conveys a negative or positive assessment. In an utterance such as he is 13 years old and very much in love with a girl in grade 7 (G112), we are clearly dealing with affairs of the heart and loving someone would generally be interpreted as positive Affect. Whether this love is positive or negative nevertheless depends on how the object of affection receives the love. It is therefore once again crucial to take into consideration the whole textual context.

5. Borders between sub-groups of Affect, Judgement and Appreciation
Finally, the different sub-groupings of Affect, Judgement and Appreciation must be considered. For the most part, the evaluative mapping suggested so far within the Appraisal framework, serves the purpose of managing analysis of evaluative meaning in students’ texts well. However, when it comes to the sub-category of composition under Appreciation, it does not quite meet the needs for analyzing the data in this study. This category was primarily developed by Rothery and Stenglin based on work within Creative Arts. Discussing composition in terms of balance (did it hang together) or complexity (was it hard to follow) with examples like harmonious, simple, lucid, intricate (Martin and White, 2005: 56) applies more readily to works of art than the things that are discussed in the student’s texts. Students speak of heavy people, messy rooms and troublesome paths, for example. However, if extending the definitions of composition to include aesthetics in a wider sense, the category is applicable. This is also what is done in the present study.

I would like to end this discussion of borders with a comment on feelings that seem to fall between all categories. In examples such as she was very moved (G125) or It is such a feeling skiing powder (G84)! there is clearly a feeling at hand but it is difficult to talk of this feeling as happiness or satisfaction or security. Based on the context, these two examples have been analyzed as Affect: happiness. It is however noteworthy to acknowledge such explicit examples that in a sense are unspecified as far as sub-categories are concerned.
5.7 Summary Attitude

In this chapter the sub-categories of Attitude were presented in more detail and an overview was given of the attitudinal resources used in the student texts. For the most part the mapping of attitudinal resources as presented by Martin and White (2005) was functional and used. The sub-categorization of Attitude into Affect, Judgement and Appreciation works well to describe the student data on a more general level. Where additional sub-categorizations were needed to describe the attitudinal meanings expressed in the student data of this study, such categories were added to the system. This has primarily concerned the more fine-tuned analysis of sub-categorization within Affect, Judgement and Appreciation. An overview of the system of Attitude as presented in this chapter is shown in Figure 7. Sub-categories marked by an asterisk are those that were added for the purpose of the present study. The figure could be read as an overview of the types of attitudinal meanings explicitly expressed in the student texts and thereby a semantic map of the evaluative expressions of Attitude encountered in student texts of this study.56

In this chapter it was shown that meanings of Affect are the types of meanings that most frequently occur in student texts of all types of genres. It was also mentioned that expressions of Judgement and Appreciation are more often identified in the recount and observation genres than in narratives. Further observed differences across genres were that while the sub-category Affect: happiness was identified in more texts than other sub-categories within the recount and observation genres, Affect: insecurity occurred in more narratives than other sub-categories of Affect. Another difference between the different genres is that while narratives are mostly about meanings of social sanction, recounts and observations are more focused on values of social esteem.

Attitude in the students’ texts is most often expressed as ‘quality’ within all genres while there seem to be an indication of an increased usage of ‘processes’ and an increased lexical variation as the students grow older. Discourse also tends to be more explicitly formulated in later years.

The chapter also included a discussion on borders in the analysis as well a discussion of types of implicitly expressed Attitude in the student texts.

56 However, it should be noted that expressions of confidence, trust or interest were not encountered in the present study.
Figure 7. An overview of Attitude.
6 Ways of adjusting the volume in students texts—GRADUATION

6.1 Introduction to Graduation

To this point, ways of feeling as expressed in student texts through resources of Affect, Judgement and Appreciation have been discussed. As previously indicated, a general and defining property of values of Affect, Judgement and Appreciation is that they can be graded. In other words, all explicitly expressed attitudinal meanings have the potential to be intensified and compared, thus creating greater or lesser degrees of positivity or negativity associated with the feelings (Martin and White, 2005: 135). See for example, Table 27 where Graduation is expressed with varying degrees of intensity.

Table 27. The gradability of attitudinal meanings.

<table>
<thead>
<tr>
<th></th>
<th>Low degree</th>
<th>Medium degree</th>
<th>High degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect</td>
<td>quite happy</td>
<td>very happy</td>
<td>extremely happy</td>
</tr>
<tr>
<td>Judgement</td>
<td>quite good friend</td>
<td>very good friend</td>
<td>extremely good friend</td>
</tr>
<tr>
<td>Appreciation</td>
<td>quite beautiful</td>
<td>very beautiful</td>
<td>extremely beautiful</td>
</tr>
</tbody>
</table>

Adjusting the volume of attitudinal expressions can be accomplished in a number of ways. The attitudinal resources in Table 27 are all gradable along clines of positivity. Following the theoretical framework of Appraisal (as represented in Martin, 1997, 2000 and Martin and White, 2005), this would serve as an example of grading according to intensity. According to Martin and White, graduation is seen as operating across two axes of scalability—that of “grading according to intensity or amount, and that of grading according to prototypicality and the preciseness by which category boundaries are drawn” (Martin and White, 2005: 137). By grading according to prototypicality phenomena are scaled in reference “to the degree to which they match some supposed core or exemplary instance of a semantic category” (Martin and White, 2005: 137). By using locutions such as true in a true friend, the prototypicality and, in this case, positive judgement is sharpened or scaled up. By using locutions such as sort of in sort of upset, the prototypicality is scaled down and the upsetness thereby softened (Martin and White, 2005: 138).
Within the framework of Appraisal, grading according to intensity or amount is referenced by the term *force*, while grading according to prototypicality is referenced by the term *focus*. Force will be explored in greater detail in Section 6.2, while focus is discussed in Sections 6.2 and 6.3. The graduation network as introduced to this point is illustrated in Figure 8.

```
GRADUATION

FORCE (quite happy, very happy, extremely happy)

FOCUS (true friend, sort of upset)
```

*Figure 8. A preliminary outline of Graduation.*

While there are examples of students grading according to prototypicality in the data of the present study, grading according to intensity or amount is by far more common. In addition to adjusting the volume of explicitly expressed Attitude, resources of force also serve the function of flagging that meanings that are not explicitly attitudinal are, nevertheless, evaluatively charged. In the example *We went swimming for a whole day*, the mentioning of the distribution over time, serves to evoke the feeling of joy that the children experienced taking part in the activity, although no such joy is expressed explicitly. Grading that evokes Attitude will be further discussed in Section 6.3.

This chapter will give an overview of the language resources by which graduation is realized in the student texts. The discussion will include how volume is adjusted through grading explicit Attitude, as well as how the volume is turned on through evoking Attitude, in other words how meanings that are not explicitly attitudinal can be evaluatively charged through the usage of graduation resources. In the process, a more detailed outline of the subsystem of Graduation as discussed within the framework of Appraisal will be provided and commented on. Finally different patterns in the usage of graduation resources will be discussed as well as how these patterns affect the dialogistic potential of the texts.
6.2 Adjusting the volume through grading explicit Attitude

Earlier chapters explored the means by which Attitude is expressed in the data. In the process of describing these attitudinal expressions encountered in the student texts, an initial distinction was made between Attitude that is expressed explicitly and Attitude that is implicitly formulated or evoked. Explicit instantiations directly encode a positive or negative value which can be adjusted in volume through grading up or down. Instantiations of this type are referred to as **inscribed** Attitude (Martin, 1997) and they will be the focus of this first section. In the following extracts from grade five, the expressions in bold are interpreted as instantiations of inscribed Attitude:57

B 23

Kalla was **frightened** and she ran home and got under the bed and she **started crying**. Then her mother and father arrived so she was **happy** and went up from underneath the bed and then the whole family was **happy**.

G24

Kalla saw a space ship. She got **very frightened**. She ran to her mother’s and father’s room to tell them what she had seen. Her mother and father wasn’t there and she said where can they be and what have I seen. She thought for a while but she couldn’t figure out what it was. Then after a while she said it is a space rocket. Then he approached it and saw a human being and a space rocket. The man said that your mother and father are in here and that she could come in. Then she went in and saw her mother and father. Then she was **very happy** when she saw her mother and father.

In both extracts there is an initial feeling of distress that turns into happiness towards the end. The difference between the expressions of fear and happiness lies in the writer’s commitment to the value position that is being advanced and hence how strongly the reader is aligned into that value position (e.g. happy vs. very happy). While the most congruent form for the expression of Attitude is adjectival (Hood, 2004: 75), as in most examples in the extracts above, grading of explicit Attitude is encoded in multiple ways in the student data. Therefore there is a need not only to investigate adjectival expressions but also to look beyond such structures for a more nuanced picture of how volume is adjusted in student writing of story genres. The dis-

57 See Appendix for the original texts in Swedish.
Discussion of grading Attitude will take its starting point in outlining the range of grammatical resources used within the dimension of force.

6.2.1 Grading explicit Attitude through intensification

As mentioned, the dimension of force covers assessments as to degree of intensity and as to amount (quantification). A range of grammatical resources assessing explicit, inscribed Attitude according to intensity and amount were identified in the student texts. The means for grading explicit Attitude according to intensity that were found in the student data (based on Martin and White, 2005: 141pp) are outlined in Figure 9 and further commented on below.

![Figure 9. Means for grading explicit Attitude according to intensity.](image)

**Premodification of an adjective**
Following Martin and White (2005), intensity can be seen as operating over qualities, over processes or over the verbal modalities of likelihood, usuality or inclination. Commonly, intensification of a quality expressing Affect, Judgement and Appreciation is achieved through the addition of a *pre-modifying intensifier* as exemplified in Table 28 below:
Table 28. Examples of intensifying explicit Attitude through premodification of an adjective.

<table>
<thead>
<tr>
<th>Sub-group of Attitude</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFFECT</td>
<td>Anna was extremely happy (G20)</td>
<td>Anna blev överlycklig</td>
</tr>
<tr>
<td></td>
<td>Elin was totally shocked (G37)</td>
<td>Elin blev helt chockad</td>
</tr>
<tr>
<td></td>
<td>she was very frightened (G32)</td>
<td>hon blev mycket rådd</td>
</tr>
<tr>
<td></td>
<td>he feels wonderfully happy (B146)</td>
<td>han känner sig underbart lycklig</td>
</tr>
<tr>
<td>JUDGEMENT</td>
<td>a very nice lady (B16)</td>
<td>en mycket snäll tant</td>
</tr>
<tr>
<td></td>
<td>so self-absorbed (B2)</td>
<td>så självupptagna</td>
</tr>
<tr>
<td></td>
<td>my friends are absolutely wonderful (G74)</td>
<td>Mina kompisar är helt underbara</td>
</tr>
<tr>
<td></td>
<td>you have been incredibly good today (B110)</td>
<td>Ni har skött er otroligt bra idag</td>
</tr>
<tr>
<td>APPRECIATION</td>
<td>they were extremely disgusting (B29)</td>
<td>de var väldigt vidriga</td>
</tr>
<tr>
<td></td>
<td>it was quite expensive (B49)</td>
<td>det blev ganska dyrt</td>
</tr>
<tr>
<td></td>
<td>the wind was ice cold (G67)</td>
<td>blästen var iskall</td>
</tr>
</tbody>
</table>

As discussed by Hood (2004: 79), “the grading does not dichotomise values as positive or negative, but represents them on a cline as relatively high, median, or low in value”. In the student data there are for example instances of being very happy, extremely happy and completely happy. The intensifiers can furthermore themselves be intensified as in so bloody lucky, which causes the volume to be raised even higher.

The isolated intensifiers exemplified above are either grammatical, i.e. belonging to a relatively small group of expressions with less referential meaning (e.g. quite expensive58, very frightened), or lexical, i.e. either figurative in some way (e.g. ice cold59) or conveying an attitudinal overtone (e.g. wonderfully happy, bloody lucky) (Martin and White, 2005: 148).

Pre-modification of an adverb
Attitude in the student texts is also expressed through the use of adverbs and thus graded through a pre-modification of that adverb as exemplified in Table 29.

---

58 The examples are from the student data in the present study.
59 The Swedish expression jätte- could be placed in this group of expressions with figurative meaning. This expression no longer carries the original meaning of ‘giant,’ but functions as an amplifier of the meaning expressed, for example jätteliten (very small) or jättestor (very big).
Table 29. Examples of intensifying explicit attitude through premodification of an adverb.

<table>
<thead>
<tr>
<th>Sub-group of Attitude</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFFECT</td>
<td>it felt <em>really</em> great that it was Christmas break (G102)</td>
<td>det kändes <em>jättekönt</em> att det var</td>
</tr>
<tr>
<td></td>
<td>he had slept <em>very</em> poorly (G143)</td>
<td>han hade sovit <em>jätte dåligt</em></td>
</tr>
</tbody>
</table>

Pre-modification of a nominalized quality

Although adjectival forms such as the ones mentioned above may be considered the most congruent expression of attitude in general, there are other ways in which explicit attitude may be realized. Affect can be realized, for example, as a nominalized quality and thus graded according to intensity as exemplified in Table 30.

Table 30. Examples of intensifying explicit attitude through premodification of a nominalized quality.

<table>
<thead>
<tr>
<th>Sub-group of Attitude</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFFECT</td>
<td>complete panic broke out (B91)</td>
<td>det blev <em>fullständig</em> panik</td>
</tr>
</tbody>
</table>

Up/down grading through comparatives

Relative scaling with respect to intensity is also used by the students to adjust the attitudinal volume in the texts as exemplified in Table 31.

Table 31. Examples of intensifying explicit attitude through up/down grading through comparatives.

<table>
<thead>
<tr>
<th>Sub-group of Attitude</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFFECT</td>
<td>Princess Margaret was now <em>even angrier</em> (G11)</td>
<td>Prinsessan Margareta var nu <em>ännu argare</em></td>
</tr>
<tr>
<td></td>
<td>It has been the <em>greatest</em> Christmas break so far (G105)</td>
<td>Det har varit det <em>roligaste</em> jullovet hittills</td>
</tr>
<tr>
<td>APPRECIATION</td>
<td>You will get cited for ugliness and that is not the <em>greatest</em> (B15)</td>
<td>Du kommer att åka fast för fuleri och det är inte det <em>roligaste</em></td>
</tr>
<tr>
<td></td>
<td>Bertil was treated to the <em>nicest</em> thing the natives had to offer (B15)</td>
<td>Bertil blev bjuden på det <em>finaste</em> som infödingarna hade att erbjuda</td>
</tr>
</tbody>
</table>

In the examples above the explicitly expressed Affect or Appreciation is compared to other feelings or situations and thereby enhanced. Princess Margaret was *even angrier* than she had previously been in the story and having the *greatest time* is compared to other events in the character’s life, not expressed in the text but nevertheless implied as existing through the comparison.
Up/down grading of verbal processes

Up/down grading of verbal processes is also found in the student texts. This is exemplified in Table 32 below by students scaling up explicitly expressed Affect and Judgement.

Table 32. Examples of intensifying explicit Attitude through up/down grading of verbal processes.

<table>
<thead>
<tr>
<th>Sub-group of Attitude</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFFECT</td>
<td>she really fainted (G39)</td>
<td>hon svimmade rejält</td>
</tr>
<tr>
<td></td>
<td>I fought a little with my sister (G71)</td>
<td>Jag bråkade lite med min syster</td>
</tr>
<tr>
<td>JUDGEMENT</td>
<td>I’m a soft blue-eyed blonde who really rocks (G75)</td>
<td>Jag är en soft blåögd blondin som rokkar som bara den</td>
</tr>
<tr>
<td></td>
<td>You completely charmed me (G124)</td>
<td>Du charmade mig totalt</td>
</tr>
</tbody>
</table>

In the examples above, the scaling up of the verbal processes is accomplished by means of grammatical intensifiers such as really and completely (i.e. intensifiers previously described as carrying less referential meaning). In the previous discussion of qualities as realized by adjectives and adverbs, it became clear that such expressions quite generally could be intensified in this way. The same is not true for the verbal processes in the student data. According to Martin and White (2005: 145), only a relatively small subset of verbal processes is scalable by such grammatical means. Instead, scaling up/down is accomplished via lexical means and often by adverbs which encode ‘a meaning of depth or intensity of ‘doing,’ ‘feeling,’ ‘thinking’ or ‘saying’ (Hood, 2004: 83). An example from the student data would be Mr. and Mrs. Conan who argue hysterically (G89).

While lexical intensifications of qualities are typically attitudinal, as was previously discussed (e.g. wonderfully happy), this is not so for lexical intensifications of processes in the data. This is also in accordance with findings reported by Martin and White (2005: 148).

Within Systemic Functional Grammar, adverbs such as hysterically in the example above have traditionally been classified as ‘circumstance of manner’ and thereby treated as experiential meanings (Martin and White, 2005: 146). In accordance with the interpretation made by Martin and White, these adverbs will nonetheless be classified within the framework of Appraisal, since the selection of these particular ‘circumstances of manner’ are seen as leaving a trace of the writer’s attitude towards the process.

Up/down grading through modalities

Semantically related terms such as never, rarely, occasionally, sometimes, often and always can be contrasted in degree of intensity and thereby convey
a strengthening or weakening of the expressed Attitude as exemplified in Table 33.

Table 33. Examples of intensifying explicit Attitude through up/grading of modalities.

<table>
<thead>
<tr>
<th>Sub-group of Attitude</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFFECT</td>
<td>it never felt boring (B137)</td>
<td>det kändes aldrig träkigt</td>
</tr>
<tr>
<td></td>
<td>he has always been envious (G41)</td>
<td>Han har alltid varit avundsjuk</td>
</tr>
<tr>
<td>JUDGEMENT</td>
<td>Christina has always been there for me (G74)</td>
<td>Christina har alltid ställt upp för mig</td>
</tr>
<tr>
<td>APPRECIATION</td>
<td>a trip can never be so insignificant that you don’t have something to tell (B137)</td>
<td>en resa kan aldrig vara så obetydlig att man inte har något att berätta</td>
</tr>
</tbody>
</table>

Values that could be seen as located at the upper-most end of the scale of intensification such as never and always have been discussed as operating “hyperbolically to convey strong writer/speaker investment in the proposition, rather than any ‘literal’ sense of constancy or uninterrupted repetition” (Martin and White, 2005: 142). In the examples above never is seen as working in this sense. In the student data, there are however examples where I have interpreted the meaning more as a literal sense of constancy as in his father was almost never at home. Such examples have instead been considered as a quantification of time that may serve as a mean of upgrading or evoking an emotion.

Up/down grading through infusion

The semantics of intensification can be realized either via isolated, individual terms or “fused with a meaning which serves some other semantic function” (Martin and White, 2005: 141). The examples mentioned so far have all been of isolating modes of intensification. Examples from the student data of infused intensification are shown in Table 34.

Table 34. Examples of intensifying explicit Attitude through infusion.

<table>
<thead>
<tr>
<th>Sub-group of Attitude</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFFECT</td>
<td>she was furious (G11)</td>
<td>Hon var rosenrasande</td>
</tr>
<tr>
<td></td>
<td>I hated everybody (G121)</td>
<td>jag hatade alla</td>
</tr>
</tbody>
</table>

What makes these examples different from the ones earlier mentioned is that there is no separate lexical form which is used to adjust the attitudinal volume. Instead of expressing the feeling as being very angry (isolated intensifier), she was furious (infused upgrading) and instead of merely just disliking someone, the ‘I’-character hated. The upgrading or downgrading is in the student data infused in qualities (furious) as well as in processes (hated).
Intensification through repetition

Intensification can also be realized via repetition – either by the repeating of the same lexical item or by the assembling of lists of terms which are closely related semantically (see Table 35).

<table>
<thead>
<tr>
<th>Sub-group of Attitude</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFFECT</td>
<td>I’m happy that I live here. I have gotten new friends and for that I’m happy. (G74)</td>
<td>Jag är glad att jag bor här. Jag har fått nya kompisar det är jag glad för.</td>
</tr>
<tr>
<td></td>
<td>I was completely worked up, almost ecstatic (P138)</td>
<td>Jag var helt uppspelt, nästan i extas</td>
</tr>
<tr>
<td></td>
<td>In the beginning Karin is angry, very angry (G142)</td>
<td>Till en början är Karin arg, mycket arg</td>
</tr>
<tr>
<td>JUDGEMENT</td>
<td>you are a bloody good friend whom one can trust. He is a bloody good friend (G74)</td>
<td>Du är en skitbra kompis som man kan lita på. Han är en skitbra kompis</td>
</tr>
</tbody>
</table>

To sum up the discussion so far, intensification as the grading of a quality or process is encoded in multiple ways in the data. Grading explicit Attitude by means of intensification is in general much more common than grading explicit Attitude through quantification. This is true for all grades and all genres investigated in this study (see Table 36).

<table>
<thead>
<tr>
<th>Type of Graduation</th>
<th>Grade 5 (all genres)</th>
<th>Grade 8 (all genres)</th>
<th>Grade 11 (all genres)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>84 (97%)</td>
<td>70 (88%)</td>
<td>61 (87%)</td>
</tr>
<tr>
<td></td>
<td>3 (3%)</td>
<td>9 (12%)</td>
<td>9 (13%)</td>
</tr>
</tbody>
</table>

An outline of the system of Graduation as introduced to this point is presented in Figure 10.
6.2.2 Grading explicit Attitude through quantification

According to Martin and White (2005), quantification involves scaling with respect to ‘amount’ (size, weight, strength, number) and with respect to ‘extent,’ with extent covering scope in time and space (i.e. how widely distributed, how long lasting) and proximity in time and space (i.e. how near, how recent)” (Martin and White, 2005: 149). As mentioned earlier, quantification more often applies to entities than qualities and processes. In the following section options are given for grading explicitly expressed Attitude as ‘quantification’. As shown in Table 36, examples of such upgrading or downgrading are much less frequent than examples of intensifying explicit lexis. For this reason the system of quantification as presented within the framework of Appraisal, will be only briefly commented on in this section. A further discussion is presented in Section 6.3 on evoking Attitude.

The ways explicitly expressed Affect, Judgement and Appreciation is upgraded/downgraded through quantification in the student texts is outlined in Figure 11.

Figure 10. An outline of the Graduation system as introduced so far (with a focus on Force, intensification of qualities and processes).
Figure 11. Means for grading explicit Attitude according to quantification.

Quantification as amount
Quantifications can graduate with respect to imprecise numbering, as in some mysterious things in the example below (see Table 37), where the imprecise numbering in this text serves to downgrade the evaluation of the situation as mysterious or dangerous. In a similar fashion, the negative judgement of the character in G124’s text is upscaled through quantifying the amount of crap associated with the person.

Table 37. Examples of quantifying explicit Attitude through amount.

<table>
<thead>
<tr>
<th>Sub-group of Attitude</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPRECIATION</td>
<td>some mysterious things have started to happen (G41) who I had heard so much crap about (G124)</td>
<td>Det har börjat hända lite mystiska saker som jag hört så mycket skit om</td>
</tr>
</tbody>
</table>
Quantification as extent

Quantification which covers scope and proximity in time and space is also used by students to turn up the volume for an expressed feeling as in the example in Table 38.

Table 38. Examples of quantifying explicit Attitude through extent in time and space.

<table>
<thead>
<tr>
<th>Sub-group of Attitude</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFFECT</td>
<td>they lived happily <em>ever after</em> (G1)</td>
<td>de levde lyckliga <em>i alla sina dagar</em></td>
</tr>
</tbody>
</table>

In the example in Table 38, the mentioning of the distribution of the feelings over time serves to amplify the strength of the emotions. The happiness was not merely a spur of the moment state of feeling, but something much more long-lasting and therefore intense.

An outline of the system of Graduation as introduced to this point is presented in Figure 12.

![Figure 12. An outline of the Graduation system as introduced so far (with a focus on Force, quantification as amount and extent).](image-url)
6.2.3 Grading explicit Attitude through Focus

In the discussion of means by which explicit Attitude is upgraded or downgraded, Focus remains to comment on. As mentioned above, under Focus it is possible to scale up, or ‘sharpen,’ the specification so that prototypicality is indicated or to scale down, or ‘soften,’ the specification so as to characterize an instance as having only marginal membership in the category. Softening values has been explored under such headings as ‘hedges’ (Lakoff, 1973) and ‘vague language’ (Channell, 1994) and the sharpening of values has been considered under the heading of intensifiers, boosters and amplifiers (Labov, 1984, Hyland, 2000).

According to Hood (2004), grading Attitude as Focus involves the sharpening or softening of the categorical boundaries of experiential phenomenon or non-attitudinal terms. As such it relates primarily to the indirect encoding of Attitude and will be further commented on in Section 6.3. Hood reportedly did not find any examples of the focusing of an attitudinal entity in the data of her study (Hood, 2004: 84) and the same indications are noted for the student texts of this study. The examples found are: They seemed kind of nice (B29) and Mattias is a true friend (B76). These examples are both attitudinal (as long as one accepts the interpretation that being a friend is an inherently positive judgement of a person). In such cases, the rhetorical effect of Focus varies according to whether the value is ‘sharpening’ or ‘softening’. It has to do with the investment the authorial voice makes in the value position and hence how strongly the reader is aligned into the value position being advanced (Hood, 2004: 139). Sharpening the value as in a true friend, signals a strong alignment for the reader into the very positive evaluation of the friend. When the softened term is a negative one, the effect is to indicate a lessening of the speaker/writer’s investment in the value position and hence to offer a conciliatory gesture directed towards maintaining solidarity with those who hold contrary views. On the other hand, when the softened term is a positive one (e.g. kind of nice), it can be interpreted as if the positive assessment is potentially problematic for writer-reader solidarity (Hood, 2004: 140). In other words, saying that this person was kind of nice as in the example above might be surprising or provocative for an audience and by softening the assessment, the writer is opening up for other voices and opinions.

With this we come to a conclusion of resources used by the students to adjusting the volume of explicitly expressed Attitude and move on to discuss how resources of Graduation can function to evoke attitudinal meaning.
6.3 Turning on the volume through grading non-attitudinal expressions

To this point Graduation has been considered in terms of the grading of explicit Attitude. The different ways of grading non-attitudinal terms in the student texts will now be elucidated. As Hood puts it (2004: 85): “It is readily apparent that the coding of explicit Attitude by no means exhausts the potential of the language to construe values”. In fact, grading non-attitudinal instances, and thereby evoking Attitude, counts for a significant part of the Graduation instances in total in the student texts (see Table 39).

<table>
<thead>
<tr>
<th></th>
<th>Grade 5</th>
<th>Grade 8</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading explicit Attitude</td>
<td>87 (34%)</td>
<td>79 (47%)</td>
<td>70 (54%)</td>
</tr>
<tr>
<td>Grading non-attitudinal expressions</td>
<td>166 (66%)</td>
<td>88 (53%)</td>
<td>59 (46%)</td>
</tr>
<tr>
<td>Total number of Graduation instances</td>
<td>253</td>
<td>167</td>
<td>129</td>
</tr>
</tbody>
</table>

As can be noted from the numbers in Table 39, there is an indication that discourse is construed more explicitly over the years, or at least for Attitude to be evoked through Graduation to a lesser degree as students grow older. In discussing the ways in which Attitude can be implied, Martin and White (2005) make distinctions in terms of provoking, inviting and evoking attitudinal interpretations. Here the term evoke will be used for instances which generally encourage the reader to interpret an attitudinal meaning, even though none is explicitly encoded. Such instances will be the focus of this second section. In the following extract from grade five, the expressions in bold are interpreted as instantiations of evoked Attitude through Graduation:

B3

Not many days passed before Jimmy understood that there was something special about the new fishing rod. Every time he went fishing, he got fish. And they weren’t small fish. No all of them weighed at least 8 kilos! Since Jimmy now always caught fish, he could start selling. After one year he was a millionaire and lived happily thanks to the magical fishing rod.

60 See Appendix for the original passage in Swedish.
In the extract above, Attitude is expressed explicitly only in the positive appreciation of the *special* new fishing rod and the positive emotion of happiness (*lived happily ever after*). There are however other cues in the text that support an interpretation of a rather special and wonderful situation. By using quantification as amount, we gain the understanding that the fishing rod was so special that Jimmy almost immediately understood its greatness (*Not many days passed*). He then not only caught fish one time but *every time*. On top of that the fish were *not small* but *all of them* weighed *at least 8 kilos*, in other words, the catch from the special rod was quite extraordinary. Through using quantification as extent, the writer then first of all describes the continuity of good luck (*always caught fish*) as well as the speed (*after one year*) by which Jimmy reached the happiness of becoming a millionaire.

Interpreting Graduation resources as evoking Attitude is by no means a straightforward task. As when making judgements within other parts of the Appraisal framework one has to consider who the interpreter is and within what cultural frame the interpretation is carried out. Bearing that in mind, a discussion about by which means Attitude can be evoked makes it possible to focus on factors that otherwise might go more or less unnoticed.

The following means of evoking Attitude through the use of Graduation have been identified in the student texts (based on Hood, 2004: 84pp):

- Intensifying non-attitudinal qualities
- Quantification as number
- Quantification as mass
- Quantification as distribution over time
- Quantification as distribution over space
- Quantification as proximity in time
- Quantification as proximity in space
- Repetition as evoking Attitude
- Focus as evoking Attitude

**Intensifying non-attitudinal qualities**

Resources for grading Attitude are themselves gradable such as *quite successful/very successful/extremely successful*. As such the graduating term retains some evaluative potential even when it does not accompany an inscribed evaluative term. By using lexical intensifiers such as *quite, very* and *completely* in the examples in Table 40 below, the qualities are presented as something out of the ordinary and thus attitudinally charged.

---

61 However, Hood’s broader framework for identifying and categorizing implicit Attitude as Focus has not been applied due to the rather small number of such instances in the student material.
Table 40. Examples of evoking Attitude through intensifying non-attitudinal qualities.

<table>
<thead>
<tr>
<th>Type of Attitude evoked</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect: insecurity</td>
<td>She couldn’t find her way home it was so dark (G36)</td>
<td>Hon hittade inte hem det var så mörkt</td>
</tr>
<tr>
<td>Judgement: capacity</td>
<td>she was very curious (G22)</td>
<td>Hon var mycket nyfiken</td>
</tr>
<tr>
<td>Appreciation: reaction</td>
<td>it was quite warm out there (B94)</td>
<td>Vi hade ganska varmt där ute</td>
</tr>
<tr>
<td>Appreciation: reaction</td>
<td>the ocean is absolutely blue (G135)</td>
<td>havet är alldeles klarblått</td>
</tr>
</tbody>
</table>

Quantification as number

As mentioned earlier, quantification is used in many ways to evoke attitudinal meanings. One way is through non-specific numeration or specific numeration as in the examples in Table 41.

Table 41. Examples of evoking Attitude through quantification as number.

<table>
<thead>
<tr>
<th>Type of Attitude evoked</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect: dissatisfaction</td>
<td>Björn had only his grandfather left (G21)</td>
<td>Björn hade bara sin morfar kvar</td>
</tr>
<tr>
<td>Affect: dissatisfaction</td>
<td>he had no brothers or sisters so he thought it was boring (G40)</td>
<td>han hade inga syskon så han tyckte att det var tråkigt</td>
</tr>
<tr>
<td>Affect: satisfaction</td>
<td>I got money, a camera and lots of other things (G105)</td>
<td>Jag fick pengar, kamera och massor med andra saker</td>
</tr>
<tr>
<td>Affect: happiness</td>
<td>the family received 12 goats, 13 sheep and 13 cows from the king (G11)</td>
<td>familjen fick 12 getter, 13 får och 13 kor av kungen</td>
</tr>
<tr>
<td>Judgement: capacity</td>
<td>she didn’t understand a single word (B29)</td>
<td>hon förstod inte ettenda ord</td>
</tr>
<tr>
<td>Judgement: propriety</td>
<td>it was only quiet seven times that whole year (G52)</td>
<td>det var bara tyst sju gånger på hela året</td>
</tr>
<tr>
<td>Appreciation: social value</td>
<td>the whole army attacked (B12)</td>
<td>anföll hela armén</td>
</tr>
<tr>
<td>Appreciation: social value</td>
<td>Kajsa och Lisa thought it was strange that they had seen so many dead birds (G42)</td>
<td>Kajsa och Lisa tyckte det var konstigt att de hade sett så många döda fåglar</td>
</tr>
</tbody>
</table>

In the examples in Table 41, the non-specific and specific numeration is seen as emphasizing the personal emotion (e.g. had only his grandfather left), judgement of character (e.g. only quiet seven times) or appreciation of a situation (e.g. the whole army attacked) through pointing out that the amount of what is in question, makes this a special case and thus attitudinally charged.

If there is reference to a specific number, additional support from a co-text is needed for the instance to be considered as evoking Attitude. In an example taken from a story in grade 5 (e.g. the family received 12 goats, 13 sheep and 13 cows from the king), the family is awarded for their services to
the king. Taking the co-text in consideration, it is reasonable to expect this family to be happy about the gift. A longer example is provided below, also from a story written by a student in grade five. All instances of Graduation are italicized, and those that represent inscribed Attitude are in bold.62

B 15

You are so bloody ugly that you will be cited for ugliness and that is not much fun. When you get cited for ugliness you are fined 10000 crowns and you have to spend two days in solitary confinement without food.

The situation of being cited for ugliness in the extract above has already been defined as not much fun through inscribed Appreciation. The additional information about what takes place can thus be seen as reinforcing and upgrading the negative reaction. The explicit numbering could then in this case be coded as evoking Attitude.

It must also be noted that the evaluative implications of the quantification of non-attitudinal meanings are also more apparent where the quantification is intensified as in so many dead birds or where the coding of quantity implies a number of proportion relative to a total as in the whole army.

Quantification as mass

Attitude in the student texts is also evoked through expressions of quantification as mass, as exemplified in Table 42.

<table>
<thead>
<tr>
<th>Type of Attitude evoked</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judgement. capacity</td>
<td>he carried a big sword (B14)</td>
<td>han bar på ett stort svärd</td>
</tr>
<tr>
<td>Appreciation: composition</td>
<td>Mt. Fuji, the highest mountain in the world (B56)</td>
<td>Mt Fuji, Japans största berg</td>
</tr>
</tbody>
</table>

In this case, the interpretation of the quantification as evoking Attitude is stronger where there is some added meaning of relativity as in the highest mountain.

Quantification as distribution over time

Reference to extent, with extent covering distribution over time, i.e. how long lasting something is, is also often used in the student texts to evoke attitudinal meanings as exemplified in Table 43.

62 See Appendix for the original passage in Swedish.
Table 43. Examples of evoking Attitude through quantification as distribution over time.

<table>
<thead>
<tr>
<th>Type of Attitude evoked</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect: happiness</td>
<td>they were out in the forest playing all day (B17)</td>
<td>de var ute i skogen och lekte hela dagen</td>
</tr>
<tr>
<td>Affect: dissatisfaction</td>
<td>a long ride in the car without any proper stops (G125)</td>
<td>en lång biltur utan några ordentliga stopp</td>
</tr>
<tr>
<td>Judgement: capacity</td>
<td>she worked all day long in the field (B16)</td>
<td>hon arbetade hela dagarna på åkern</td>
</tr>
<tr>
<td>Judgement: propriety</td>
<td>Edith has been with me since I was 1 (G74)</td>
<td>Edith har varit med mig sen jag var 1</td>
</tr>
<tr>
<td>Appreciation: reaction</td>
<td>it was quiet for a long while (G52)</td>
<td>det var tyst en lång stund</td>
</tr>
<tr>
<td>Appreciation: social value</td>
<td>everything happened in approximately 5 seconds (B91)</td>
<td>Alltihop skedde på ungefär 5 sekunder</td>
</tr>
<tr>
<td>Appreciation: social value</td>
<td>after a very long battle (B12)</td>
<td>efter en mycket lång strid</td>
</tr>
</tbody>
</table>

In all of the examples in Table 40, the mentioning of an activity or event as going on for a long time (e.g. a long ride) or a very short time (e.g. approximately 5 seconds) serves to evoke an Attitude. The judgement of a woman as hard-working and industrious, for example, is evoked by the fact that she not only worked in the field but worked all day long.

Quantification as distribution over space

Quantification as extent in the student texts is also discussed in terms of how widely distributed over space the entities or processes are. This is exemplified in Table 44.

Table 44. Examples of evoking Attitude through quantification as distribution over space.

<table>
<thead>
<tr>
<th>Type of Attitude evoked</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect: unhappiness</td>
<td>I looked all over at school. It wasn’t there (B43)</td>
<td>Jag letade överallt i skolan. Den var inte där</td>
</tr>
<tr>
<td>Appreciation: social value</td>
<td>Put notes all over on every big and small tree (B12)</td>
<td>Sätt lappar överallt på varje litet och stort trädf</td>
</tr>
</tbody>
</table>

In these examples the feeling of frustration and sadness implied in the first example and the importance of the search implied in the last example are evoked through the distribution over space.

Quantification as proximity in time

Quantification covering proximity in time is expressed in the following examples from the student texts (see Table 45).
Table 45. Examples of evoking Attitude through quantification as proximity in time.

<table>
<thead>
<tr>
<th>Type of Attitude evoked</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect: insecurity</td>
<td>I want to go home very soon (G5)</td>
<td>Jag vill hem väldigt snart</td>
</tr>
<tr>
<td>Judgement: normality</td>
<td>Åke just got hold of the stick when (B18)</td>
<td>Åke fick precis tag i pinnen när</td>
</tr>
<tr>
<td>Judgement: normality</td>
<td>Bertil jumps out of the Ford, the minute it’s about to hit the ground (B15)</td>
<td>Bertil hoppar ut ur Forden som just ska slå i botten</td>
</tr>
<tr>
<td>Judgement: capacity</td>
<td>they immediately start to investigate (G88)</td>
<td>de börjar genast utreda</td>
</tr>
<tr>
<td>Appreciation: social value</td>
<td>suddenly, enemy robots appeared (B56)</td>
<td>det dök plötsligt upp robotfender</td>
</tr>
</tbody>
</table>

The proximity in time expressed in the examples above evokes Attitude through focusing the time aspect. In the first example, the character is very frightened and does not want to prolong this feeling of distress. In the examples of Judgement on the other hand, the luck of barely escaping a dangerous situation is expressed through the minute it’s about to hit the ground. The evocation of a dangerous situation through the expression of suddenly above implies that the situation changed dramatically to the worse by the entering of the enemy robots.

**Quantification as proximity in space**

Quantification in student texts is finally also discussed in terms of how near the entity is. This is exemplified in Table 46.

Table 46. Examples of evoking Attitude through quantification as proximity in space.

<table>
<thead>
<tr>
<th>Type of Attitude evoked</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect: insecurity</td>
<td>they walked so far (G5)</td>
<td>de gick så långt</td>
</tr>
<tr>
<td>Affect: unhappiness</td>
<td>He had a friend but he lived a rather long way from him (G40)</td>
<td>Han hade en kompis som hette Gino fast han bodde rätt långt borta</td>
</tr>
<tr>
<td>Judgement: propriety</td>
<td>He spat in the street only one decimeter from her tarnished shoes (G57)</td>
<td>Han spottade på gatan bara decimeter från hennes nötta skor</td>
</tr>
<tr>
<td>Appreciation: social value</td>
<td>the UFO came closer and closer (G31)</td>
<td>ufon kom närmare och närmare</td>
</tr>
</tbody>
</table>

In these examples the distance in space serves to evoke negative Affect, as in the first example, where they walked so far from home and security that it created a sense of fear, or in the second example, where the distance to his friend meant that he could not play as often as he wanted, which made the character feel lonely and unhappy. In the last example the sense of a dangerous situation is implied by the fact that the UFO came closer, which could
lead to a potentially threatening situation for the character in the story. The danger of the situation in the last example is further up-graded through the repetition of the distance in space (closer and closer).

**Repetition as evoking Attitude**

Repeating parts of the texts, either single words or longer stretches of discourse can also evoke Attitude as the examples in Table 47 shows.

Table 47. Examples of evoking Attitude through repetition.

<table>
<thead>
<tr>
<th>Type of Attitude evoked</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect: happiness</td>
<td>Hi and hello (B2)</td>
<td>Hej och hallå</td>
</tr>
<tr>
<td>Affect: happiness</td>
<td>Everybody said yes, yes (G45)</td>
<td>Ja, ja, ja sa alla</td>
</tr>
<tr>
<td>Affect: insecurity</td>
<td>The old man searched and searched (G55)</td>
<td>Gubben letade och letade</td>
</tr>
<tr>
<td>Affect: insecurity</td>
<td>and then after a while we heard someone knocking at the window and we looked out and saw no one we went out and looked but we saw no one we looked behind the house and no one was there and then we turn around and there were Fredrik and Bengt and Per! (G73)</td>
<td>och sen efter ett tag så knackar det på fönstret och vi tittade ut och såg ingen vi gick ut och tittade men vi såg ingen vi tittade bakom huset och ingen var där och sen vända vi oss om och då så stog Fredrik och Bengt och Per där!</td>
</tr>
<tr>
<td>Affect: unhappiness</td>
<td>I told her about my childhood. About the demands. About my dad. (G121)</td>
<td>Jag berättade om barndomen. Om kraven. Om pappa.</td>
</tr>
<tr>
<td>Appreciation: social value</td>
<td>The UFO came closer and closer (G31)</td>
<td>Ufon kom närmare och närmare</td>
</tr>
</tbody>
</table>

By repeating the greeting in the first example the joy the character feels in encountering the other person is emphasized, while the ongoing activity of searching in the third example highlights how important it is for the character to find what he was looking for and how frightened he is of failing in his search. There are also examples of longer stretches of discourse that through the repetition of processes or entities builds up to evoked Attitude. In the example from G121, we are step by step introduced to her unhappiness and vulnerability as she reveals parts of her life story.

**Focus as evoking Attitude**

As mentioned, when the term being graduated under Focus is an otherwise non-attitudinal term, there is a strong tendency for the cline of prototypicality to be invested with attitudinality. According to Martin and White (2005: 139), sharpening generally flags a positive attitudinal assessment (*a real husband*) while softening instances flag a negative assessment. In the student
texts there is mostly softening of the semantic categories at hand, such as in the examples presented in Table 46.

Table 46. Examples of evoking Attitude through focus.

<table>
<thead>
<tr>
<th>Type of Attitude evoked</th>
<th>English translation</th>
<th>Original Swedish expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciation: reaction</td>
<td>some kind of animal within the body itself (B29)</td>
<td>någon slags djur inuti själ-vaste kroppen</td>
</tr>
<tr>
<td>Appreciation: reaction</td>
<td>with some kind of Chinese name... (B65)</td>
<td>med något kinesiskt namn</td>
</tr>
<tr>
<td>Appreciation: reaction</td>
<td>it can be kind of long to write sometimes (B76)</td>
<td>det kan vara lite långt att skriva ibland</td>
</tr>
</tbody>
</table>

In all of the examples above focusing through the expression kind of evokes a negative assessment of the entity in question. In the first example the creature discussed is not quite animal like and therefore foreign, frightening and disgusting. In the last example, the person in the text makes a negative assessment of his own name since it is too long to write.

This brings us to a conclusion of the resources that serve to evoke Attitude in the student texts. An outline of the system of Graduation as introduced throughout the chapter is presented in Figure 13.

![Figure 13. An outline of the system of Graduation as presented in Chapter 6.](image-url)
6.4 Results from the investigation of Graduation resources in student texts

Few investigations have been published regarding aspects of using Graduation in student texts from these age groups and genres. Rothery and Stenglin (2000: 241) do, however, report the surprisingly high amounts of Graduation in their investigation of interpreting literature in primary and secondary schooling. They go on to say that “the reader is not immediately conscious of the significant role they [Graduation resources] have in the interpretation in building a strong case for the writer’s character APPRAISALS” (Rothery and Stenglin 2000: 241). Findings from the present study certainly also indicate that resources that either upgrade or downgrade explicitly expressed Attitude as well as instances that evoke Attitude are frequent in the students’ texts. Table 48 provides an overview of the different types of Graduation identified in the student texts and the number of texts in which these resources are used.63

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63 The aspects which are addressed overlap and the table should consequently be read as separate entries into aspects of Graduation.
Table 48. *Graduation resources and number of texts in which they appear (within brackets are percentages of texts in which the specific aspect of Graduation is noted).*

<table>
<thead>
<tr>
<th>Graduation resource</th>
<th>Grade 5 (all story genres: 59 texts)</th>
<th>Grade 8 (all story genres: 37 texts)</th>
<th>Grade 11 (all story genres: 17 texts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensification of process</td>
<td>32 (54%)</td>
<td>19 (51%)</td>
<td>10 (59%)</td>
</tr>
<tr>
<td>Intensification of quality</td>
<td>35 (59%)</td>
<td>22 (59%)</td>
<td>16 (94%)</td>
</tr>
<tr>
<td>Quantification as amount</td>
<td>30 (51%)</td>
<td>20 (54%)</td>
<td>10 (59%)</td>
</tr>
<tr>
<td>Quantification as extent</td>
<td>30 (51%)</td>
<td>7 (19%)</td>
<td>9 (53%)</td>
</tr>
<tr>
<td>Isolated Graduation</td>
<td>47 (80%)</td>
<td>31 (84%)</td>
<td>16 (94%)</td>
</tr>
<tr>
<td>Infused Graduation</td>
<td>31 (53%)</td>
<td>18 (49%)</td>
<td>10 (59%)</td>
</tr>
<tr>
<td>Graduation as repetition</td>
<td>10 (17%)</td>
<td>5 (14%)</td>
<td>3 (18%)</td>
</tr>
<tr>
<td>Grading explicit attitude</td>
<td>34 (58%)</td>
<td>27 (73%)</td>
<td>15 (88%)</td>
</tr>
<tr>
<td>Grading non-attitudinal expressions</td>
<td>47 (80%)</td>
<td>28 (76%)</td>
<td>14 (82%)</td>
</tr>
<tr>
<td>Indexes of Graduation</td>
<td>0.0206 (4.29/text)</td>
<td>0.0242 (4.51/text)</td>
<td>0.0272 (7.59/text)</td>
</tr>
</tbody>
</table>

As can be concluded from the index numbers in Table 48, there is some indication of a slight increase in the use of Graduation resources as the students grow older. There is also a tendency for an increase in using different resources by a larger portion of the students. A similar result was found by Chrystal (2006) who investigated Swedish students in grades 3, 6 and 9 and how they changed their texts after responsive comments. She found that the younger students rather erased attitudinal expressions than graded them when rewriting the texts. Older students scaled up or scaled down their attitudinal expressions to a larger extent.

The results above also show that isolated grading is more common than infused grading or grading through repetition. This is true not only for the number of texts in which the type of grading appears but also in terms of the number of actual instances in the individual texts. In other words, in the individual texts there are more instances of isolated grading than infused when both types appear. This result is in accordance with a general development in children’s language reported by Painter (2003: 206), who investigated the emergence of evaluative and attitudinal language in children aged between 64

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64 The first index stands for number of Graduation instances divided by the total number of words in the texts while the second index stand for number of Graduation instances divided by number of texts in each grade.
nine months and four years of age. She found that there were few instances where a category had any extensive gradient of lexical realization (infusion) but that isolated intensification was freely used. It can also be noted that when isolated intensifiers are used, grammatical intensifiers are more common than lexical ones, and the volume is more often medium (e.g. very happy) than high (e.g. extremely happy).

6.5 Graduation as it unfolds in texts

Up to this point resources used to turning on or adjusting the volume in student texts have been discussed more or less in isolation. However, instances of Graduation interact with instances of expressed Attitude to either increase or decrease the volume of that Attitude as evaluative prosodies are set up across the texts in their entirety. Any of the resources previously commented on can be used by themselves, in collaboration with other resources or occurring any number of times. There are associated effects with respect to the relationship between writer and reader in terms of alignment and solidarity. Scaling up of Attitude frequently acts to construe the speaker/writer as maximally committed to the value position being advanced and hence strongly aligning the reader into that value position. The same is true for the opposite, scaling down, when the speaker/writer is construed as having only a partial commitment to the value position being referenced. In the following discussion examples will be given of texts in which Graduation is used in different ways, resulting in low volume, medium volume, high volume or a dynamic use of volume.

Low volume

The following story is written by a boy in grade 5. Italicized expressions are interpreted as explicit Attitude while expression in bold are interpreted as instantiations of Graduation.65

A story about the three witches (B4)

Once upon a time there were three witches who had a falling out. One was mean, one was nice and one was mean-nice. The nice and mean ones were angry with the mean-nice one so they turned her into a pig with wings. The mean witch kidnapped the nice princess Rosebud. She was going to turn her into a pig with wings. She missed with her wand so Rosebud wasn’t transformed. Then Rosebud ran away but the witch caught her again and put her into a cave guarded by a dragon but the nice witch had a cat that could smell were Rosebud was and the nice witch got past the dragon and saved Rosebud.

65 See Appendix for the original text in Swedish.
Then she turned the bad witch into potatoes. Then they lived happily ever after.

In this classical fairy-tale there are mean and nice characters, a problem which is solved and a happy ending. In other words, there is explicitly expressed Attitude, but this Attitude is not upgraded or downgraded in any way. There are a couple of instances of Graduation. The repetitive expression again serves to evoke an appreciation of the situation as dangerous, but there is no explicitly formulated evaluation that backs up the interpretation, and this makes it less strong. In the case of ‘lived happily ever after,’ the expression is so fixed and formulaic that it does not carry its full semantic load any longer. There is thereby a constant low volume that does not construe the writer as maximally committed to the values being advanced and the writer is not particularly drawn into the story by its engaging Graduation features.

Medium volume
In the following story written by a girl in grade 5, the volume is raised.  

The kitchen chef (G1)

Once upon a time a long, long time ago there was a king who had a very beautiful daughter. But she said no to all suitors who had walked miles for her sake. This made the king very worried. At the castle worked a chef. The king liked his food very much. In secret, the chef wanted to marry the very beautiful princess. But he did not know what to do to get her. One day a good witch came to the castle. The witch had dressed up as a poor old lady. She came to the kitchen of Chef John and asked for something to eat. John received her kindly and served three dished on three plates. The witch was very happy about this and asked what she could do to make him happy. Johan told her that he wanted the princess. Then the witch made the princess fall in love with John. After three weeks Johan got married to the princess and at the castle they had a big party and after that day they lived happily ever after.

In this fairy-tale, explicitly expressed Appreciation and Affect is scaled up through isolated, grammatical intensifiers (e.g. very beautiful and very worried). Qualities as well as processes are upgraded (very beautiful and liked very much). There is also evocation of Judgement through distribution over space as the persistent suitors walked miles for her sake. The party is implied as a splendid one through using quantification as mass. As in the story of the three witches, there is however no explicitly expressed Attitude that

66 See Appendix for the original text in Swedish.
supports the interpretation of the evoked Attitude. This together with the fact that the volume is not raised beyond *very* as intensification, renders the volume medium for the whole text.

**High volume**

In the following story written by a girl in grade 8, the volume is further turned up.67

My friends (G74)

I wouldn’t make it without my friends. My friends are absolutely wonderful. When you need them they are always there. You can talk to them about everything. Now that I moved to a new area I got new friends but one should never forget ones old friends. But if you have really good friends you shouldn’t be afraid that they will just walk up and leave you. Even if you can’t trust all your friends they are always good to have. I’m happy that I live here. I have gotten new friends and for that I’m happy. I just want to thank all of my friends if you ever read this. Liza has always been there for me. Elise has been with me since I was one and she was 2, that is my cousin. And then everybody in my class I’m happy that you are there for me. Morgan: you are a bloody good friend a person can trust. He is a bloody good friend.

In this extract from a longer text written by a girl in grade 8, the volume is raised higher than in the previous texts through a number of resources. From the beginning the writer makes a maximum commitment to the values presented. The friends are not only wonderful they are absolutely wonderful. Locutions that construe the upward scaling as being at the uppermost end of the scale of intensifications have been termed ‘maximisers’ (Martin and White 2005: 142). These maximizers potentially encourage the reader to align with the feelings of the writer to a larger extent than locutions of a lesser strength. The group of maximizers also include the highest value for the modal assessments of usuality—e.g. always—locutions that are used throughout the text. When expressions evoking Attitude are used they are supported by explicitly expressed Attitude (e.g. *My friends are absolutely wonderful...you can talk to them about everything*). Attitudinal intensifiers are used (e.g. *bloody*) as well as repetition (e.g. *bloody good friend, he is a bloody good friend*). In sum a number of different resources are used that flags the high commitment from the reader to the values put forward.

**Dynamic use of volume**

In the following extract from a text written by a girl in grade 11, the volume is adjusted up and down throughout the text.68

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67 See Appendix for the original text in Swedish.
68 See Appendix for the original passage in Swedish.
Meeting the rest of my life (G121)

I don’t really like talking about this. It is too personal, it gets too close. I become naked. But I have to. Maybe it’s a good thing. The first time that I hesitantly met her gaze was in grade eight. I wasn’t especially big at the time, neither physically nor psychologically. It was my mother who dragged me there. “Psychiatric clinic for youth” it said on the door in big, black letters. I went to a psychologist. The word frightened me. Psychologist. Psychologist. And I hated it. I hated everybody; my mother who had dragged me there and the psychologist who was so understanding and always friendly nodding her head. Her name was Agatha. And she changed my life.

Previous texts exemplified in this section have all included upgrading of Attitude constructed in the positive. Throughout the text examples the volume has been turned up and successively gotten louder and more positive. Corpus studies of polarity also confirm that negative polarity is the marked choice while discourse in general is constructed in the positive (Hood 2004: 78). According to Rothery and Stenglin (2000: 240), “competent writers and speakers are able to distribute both explicit and implicit interpersonal meaning through the whole text so that the audience is ‘positioned’ toward a particular point of view or interpretation of the content”. This includes aligning with positive values as well as negative ones. In the extract above, a student in grade 11 writes about a meeting with the rest of her life. She uses isolated intensification of explicit Attitude (e.g. so understanding), up-grading through infusion in verbal processes (e.g. hated), repetition of explicit Attitude (hated – hated), repetition evoking Attitude (Psychologist. Psychologist), quantification through mass evoking Attitude (big, black letters) and quantification as distribution over time evoking negative Appreciation of the psychologist (always nodding). The feelings are upgraded as well as down-graded (e.g. didn’t really like). In sum, many different ways are used to adjust the volume, letting the reader follow her into the ups and downs of her emotional state of being in a nuanced and dynamic way.

With this, we conclude the resources of Attitude and Graduation. In Chapter 8 there will be an exploration of how these meanings of Affect, Judgement, Appreciation and Graduation interact with each other as evaluative orientations are built across the unfolding text. In order to investigate how evaluation unfolds in discourse, the discussion of various use of Graduation in terms of low, medium, high and dynamic use of volume will serve as one point of entry in the analysis.
7 Patterns in the use of attitudinal resources in student texts

7.1 Introduction to attitudinal patterns

So far, the different expressions of Attitude have been discussed in isolation. When consideration is given to how the realization of Attitude unfolds in discourse, different patterns of distribution stand out. These patterns can be related to different rhetorical effects and can be said to construct different authorial identities that align a reader to a certain value position to different degrees. Patterns in the use of attitudinal resources or styles of expressing evaluation vary with age, genre and individual.

Previous chapters discussed the options for expressing evaluation. In the individual texts however, only a sub-set of the options made available by the language is used. To investigate how evaluation unfolds in discourse and to explore which meaning-making possibilities are taken up by the students, I have formulated the following questions.

- Which major type/s of attitudinal meaning is expressed in the text (Affect, Judgement, Appreciation)?
- Which sub-categorized meanings of Affect, Judgement and Appreciation are expressed in the text (/un/happiness, /in/security, /dis/satisfaction, /dis/inclination, normality, capacity, tenacity, veracity, propriety, reaction, composition, valuation)
- Is the evaluation explicitly or implicitly expressed? Is implicitly expressed Attitude guided by explicit instances?
- What types of grammatical resources are used to express Attitude (quality, process, comment, nominalisations, metaphors)? Is there lexical variation in the realization of Attitude?
- How are the attitudinal instances graded (force or focus, intensified, quantified, through isolation, infusion or repetition)?
- To what extent are emotions, judgements and appreciation expressed in the text? Does Attitude color stretches of discourse or does it appear as isolated islands?

When these questions were taken into consideration, four main patterns of using attitudinal resources were identified in the students’ texts. Based on
the type of reader-writer relationship potentially created through the text, the four different types were labelled No track or map, On a single track looking for the map, Exploring the tracks given the map and Embracing the tracks given the map. The metaphor of tracks and maps is pertaining to how the students in different ways and to various degrees can be said to guide the reader through an emotional landscape. When no map is given and no track pointed out, it is difficult for the reader to know where the writer wants him/her to go. The writer is thereby not aligning the reader to any emotional values in the text. When a track is pointed out the reader has a stronger possibility of getting involved. This is even more so if a map or further description of the emotional track is given. The different patterns are further described and exemplified below.

7.2 No track or map

The text below was written by a girl in grade 5 as a continuation of a story introduced orally to the class. The story was about Kalla who woke up in her house one morning and everybody in her family had disappeared. Once she got out into the street she discovered that the whole town was abandoned. She started looking for everybody, turned a corner and there she saw…

69 In this and subsequent examples of student texts, explicit and implicit instances of Attitude are in italics. If resources of Graduation are used they are in bold.

G27

Kalla went down to the waterbasement and then she saw a flying saucer and out of the saucer came UFOs. They dragged [impl Judgement: propriety-] her into the flying saucer. She saw her parents. They had been turned into UFOs and after a while she was also turned into a UFO.

The described situation is one of potential horror. Everything that is familiar to Kalla has changed and her parents, her security in life, have turned into UFOs. There is very little valuation going on in the text, however. The fact that the aliens dragged her into the flying saucer can be interpreted as infused Graduation (they did not merely take her into the saucer) implying a negative behavior (Judgement: propriety) on behalf of the aliens. The rest of the story is very much a recount of a sequence of events, not creating empathy for any of the characters.70

69 See Appendix for original text in Swedish.
70 In the context of the given introduction to the story, this text is nevertheless interpreted as a narrative.
Short texts are not alone in representing this pattern of evaluation. The following text is written by a boy in grade 5.\textsuperscript{71}

The little cabin (B19)

Once upon a time there was a boy named Ulf. He didn’t have any parents. He lived in the small cabin with the large field. One night he was going to throw some rocks from the bridge. Then he heard something cracking. \textit{He started running home} [impl Affect: insecurity]. Then someone said hello! Hello! He met someone on the gravel road. Hello what is you name he asked. It was quiet for a while. He said to Ulf that it was I \textit{who murdered your parents} [impl. Judgement: propriety—] it is I who am your father. No said Ulf my father is dead. Anton and Ulf became friends later on. They were going to check out the light house. Then Anton said let’s go home and have something to eat. Yes, let’s do that said Ulf. Then they were going to have a little rest. Then Anton and Ulf \textit{heard some rustling and someone came and tried to break into the house} [impl Affect: insecurity]. Anton said \textit{hide Ulf} [impl Affect: insecurity]. Where, in the closet. \textit{Be quiet in there} [impl Affect: insecurity] said Anton. Ulf said where are you going to hide, under the bed. Then some others named Jenny and Ewe came. Jenny was 17 years old and Ewe was 18 years old. Then the thieves started to run away and then Anton let Jenny and Ewe in. Then they locked the door then they had something to eat and then they went to bed.

This is a simple narrative with a rather weakly elaborated structure. There is a main problematic event (someone trying to break into the house) and all is well at the end but there is no elaboration on how the problem was solved. There is no explicit evaluation expressed but implicitly expressed Affect: insecurity function as to structure the main problem in the text. Someone trying to break into the house, hiding and being quiet represents behavior or actions performed as a prevention of a certain situation or as a reaction to an event as discussed in Section 5.6.1. The implied Attitude expresses mostly meanings of fear, thus leaving the reader with no emotional outcome of the story and little guidance to the emotional landscape.

The kinds of meanings expressed in texts grouped as \textit{No track or map} can be summarized as follows:

- No or few resources of Attitude are expressed in the text.
- Islands of implicit instances without explicit instances to support an attitudinal interpretation.
- No or few instances of Graduation (low volume).
- Little lexical variation (core expressions of feelings).

\textsuperscript{71} See Appendix for original text in Swedish.

118
7.3 On a single track looking for a map

The text below was written as a continuation to the same story about Kalla as presented above. 72

B23

Kalla saw a planet that was going to come down to earth. And Kalla was frightened [Affect: insecurity] and she ran home [impl Affect: insecurity] and got under the bed [impl Affect: insecurity] and she started to cry [Affect: insecurity]. Then came mom and dad and she was happy [Affect: happiness] and got out from under the bed [impl Affect: happiness] and then the whole family was happy [Affect: happiness].

In this text there are several attitudinal expressions for a reader to identify with. Emotions are expressed explicitly both as emotive states (was scared, was happy) and surge of behavior (started to cry). Following the explicit sign posts of Attitude there are also implicitly stated emotions as in she ran home and got under the bed. There is little variation, however, as regards sub-group of Attitude and lexical variation. Emotions are expressed as Affect: insecurity and Affect: happiness (which are the most frequently occurring sub-groups of Affect in the narrative texts). Fear and happiness is expressed through quality and with core lexical choices (scared, happy). Attitude permeates the whole text, following and structuring the story. There is a problem that Kalla reacts negatively to, and there is a solution to the problem, which is positively evaluated. The reader is invited to share the values, and an emotional track is shown. There is however no upgrading or downgrading of emotions and the focus is solely on the character’s feelings; no judgement of character or appreciation of the situation is expressed. The volume of the text could therefore be said to be low and the writer is not investing into the value position to any greater extent.

Another example of a text analyzed as On a track looking for a map is the following recount written by a boy in grade 8. 73

A summer day that I would like to remember (B94)

When I lived in a small town my friends and I were going camping on an island. We brought what we needed. My friends were fishing while I rowed the boat to the island. We had fun [Affect: happiness] there. We looked for a place to put up our tents. It was rather difficult [Appreciation: reaction–] to walk on the island, it was more like a forest. It was completely covered in branches and rocks [impl Appreciation: composition–]. It was rather warm

72 See Appendix for the original text in Swedish.
73 See Appendix for the original text in Swedish.
We fished on the island and cooked hot dogs. In the evening we barbecued marshmallows. It was good. We stayed up until five in the morning.

The text above is dealing with a temporal succession of events, describing a journey of how participants move from point A to point B. It is thus a typical recount showing a pattern where attitudinal meanings occur at different points but with the tendency for them to cluster around key events (Rothery and Stenglin 1997: 231). Such key events would be going camping on an island with the evaluation *we had fun* and that they barbecued marshmallows which was evaluated as *it was good*. Both explicit and implicit instances of Attitude can be identified where the instances are graded (*rather, completely* and the interpretation supported by explicit sign posts (*it was rather difficult... it was completely covered in branches and rocks*). There are mostly expressions of Appreciation, although different sub-categories of Appreciation are expressed (reaction and composition). There is some Graduation used (isolated quality) but little variation in lexical choice. Attitude is explicitly expressed through core lexemes such as *fun, good* and *difficult*. As readers we are invited to share emotions expressed in the text, although no great emotional investment is expressed by the writer.

The kinds of meanings expressed in texts grouped as *On a single track looking for a map* can be summarized as follows:

- A certain type of evaluation is favored (Affect, Judgement or Appreciation).
- If different types of evaluation are expressed, they are mostly in the form of isolated islands.
- Explicit as well as implicit instances where explicit instances support the attitudinal interpretation of implicit instances.
- Low volume (few instances of Graduation, mostly isolated intensification).
- Little lexical variation. Explicit Attitude mostly expressed through quality. Core expressions of meanings used.
7.4 Exploring the tracks given the map

We now return to a text previously commented on in Chapter 6. This narrative was written by a girl in grade 5.74

The kitchen chef (G1)

Once upon a time a long, long time ago there was a king who had a very beautiful daughter. But she said no to all suitors who had walked miles for her sake. This made the king very worried. A chef worked at the castle. The king liked his food very much. In secret, the chef wanted to marry the very beautiful princess. Then the witch made the princess fall in love with him. After three weeks Johan got married to the princess and at the castle they had a big party and after that day they lived happily ever after.

There are plenty of expressions of Attitude permeating the whole text above. We are invited to an emotional track, firmly guided by an explicit map. Appreciation of the daughter’s beauty is expressed, as are the troubled emotions experienced by the king (Affect) and the chef’s kind behavior (Judgement). Isolated Graduation is used to grade qualities (very beautiful) as well as processes (liked very much). Graduation as quantification is also used to guide us to an attitudinal interpretation of expressions such as walked miles for her sake where the suitors are interpreted as persistent. An additional layer of interpretation of that expression would be that the behavior of the princess is not judged favorably, an interpretation that would be supported by the king feeling explicitly worried.

Another example of a text interpreted as giving us readers the possibility of exploring the tracks given the map is the following recount written by a girl in grade 8.75

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74 See Appendix for the original text in Swedish
75 See Appendix for the original text in Swedish.
My Christmas vacation (G105)

On December 19 we celebrated the last day of school in church. I was nervous [Affect: insecurity] about getting my grades but I didn’t have to be worried [Affect: security]. I got five A:s, five B:s, no C:s. It was nice [Appreciation: reaction+] to come home after this day, knowing that there are three lovely [Appreciation: reaction+] school-free weeks to come. On December 22 (my birthday) I was celebrated by my family and relatives. I got money, a camera and lots of [impl Affect: satisfaction] other things. The day after my birthday we decorated our genuine Christmas tree and decorated the whole house [impl Appreciation: reaction+]; even my room was filled with [impl Appreciation: reaction+] glitter. Dad made fudge and prepared the Christmas ham; it smelled really great [Appreciation: reaction+] in the whole house [impl Appreciation: reaction+]. In the morning of Christmas Eve I slept in, and then I went down to open my Christmas presents together with my family. About two o’clock we went to my aunt’s house. We watch Donald Duck because it is a tradition[76] and then we opened Christmas presents. I got many nice [Appreciation: reaction+] things.

When we had cleaned up all the rubbish, we had Christmas dinner. On New Year’s Eve I went to Eddie, my boyfriend. We didn’t have any fireworks but we looked at other people’s.

I usually have New Year’s resolutions but this year I actually had none. On January 5 I went to be with my best friend. It was fun [Appreciation: reaction+] to see her after such a long time and we had great fun [Affect: happiness]. It has been the best [Appreciation: reaction+] Christmas vacation I have experienced so far.

Also in this text there are many attitudinal expressions, guiding us as readers through the evaluation of the girl’s Christmas holiday and inviting us to share her feelings. Explicit instances speak of emotional /in/security and appreciation of her holiday, her Christmas gifts and her meeting with her friend. Some of those instances are also upgraded, both through isolated intensification (many nice) and superlatives (the best), thus lending this text a higher emotional volume than for example the recount discussed as On a single track looking for a map. Implicit expressions of Attitude color a whole stretch of discourse where Graduation expressed through quantification serves to convince us just how wonderful it was in the whole house. Attitude is explicitly expressed through quality and core lexemes are used (nervous, worried, lovely, great and nice).

The kinds of meanings expressed in texts grouped as Exploring the tracks given the map can be summarized as follows:

---

[76] On Christmas Eve it is a tradition all over Sweden to watch an hour-long TV-show with Disney classics.
Two or three types of Attitude are used (Affect, Judgement or Appreciation). Some variation as for sub-categories of Affect, Judgement and Appreciation.

Explicit as well as implicit instances where explicit instances support the attitudinal interpretation of implicit instances OR mostly implicit instances used but they color longer stretches of discourse.

Medium to high volume (intensification as well as quantification used).

Some lexical variation. Explicit Attitude can be expressed in various ways (quality most common). Mostly core expressions of meanings used.

7.5 Embracing the tracks given the map

To exemplify the last of the four patterns of how attitudinal resources are used in the student texts, we return to the story about Kalla. This text was written by a boy in grade 5. He continues were Kalla turned the corner….

Kalla and the earth people (B29)

…and she saw aliens. That came from earth. They were huge with some kind of animal inside their bodies. [impl Appreciation: composition–]. Kalla was so stiff from fear [Affect: insecurity] that she couldn’t move at all [impl Affect: insecurity]. The strange creatures [Appreciation: reaction–] kept on repeating a long and disgusting noise [Appreciation; reaction–] that sounded like “don’t be afraid we want to help you”. She didn’t understand a single word [impl Affect: insecurity]. The earth people touched her and then she fainted [Affect: insecurity].

Where is she? [impl Affect: insecurity] What has happened? [impl Affect: insecurity] Now she sees the weird creatures [Judgement: normality–] again. She is probably in their space ship.

The weird animal [Judgement: normality–] in the huge body [impl Appreciation: composition–] looms out of the enormous and white [impl Appreciation: composition–].

They were extremely disgusting [Appreciation: reaction–] but still they seemed kind [Judgement: propriety+] in some way. Kalla got the idea to go and get a translator. It was a machine that looked like a megaphone. The weird creatures [Judgement: normality–] let her go out [impl Judgement: propriety–] even though they couldn’t understand what she had in mind.

When she came back with the translator she asked where they were taking her and if they knew what had happened to her planet.

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77 See Appendix for original text in Swedish
The weird creatures [Judgement: normality–] answered that they were taking her to Earth and that everybody else was there. They also said that Kallas planet was about to get overheated.

Now Kalla understood everything [impl Affect: satisfaction]

In this text a large number of various attitudinal resources are used to invite us as readers not only to walk safely through an emotional landscape but to *embrace* the evaluative message and to get thoroughly involved in the characters and events of the story.

In the story a problematic situation has arisen that causes the main character to experience fear. This insecurity is expressed in numerous ways, explicitly through process (*fainted*) and metaphor (*stiff from fear*), implicitly through questions (*Where is she?*) and behavior which is further upgraded through the use of Graduation (*couldn’t move at all*). The negative appreciation of the creatures that are causing these emotions is expressed explicitly (*strange, disgusting*), as well as implicitly through the use of both force and focus (*huge* with *some kind of animal* inside their bodies). As the story unfolds, Kalla’s emotions towards the aliens change and she finally judges them as *kind*, although the feeling is downgraded a little by saying that they are *kind in some way*. The communication problem with the aliens is solved with the help of a translator and finally Kalla understands *everything*, an expression that is interpreted as implying Affect: satisfaction in light of the previously experienced frustration and fear.

There is an attitudinal prosody in this text that follows and helps structure the narrative. Negative feelings towards the horrid creatures are replaced by positive judgement and a final positive emotion as the problem of the narrative is resolved.

The kinds of meanings expressed in texts grouped as *Embracing the tracks given the map* can be summarized as follows:

- All major types of Attitude are used (Affect, Judgement or Appreciation). Variation as for sub-categories of Affect, Judgement and Appreciation.
- Explicit as well as implicit instances where explicit instances support the attitudinal interpretation of implicit instances.
- Dynamic use of Graduation (Focus as well as various expressions of Force).
- Lexical variation. Explicit Attitude is expressed in various ways (quality, process, metaphor, comment).

To sum up the discussion of patterns in the use of attitudinal language in student texts, an overview based on the questions listed in section 7.1 is given in Table 49. It is suggested that the use of attitudinal language can be considered on an axis between no or little use of these language resources
and extensive use of attitudinal language. When limited use is being made of these resources in the material of the study (On a single track looking for a map), explicit and implicit expressions are nevertheless used as well as some variation in the use of subcategories of one preferred major type of Attitude. Variation of subcategorized meanings of one major type of Attitude thus appears sooner than a variation of different major types of Attitude and a variation in the use of Graduation resources. Whether this is a reflection of a general ontogenesis of students’ developing repertoire of attitudinal language cannot be concluded from the data in the present study. However, it would be interesting to investigate in a larger corpus.

Table 49. An overview of the patterns of attitudinal language used in the student texts.

<table>
<thead>
<tr>
<th>Text features</th>
<th>No track or map</th>
<th>On a single track looking for a map</th>
<th>Exploring the tracks given the map</th>
<th>Embracing the tracks given the map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit and implicit expressions</td>
<td>—</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Subcategorized meanings of Attitude</td>
<td>—</td>
<td>—/+</td>
<td>—/+</td>
<td>+</td>
</tr>
<tr>
<td>Major types of Attitude</td>
<td>—</td>
<td>—</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Extent of attitudinal use</td>
<td>—</td>
<td>—</td>
<td>—/+</td>
<td>+</td>
</tr>
<tr>
<td>Use of Graduation (volume types)</td>
<td>—</td>
<td>—</td>
<td>—/+</td>
<td>+</td>
</tr>
<tr>
<td>Lexicogrammatical variation</td>
<td>—</td>
<td>—</td>
<td>—/+</td>
<td>+</td>
</tr>
<tr>
<td>Number of texts</td>
<td>34</td>
<td>42</td>
<td>30</td>
<td>7</td>
</tr>
</tbody>
</table>

7.6 Results

The patterns in the use of attitudinal resources identified in the student texts were related to the different genres (narrative, recount or observation), and to the grades, gender and proficiency levels (whether high- or low-achieving as assessed by the teacher) of the students within this study. The percentage of the texts identified as No track or map, On a single track looking for the map, Exploring the tracks given the map or Embracing the tracks given the map within the different genres is shown in table 50.
Table 50. Percentage of texts of different attitudinal types for different genres.

<table>
<thead>
<tr>
<th></th>
<th>Recount</th>
<th>Narrative</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>No track or map</td>
<td>35%</td>
<td>33%</td>
<td>19%</td>
</tr>
<tr>
<td>On a single track</td>
<td>47%</td>
<td>32%</td>
<td>44%</td>
</tr>
<tr>
<td>looking for the map</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploring the tracks</td>
<td>18%</td>
<td>30.5%</td>
<td>22%</td>
</tr>
<tr>
<td>given the map</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embracing the tracks</td>
<td>0%</td>
<td>4.5%</td>
<td>15%</td>
</tr>
<tr>
<td>given the map</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of</td>
<td>17</td>
<td>69</td>
<td>27</td>
</tr>
<tr>
<td>students/texts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As can be seen in Table 50, a notable difference between the different genres is that no texts within the recount genre showed the pattern *Embracing the tracks given the map*. An explanation for this may be that the purpose of a recount is different from the purpose of a narrative, for example. No problematic event is to be resolved but there is rather a listing of unproblematic events not necessarily evaluated to any further extent. Recount is also different from the observation genre in the sense that in observations no sequencing of events takes place but rather an exploration of one event which is evaluated. Another explanation for the differences showed in Table 50 is that in the student data, recounts are only written in grades 5 and 8 and there seems to be a tendency for a greater use of attitudinal resources in student texts in higher grades. This difference between students of different grades is illustrated in Table 51.

Table 51. Percentage of texts of different attitudinal types for different grades.

<table>
<thead>
<tr>
<th></th>
<th>Grade 5</th>
<th>Grade 8</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No track or map</td>
<td>41%</td>
<td>24%</td>
<td>6%</td>
</tr>
<tr>
<td>On a single track</td>
<td>34%</td>
<td>41%</td>
<td>41%</td>
</tr>
<tr>
<td>looking for the map</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploring the tracks</td>
<td>22%</td>
<td>32%</td>
<td>29%</td>
</tr>
<tr>
<td>given the map</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embracing the tracks</td>
<td>3%</td>
<td>3%</td>
<td>24%</td>
</tr>
<tr>
<td>given the map</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of</td>
<td>59</td>
<td>37</td>
<td>17</td>
</tr>
<tr>
<td>students/texts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There is also an indication that low-achieving students used attitudinal language to a lower degree than high-achieving students. The difference between students based on proficiency level is shown in Table 52.
Table 52. Percentage of texts of different attitudinal types for low-achieving and high-achieving students.

<table>
<thead>
<tr>
<th></th>
<th>Low-achieving students</th>
<th>High-achieving students</th>
</tr>
</thead>
<tbody>
<tr>
<td>No track or map</td>
<td>37%</td>
<td>12%</td>
</tr>
<tr>
<td>On a single track looking for</td>
<td>45%</td>
<td>18%</td>
</tr>
<tr>
<td>the map</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploring the tracks given</td>
<td>14%</td>
<td>58%</td>
</tr>
<tr>
<td>the map</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embracing the tracks given</td>
<td>4%</td>
<td>12%</td>
</tr>
<tr>
<td>the map</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students/texts</td>
<td>80</td>
<td>33</td>
</tr>
</tbody>
</table>

As can be seen in Table 52 a majority of the low-achieving students wrote texts where little use was being made of attitudinal resources, while the high-achieving students to a higher degree used evaluative language to engage a reader. This difference between low-achieving and high-achieving students is even more evident if consideration is taken to gender in relation to different use of attitudinal language. As can be seen in Table 53, among the low-achieving students, almost 60% of the boys wrote texts of the type No track or map. These results are in accordance with results from other investigations where student writing has been related to gender (e.g. Berge, 2005: 87, Larsson, 1984: 179pp).

Table 53. Percentage of texts of different attitudinal types for low-achieving boys and girls.

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>No track or map</td>
<td>58%</td>
<td>23.5%</td>
</tr>
<tr>
<td>On a single track looking for</td>
<td>36%</td>
<td>51%</td>
</tr>
<tr>
<td>the map</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploring the tracks given</td>
<td>6%</td>
<td>19%</td>
</tr>
<tr>
<td>the map</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embracing the tracks given</td>
<td>0%</td>
<td>6.5%</td>
</tr>
<tr>
<td>the map</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students/texts</td>
<td>33</td>
<td>47</td>
</tr>
</tbody>
</table>

When the group of low-achieving students and their use of attitudinal language were considered in relation to language background, it was shown that while approximately the same percentage of students wrote texts of the type No track or map, there were indicated differences for the other types. Mono-lingual students were the only ones represented in the group Embracing the tracks given the map, for example (see Table 54).
Table 54. Percentage of texts of different attitudinal types for low-achieving monolingual and bi- or multilingual students.

<table>
<thead>
<tr>
<th>No track or map</th>
<th>Monolingual students</th>
<th>Bi- or multilingual students</th>
</tr>
</thead>
<tbody>
<tr>
<td>No track or map</td>
<td>37%</td>
<td>38%</td>
</tr>
<tr>
<td>On a single track looking for the map</td>
<td>41%</td>
<td>52%</td>
</tr>
<tr>
<td>Exploring the tracks given the map</td>
<td>16%</td>
<td>10%</td>
</tr>
<tr>
<td>Embracing the tracks given the map</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Total number of students/texts</td>
<td>51</td>
<td>29</td>
</tr>
</tbody>
</table>

This brings us to a conclusion of the discussion of attitudinal resources used in the student texts and the patterns of this usage identified in the texts in this study. It is now time to return to the discussion initiating a further elaboration of evaluative language in student texts. In Chapter 3, results from the project were reported that showed that students had difficulty discussing their own written work. Text movability in relation to patterns in the use of attitudinal language will be addressed in Chapter 8.
8 Text movability and Attitude in student texts

8.1 Introduction to the concept of text movability

Chapter 3 presented results from analyses of project data that indicated that a number of students experience difficulty when facing the task of relating to their own written production. In talks with the students about their texts, it became evident that many students find it difficult to summarize the main message of the text, to explain and fill out gaps in the presented plot, to reflect upon characters and how to get a reader involved in the text, for example. These students could be described as having a rather distanced relation to their own written production. Often they also did not have a reader in mind when writing and saw little functionality in the writing assignment.

Indications of such a nature in combination with the text analysis performed in the project, which showed that voice and reader address was not expressed to any high degree in the texts prompted a further and more detailed analysis of the student texts to explore the communicative potential expressed in the texts through the use of evaluative language. For this purpose the Appraisal framework and analysis of Attitude and Graduation was employed as presented in Chapters 4, 5, 6 and 7. In this chapter I would like to return to the discussion of text movability and combine an analysis of how students relate to their own writing with the four different types of using evaluative resources presented in Chapter 7. The discussion will take its starting point in a more detailed presentation of the concept of text movability as developed within the project Students’ Encounters with Different Texts in School.78

At the foundation of the discussion of text movability lies the assumption that actively relating to a text or written assignment is essential for the text to function as a tool for further learning and development. It is also assumed that students benefit greatly from being able to talk about this relationship, in other words to talk about how they think and what they do when writing. Similar thoughts are expressed by Langer (1986: 97):

78 For further discussion of text movability, see Folkeryd et al., 2006 and Liberg, 2004.
Further, readers’ and writers’ ability to talk about what they do is closely related to their overall success as language users: older and better readers and writers tend to have a more conscious awareness of the knowledge and strategies available to them, and are better able to orchestrate that knowledge and those strategies in their approaches to new tasks.

A high degree of text movability is characterized by a dynamic relationship to the text/text assignment where the student can extract and explain detail as well as discuss the general message and perspective of the text. Such a student reflects on the text in relation to personal experience and shows an ability to discuss the purpose and addressee of the assignment. Such a student could thereby be said to stand in a dialogical relationship with the text and to be an active creator of the text message. Having a high degree of text movability facilitates the process of bringing experiences from working with a specific text to other situations of text production. The opposite is true for a student with a low degree of text movability.

The notion of text movability is inspired by the work of various researchers. Langer (1995: 15pp) for example, identifies four different ways of building understanding during reading; from getting acquainted with the text on a surface level to becoming more immersed in various aspects of the text, stepping out from the text and rethinking what one knows and critically reflecting upon what has been read. All of these stances of envisioning literature from movements within the text to the distancing from the text are considered by Langer to be equally important. Similar views on different ways of reading are found in Luke and Freebody (1997) who identify four different ways or practices of reading. The first two ways of reading as identified in Langer and Luke & Freebody encompass an intratextually based way of reading with movements within the text, horizontally on the text surface or vertically into the text. This is also discussed by Marton et al. (1986) in terms of surface reading and deep reading. The remaining two ways of reading as identified by Langer and Luke and Freebody can be discussed as intertextual ways of reading. This encompasses a movement outward from the text and into other texts.\(^{79}\)

Also of importance for the development of the concept of text movability has been Kress’ (1989) discussion of how a reader’s habit of participating in different discourses and knowledge of different genres in relation to the text assignment at hand, contributes to the reading position taken by the student and to the type of understanding of the text that develops.

The research referenced above is primarily about reading. It is possible, however, to extend the reasoning to students’ ways of approaching their own written production. When speaking about understanding the phenomenon of

\(^{79}\) This is also discussed by Liberg, 2004.
comprehension beyond reading, Langer also states that: “…we build envisionsments all the time when we make sense of ourselves, of others, and of the world.” (Langer, 1995: 9). So also when we write and speak of our written production.

Assessment of students’ text movability was based on semi-structured talks with the students where questions were asked with the purpose of investigating to what extent students:

- express an ability to extract main points from the text and move on the text surface
- summarize the text
- reflect upon choice of wording
- discuss the text in extensive and independent ways
- explain passages that would require a reader to read between the lines
- generalize and abstract from main points in the text, distance themselves from the text
- reflect upon motives, feelings and relations in the text
- examine the text critically
- associate from the text to personal experience
- express awareness of the functionality or genre of the text
- adapt the position of being a writer and writing for a specific reader

Three major types of text movability were identified; text-based movability, associative text movability and interactive text movability. Assessment of the extent to which a student expressed these different types of movability was based on a number of instances in each interview involving the activities listed above. Students who demonstrate a wide range of activities are assessed as showing a high degree of text movability while students who move on the surface of the text, for example, only are assessed as showing a low degree of text movability. The different types of movability in text and exemplifying instances from interviews with the students are presented below.

8.1.1 Text-based movability

Instances of text-based movability expressed in the interviews with students encompass everything from single brief utterances to extensive summaries and reflections about the text message. With this type of movability the stu-

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80 As mentioned, the semi-structured design of the interviews meant that all students got approximately the same questions in order to get the same chance to express the different ways of approaching a text that are listed above.
dent comments on the content and structure of the text on a surface and/or deep level.

A low degree of text-based movability is expressed by a girl in grade 8, for example, who has written a recount about her Christmas break. When the interviewer asks her to summarize her text, she simply states “The Christmas break”. The interviewer then continues to ask questions about different aspects of the text:

<table>
<thead>
<tr>
<th>Interviewer</th>
<th>Why did you choose to write about these specific parts of your Christmas break?</th>
</tr>
</thead>
<tbody>
<tr>
<td>G102</td>
<td>Because it is mostly about the Christmas break.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Why did you first write that it wasn’t much fun being on Christmas break and then that it was fun anyway even though there wasn’t any snow?</td>
</tr>
<tr>
<td>G102</td>
<td>It was fun but it was not as cosy when there wasn’t any snow.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Why did you write so many exact references to time?</td>
</tr>
<tr>
<td>G102</td>
<td>So that you will know what time it was.</td>
</tr>
</tbody>
</table>

The girl’s comments are very brief and do not guide the interviewer into an understanding of the text further than what is expressed in the questions. Students who in this way experience difficulty when asked to speak about their own text production express very limited text movability. The text/text assignment does not seem to get them involved, and they evince only a limited recollection of the overall message of the text that they have themselves created. It is very doubtful if the text in such a situation can function as a tool for learning. Interestingly, the participating friend of G102 in the interview above shows a greater degree of text movability in her friend’s text than G102 herself expresses. She suggests that it was not as much fun without snow because it did not create the same feeling of Christmas and maybe her friend wrote the precise reference to time because this was how time was set up in the detective stories they were reading in class at the moment. She is in other words reflecting upon motives for the text and reading between the lines of her friend’s recount and thereby showing a greater degree of text movability.
A higher degree of text-based movability is also expressed through the following extract from an interview with a boy in grade 8. On his own initiative he asks if he can tell the interviewer what the text is about and when getting an affirmative answer, he says:

B110  It is about a boy who is bullied and the boy who is bullying him. He runs and hides but the bully hits him and throws things. He had foster parents. Then…I’d rather not speak about the end…

This student shows ability to extract main points from the whole story and thus move across the text surface. On his own initiative he also chooses to add the explaining comment about the foster parents which is not expressed in the text but certainly helps the reader to interpret what is written ‘between the lines’ about the sordid everyday life of the bullied boy. B 110 is thereby moving beyond the text surface to reflect upon the deeper relations that he wants to express through the text. In the extract above he is also deeply critical of his own structuring of the story, which becomes evident later in the interview. His criticism has to do with how the story ended. He shows the point up to which the story is exciting and makes sense, and where it is simply too “strange and short”. As he puts it, “I don’t myself understand that I could write like that”.

In sum, this boy shows a high degree of involvement and text movability. Because of that, it is also very likely that he will bring his experiences from working with this text to other situations of text creation.

8.1.2 Associative text movability
While asked if the text (or process of writing the text) made them think of anything in particular, students associate to their own experiences in varying degree. Such associations may include reflections on everyday events outside of school or comments related to school experiences. What these associations have in common is that they are triggered in some way by the text that the student has written and that they show an involvement with the text on the part of the student. While some students claim that they did not know where the inspiration for their texts came from and that they did not think of anything special while writing the texts, other students are very clear on how they have incorporated their own experiences into the texts. This is exemplified by an extract from an interview with a boy in grade 5 who discusses how he got the ideas for a story about space ships and evil robots.

Interviewer  How then did you come up with the idea?

B56  A game actually that I played and it was about a boy; this is why he got
those names that were so strange
[the main character in the story] 81

Interviewer Oh yes there were very many strange names.

B56 Yes, it was a Japanese game, it’s not exactly like this [the plot in the story] but I managed to get through the whole game.

Interviewer ok..

B56 I borrowed it from a friend so I got through the whole game and it was a fun game and then I returned it so I wanted to remember how fun it was so I wrote about it. So now I’m writing about it but it’s not exactly the same thing it’s very different. This [points to the story] I mostly made up, it’s just the name and the idea itself for the story, that they came from a peach space ship and then I made up how they arrived to the boss but like a story so to speak.

This boy has clearly been inspired by a most enjoyable experience while writing the story. Throughout the interview he shows a high degree of associative text movability, the plot is vivid in his mind and he has no problems relating to and discussing his own written production.

8.1.3 Interactive text movability

As previously stated (see Chapter 2), writing within this study, is seen as a social activity and everything we say or write can be said to be addressed (Bakhtin, 1986). To various degrees we as writers therefore shape what we write to meet the expectations of the audience and the purpose of the task. The importance of student awareness of such aspects for how they write their texts has for example been discussed by Nielsen (1999).

Students in this study vary in their awareness of a text’s potential functionality and readers. There are some students who show a low degree of interactive text movability, such as B92 in grade 8. He has written a detective story but does not know why they received the assignment, what the text could possibly be used for or if someone was supposed to read it. He has no idea how to catch a reader’s attention and is not particularly interested in someone reading his story. To him this is an assignment with little interactive importance.

81 Explaining comments are added between brackets.
Other students express considerably higher interactive text movability. B65, a boy in grade 8, has for example taken to heart what the teacher said about writing so that a reader will maintain interest. Although he expresses that he is no professional writer, he states that no one will be interested if the plot is simply recounted as in “I was walking down the street, he attacked me, the police came”. He continues to reflect upon who the potential reader of his text could be as he states:

B65 You should probably have read some books so that you understand, like, not understand the letters but understand, like, the story in a proper way, so that you can understand the descriptions and every thing, well you should at least be in high school.

B65 clearly has a reader in mind when writing. He is also commenting on the text type his story represents as he defines his text as a typical detective story with certain lexical features such as the expression “suddenly, I discovered the connection.” Although it is not overtly expressed, he comes very close to defining the purpose of his story as one of entertaining and involving a reader. He is also perfectly convinced that this has to be done through certain types of utterances suitable to the text type.

8.2 Results from analyses of text movability related to ways of using evaluative language in students’ texts

By using attitudinal language resources, a writer has the potential to elicit engagement and empathy from a reader. In Chapter 7, it was shown how students make use of this potential in their texts in various ways. Text movability can also be discussed in terms of Attitude, but from the perspective of the writer instead of solely focusing on the written text. Combining these two perspectives opens up an interesting possibility of interpreting the attitudinal language resources used in light of expressed writer emotions and intentions in the interviews.

In this section, results from analyses of text movability will be related to ways of using evaluative language in students’ texts. The four different types of use of attitudinal resources, identified in Chapter 7 as No track or map, On a single track looking for the map, Exploring the tracks given the map and Embracing the tracks given the map, will be related to the assessment of text movability as low, medium or high.82

82 As described in Chapter 3, all instances of text movability identified in the interviews, together rendered the assessment of a student expressing a low, medium or high degree of the different types of text movability.
When results from analyses of text-based movability was combined with the different types of using attitudinal resources, there was a clear indication that students who use attitudinal language resources in their texts to a greater extent, also seem to have a higher degree of text-based movability (see Table 55).83

Table 55. Percentages of texts identified as different attitudinal types in relation to assessment of text-based movability.

<table>
<thead>
<tr>
<th>Text-based movability</th>
<th>No track or map</th>
<th>On a single track looking for the map</th>
<th>Exploring the tracks given the map</th>
<th>Embracing the tracks given the map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>30%</td>
<td>36%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>64%</td>
<td>50%</td>
<td>47%</td>
<td>17%</td>
</tr>
<tr>
<td>High</td>
<td>6%</td>
<td>14%</td>
<td>47%</td>
<td>83%</td>
</tr>
<tr>
<td>Total number of texts</td>
<td>3384</td>
<td>42</td>
<td>30</td>
<td>65</td>
</tr>
</tbody>
</table>

While less obvious, it was also indicated that students who to a greater extent use attitudinal resources in their texts also seem to have a reader in mind when writing and a clearer idea of the functionality or purpose of the text assignment, i.e. a higher degree of interactive text movability (see Table 56).86

Table 56. Percentages of texts identified as different attitudinal types in relation to assessment of interactive text movability.

<table>
<thead>
<tr>
<th>Interactive text movability</th>
<th>No track or map</th>
<th>On a single track looking for the map</th>
<th>Exploring the tracks given the map</th>
<th>Embracing the tracks given the map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>36%</td>
<td>48%</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>55%</td>
<td>40%</td>
<td>53%</td>
<td>17%</td>
</tr>
<tr>
<td>High</td>
<td>9%</td>
<td>12%</td>
<td>27%</td>
<td>67%</td>
</tr>
<tr>
<td>Total number of texts</td>
<td>33</td>
<td>42</td>
<td>30</td>
<td>7</td>
</tr>
</tbody>
</table>

As far as associative text movability is concerned, results are in general low to intermediate for all students (see Chapter 3). The question of investigating

83 Table 55 presents the results when all grades and genres are combined. Separate analyses of different genres and grades did however show the same indicated results.
84 The total number of texts in the data identified as No track or map is 34. One interview concerning a text of this type is missing, however, and hence the total number of texts commented on in reference to text movability is 33.
85 The total number of texts in the data identified as Embracing the tracks given the map is 7. One interview concerning a text of this type is missing, however, and hence the total number of texts commented on in reference to text movability is 6.
86 Table 56 presents the results when all grades and genres are combined. However, separate analyses of different genres and grades did show the same indicated results.
how such text movability is expressed by different users of attitudinal re-
sources therefore becomes less relevant. Addressing the question of why this
type of text movability is expressed to a lesser degree than other types of text
movability is interesting, of course, but not a focus of the present study.

The results presented in Tables 55 and 56, thus suggest that if a student
guides the reader through the emotional landscape of a text to a lesser extent
(No track or map or On a single track looking for a map), this student most
likely expresses a low to intermediate degree of text movability. On the other
hand, a student to a greater extent invites a reader to engage in the emotions
and characters of a text (Exploring the tracks given the map or Embracing
the tracks given the map), is more likely to express an intermediate to high
degree of text movability. Having established this assumed relationship be-
tween expressing Attitude in text and relating attitudinally to the text through
text movability, it is of interest to explore whether and how Attitude is ex-
pressed as text movability in the interviews.

8.2.1 Expressing Attitude in the interviews
In Section 7.4, a story written by a girl in grade 5 was identified as a text of
the type Exploring the tracks given the map. When she was interviewed
about her text and asked to extract important parts of her story, the girl men-
tioned the beautiful daughter, the fact that the main character said no to all
the suitors, that in the end she married a kitchen chef who was in love with
her and that it was important that the story had a happy ending.

While expressing ability to extract main points from the text and moving
on the text surface, she chooses to pick out the expressions earlier discussed
as Affect, Judgement and Appreciation in her text. Text movability is in
other words expressed through resources of Attitude when she discusses her
story.

When reading through the transcribed interviews, it becomes apparent
that students use attitudinal language not only to extract main points from
the texts as exemplified above, but also as they give evidence of other types
of text movability as exemplified below:87

Summarizing the text by focusing on the attitudinal expressions used in the
text is encountered in the interview with B138, for example, a boy in grade
11 who wrote an observation on the theme of reflecting upon traveling. He
summarizes the text by saying that he wrote about how he travels because it
is fun and that he in the story expressed how one feels when travelling. The
overall message is thus summarized as one of emotion or Attitude.

87 For a list of the criteria used for analyzing text movability, see Section 8.1.
Explaining passages that would require a reader to read between the lines is done by B65 with the help of attitudinal explanations. In the interview he talks about the following passages of his narrative ‘The deadly performance’:

I grabbed his arm and threw him over my back, with my palm over his throat
I could only faintly hear his words Towasaki! Towasaki!

……..

When I answered the phone it was the boss for the production company, Steve Osmond, who said that I had got the lead role in the movie “Towasaki”.

In the story, the reader does not overtly get the explanation of the significance of this word Towasaki. Reading between the lines one, however, can come to the conclusion that there is a significant or mysterious connection between the two different events in the story. While summarizing the text, B65 chooses to comment on these passages on his own initiative:

Interview with B65

When he is walking home he gets attacked by a man but like he throws him down and keeps him down and then he hears that the man is trying to tell him ‘towasaki’- Chinese, cool, and he didn’t give it a second thought because then the police come and arrest him and take him away and so on. And then he walks home and at night the phone rings and it is the boss for the production company who wants to talk to him about the movie and says that you have gotten the lead role in the movie ‘towasaki’ the same name as he had said and then he’s like gosh how did you know, how did he know that?

In the interview, B65 fills in the gap of the importance of the events in the story by explicitly expressing Appreciation of the Chinese name as cool and implicitly expressing his astonishment and surprise that the production boss knew of this name (implicitly expressed Affect). Text movability is thus expressed through the resources of attitudinal language.

Generalizing and abstracting from main points in the text and Reflecting upon motives, feelings and relations in the text by focusing on values of Attitude is also encountered in the interviews with students. When discussing her written observations on a special meeting, G126 for example states that writing about a meeting gets so emotionally intense because of the expectations and emotional turmoil one experiences in such situations. The leading and general motif for the whole text is thus identified as one of emotion and her reflections and text movability expressed through the use of attitudinal language (Affect).
Instances of *Examining the text critically* and commenting on *Writing for a specific reader* by using attitudinal language resources are encountered in many interviews. G105 discusses for example the appeal of the text on a writer by saying that “for someone who doesn’t know the writer this is not *interesting* while someone who knows the writer will find it *fun*”. For her part, G124 is critically reflecting on the truth of her text in relation to a potential reader as she states that “It is not completely true, some of it is make believe, otherwise it would be *so boring* because it is a little bit *ridiculous* [what actually happened]”. These girls are distancing themselves from the texts and reflecting upon the emotions their texts will create in a reader. They are thereby expressing interactive text movability, using expressions of Appreciation (*interesting, fun, boring, ridiculous*).

Results from analyses of data within the present study suggest that a student who is highly involved in his/her text as expressed in talks about the written text on many levels is also a student who uses attitudinal resources in their writing to a higher degree (as exemplified above). They are, in Langer’s words (1986: 97), “better able to orchestrate that knowledge and those strategies in their approaches to new tasks”.

The opposite is indicated for students with little use of attitudinal language resources in their texts. As shown in Tables 55 and 56, text movability (text-based movability as well as interactive text movability) was low in approximately one third of the texts that were identified as *No track or map*. In Section 7.2, a story written by a girl in grade 5 was identified as such a text. When asked to comment on her text, she said very little. When directly asked if she used special words to make it sound like a story of space, she said that she used words like UFOs and flying saucers. Except for this instance, there were few instances of text movability expressed in the interview and no attitudinal language used for such text talk. The same is true for the other students who were assessed as expressing a low degree of text movability and writing texts identified as *No track or map*.

In between these extremes of students with a high degree of text movability, using attitudinal language orally as well as in the written text and students who do not use attitudinal language and show a low degree of text movability, there are many students who show a discrepancy between Attitude expressed in the interview and Attitude expressed in their texts. From a pedagogical point of view, the concept of text movability and that of Attitude can be jointly discussed in terms of *Attitude in the shaping*.

8.2.2 Attitude in the shaping

A majority of the students who wrote texts identified as *No track or map* did not have a low degree of text movability but rather an intermediate degree
and many used attitudinal language resources in their comments about their texts. This could be exemplified by a boy in grade 5 who wrote the following story.88

**B53**

The dog sheep was guarding the sheep the sheep dog’s master’s name was Erik the dog sheep and the master were going to Sheep land then they arrived then the dog sheep was guarding the sheep then the wolf came and took a sheep then the dog came running towards the wolf then he caught the wolf then the master came and shot the wolf.

Setting aside other comments about the text, from the perspective of Appraisal, there is little attitudinal language used in this text.89 When B 53 was asked to summarize the text he did, however, add such aspects to the story. He talked about the wolf being bad and a lot of blood pouring out when the wolf died. He also said that what was so good about his story was the excitement in it.

It is obvious that this boy had a more lively relation to the story than was expressed in the text for a reader to share. Assuming that texts benefit from a greater degree of attitudinal language to guide a reader and assuming that having a greater degree of text movability is a sign of a closer relationship to the text (which means a greater ability to use texts as the foundation for learning), this case could be talked about as Attitude in the shaping. In other words, the positive discrepancy between talk and text could be used as a tool for the individual writing development.

A similar example of Attitude in the shaping is found for example when B81 makes a comment that the most important aspect of the text he wrote is that it should have atmosphere. No attitudinal language resources whatsoever are used in his text. He does, however, show emotional intention in his talk about the text and should be guided as to how this atmosphere can be expressed.

A final example of a student exhibiting Attitude in the shaping comes from a student who has a very emotional approach to writing during the talks about his text. This boy in grade 5 states that he writes from his heart and wants to involve a reader through writing exciting and funny stories. The text we discussed was the following continuation of the previously introduced story about Kalla (see Chapter 7).90

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88 See Appendix for the original text in Swedish.
89 The fact that the dog came running could possibly be interpreted as an outburst of emotion or implicitly expressed Attitude.
90 See Appendix for the original text in Swedish.
She saw an ALIEN that was 1 meter tall. The ALIEN was speaking Swedish but didn’t open its mouth. The ALIEN had a UFO that was 1.30 metres tall and 2 metres wide.

Graduation resources are used in this text, implying that the size of the UFO was out of the ordinary and potentially scary. The emotional intent of the boy as expressed in the interview is however far from being expressed in the actual text. Once again there is a discrepancy between text and talk that could function as the foundation for a positive writing process.

8.3 Summary

In this chapter the concept of text movability has been presented in more detail. The different ways of using attitudinal resources in students’ texts identified as No track or map, On a single track looking for a map, Exploring the tracks given the map and Embracing the tracks given the map have been related to assessments of students’ text movability as low, intermediate or high. Results from these analyses indicate that students who are highly involved in their text as expressed in talks about the written text on many levels are also students who use attitudinal resources in their writing to a higher degree. Examples were given of the extreme opposites, i.e. students with a high degree of text movability writing texts assessed as using a number of attitudinal resources and students with a low degree of text movability writing texts identified as No track or map. It was also argued that in between these extremes there are many students who show evidence of Attitude in the shaping when talking about their texts. From a pedagogical perspective it would therefore be of the utmost interest to use the concept of text movability and text talk with students in order for students to increase their awareness of how attitudinal language resources can be used to get a reader to walk in the emotional landscape of the text. Through such talks with students, the zone for proximal development (Vygotsky, 1978: 86) is explored. As mentioned in Chapter 2, the zone for proximal development refers to how students can reach further in interaction with a person who knows more, than they would by themselves. In this respect, letting students put words on how they feel and giving them the chance to talk about how attitude can be realized in text, allows them to manifest in text what they have formulated when talking about the text.
Activities surrounding the writing of story genres in grades 5, 8 and 11

9.1 Introduction

In previous chapters students’ ways of using attitudinal language in their written production have been discussed. The different ways that students approach their texts and written assignments have also been a focus of the investigation. In this chapter we return to a question raised in Chapter 4 concerning to what extent students in the classrooms are given opportunities to participate in varied and dialogical text practices. The discussion is based on the view of writing as a situated practice. Ways of writing are thereby seen as the result of the interaction between the writer, the context and the written assignment (e.g. Säljö, 2000, Wertsch, 1991, 1998).

The texts that comprise the corpus of this study were all situated in different practices. As mentioned, these practices or classroom processes surrounding the writing of the texts are described with reference to student orientation, routines and structure, modes of expression, text awareness and dialogicality. These different ways of analyzing and describing processes in the classrooms and results from the analysis will be further discussed and exemplified below.

9.2 Student orientation

In the project Students’ Encounters with Different Texts in School, the extent to which the classroom processes surrounding the writing of the texts were oriented towards the students was investigated based on to what extent students had an opportunity to influence the classroom activities, by taking part in planning the activities, for example. This aspect also included to what extent student abilities, interests and experiences were met in the classroom. Such aspects are referred to as student orientation.

The reason for including these aspects into the analysis was partly based on a discussion of the difference between ‘everyday knowledge’ and ‘school knowledge’ which can be seen as poles on a continuum (Martin, 1992: 542-546). While characteristic features for everyday knowledge are that it is primarily negotiated through oral language, built up gradually based on per-
sonal experience and expressing concrete and non-technical meanings, for example, school knowledge, on the other hand, is more often construed in a written mode, quickly and systematically built up distanced from personal experience and expressing abstract and technical meanings (Painter, 1993: 353). In a pedagogical setting it is important to explore a student’s previous experience with these different types of knowledge to subsequently be able to extend the language repertoire (Liberg et al., 1997: 167).

Analysis of student orientation was also included based on the assumption that writing based on the students’ own experience and interest to a higher degree motivates the student for the assignment at hand.

The analysis of the classroom process in terms of student orientation was performed in the same way as the analysis of text movability as described in detail in Chapter 3. In other words, instances were identified in the notes from classroom observation as well as in the transcribed interviews. These instances for different sub-categories were then assessed as low, intermediate or high and in a final step the overall assessment of student orientation (when all the instances were judged together) rendered an overall assessment of student orientation as low, intermediate or high.91

Results from the analysis showed that out of the 24 classroom processes observed92, 6 processes showed a low degree of student orientation; in other words, students were for example not taking part in the planning of the writing project and they were not given the opportunity to contribute their own personal experience or choose assignments based on interest. In 15 processes there was an intermediate degree of student orientation, while only 3 processes showed a high degree of student orientation.

An example from a classroom process which was assessed as showing a high degree of student orientation can be found in the class where the previously mentioned stories of Kalla were written.93 During the general introduction to the thematic work on space carried out in the classroom as well as during the first week on working with various aspects of space (which among other things was supposed to result in the texts about Kalla), students were asked to contribute their own thoughts, experience and interest in various ways. For example, they were asked to write down on a piece of paper words that came to their mind when they thought about the word ‘space’.

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91 The same analytical method is used for all aspects of analysis, i.e., also for routines and structure, modes of expression, text awareness and dialogicality as discussed in this chapter.
92 These processes are those surrounding the writing of the story genres discussed in the present study. The number of processes is not equivalent to the number of classrooms presented in Section 3.2.1 since two different types of texts (and thereby different processes) could be found in one and the same classroom. There were 11 processes from grade 5 concerning the writing of story genres, while 10 such processes were encountered in grade 8 and 3 processes in grade 11.
93 This includes students B23, G24, G27, B29 and B35.
These words, for example *the Milky Way, astronauts, planets, indefinite, Apollo 13, UFOs, space ship, aliens* etc. were then read out loud by the students and the teacher wrote them down on the black board. Although no further comments were made about these words at this point, it gave the students the opportunity to search their own experience and activate individual thoughts on the theme. It can also be noticed that several of these words later appeared in their written stories. The students in this class were also asked by the teacher to write their thoughts on the following questions:

- What do you know about space?
- What would you like to know about space?
- Why is it important to know about space?

The students were told that, based on their interests, they would be divided into groups to work on the issues they would like to know more about. In this and other senses, this classroom process was oriented towards the students’ interests and previous experiences.

When results from the analysis of student orientation were examined in light of the different ways of using attitudinal resources in the written texts, no clear indications of a connection could be seen. It was in other words (in this material) not possible to draw any conclusions of how a high or low degree of student orientation in the process surrounding the writing affects how students use attitudinal language. Similar results were found in relation to the classroom process in relation to text genre. No conclusions could be drawn that there was more or less student orientation in the activities surrounding the texts depending on the expected text genre.

### 9.3 Routines and structure surrounding the writing process

In the project it was investigated to what extent there were explicit *routines and structures* for working with text. This included whether the assignment was well planned and structured, whether instructions were clearly presented to the students, whether the purpose of the assignment was made clear to the students, whether there was a varied introduction to the assignment and whether they were given any scaffolding and feedback when carrying out the assignment.

Result from this analysis showed that while 3 out of 24 classroom processes showed a low degree of structure, 11 classroom processes had an intermediate degree of structure and 10 classroom processes showed a high degree of structure. According to the criteria for analysis in the project, it
thus seemed that in general classroom processes were more structured than oriented towards the students.

An example of a classroom process with a high degree of structure was found in grade 5 where the students G1, B3 and B4 wrote their narratives. In this classroom a fairy tale project was introduced by the teacher reading two fairy tales out loud. When she had finished reading she told the students that similar themes are often found in fairy tales. The students were then asked to read another text from a text book and to write down answers to the questions asked in relation to the text. These questions concerned for example:

- Do fairy tales usually start out in a special way?
- Who are usually the main characters of fairy tales?
- What types of characters are often found in fairy tales but not in real life?
- The numbers three and seven often appear in fairy tales. Can you find such an example from a text that you have read?

The answers were discussed in the classroom, and each student got the chance to exemplify fairy tale features from texts they had read, such as *once upon a time, happy ending, giants, princesses* etc. For one week preceding the actual writing of their own stories, the teacher started out each day by reading and discussing fairy tales in a similar fashion. Through listening to stories, reading stories, remembering previously read stories and discussing stories, the students were given a varied introduction to the writing project. The time frame for the assignment was clearly presented to the students and they were told that their texts would be read out loud to the class. While working on the assignment of writing a story of their own, the students got help from their teacher when requested. In many senses, this process could thus be said to be well structured.

When results from analyses of structure in the classroom process were compared to genre and different ways of using attitudinal language, there were no clear indications whether or how these factors affect each other.

9.4 Modes of expression in the classroom process

The classroom process was also analyzed in terms of to what extent there was variation when it came to different *modes of expression* and the way the activities were organized. The first aspect concerned whether the activities surrounding the writing of the text included different ways of approaching the assignment. For example, was the task introduced by reading other similar texts, did they work on the subject of the text through drawing, drama or by other means of expression etc. The second aspect included whether the
activities were organized as individual or group activities, in other words whether students were given the opportunities to participate in constellations of different sizes.

These aspects were included in the study based on an understanding that various modes of interaction are always interwoven (e.g. Kress, 2003) and that the interaction between different modes of expression in itself produces meaning and thereby learning (Knain, 2006: 659).

Results from this analysis showed that while 5 out of 24 classroom processes showed a low degree of variation in modes of expression, 9 classroom processes had an intermediate degree and 10 classroom processes showed a high degree of variation in modes of expression. According to the criteria for analysis in the project, it thus seemed that in general classroom processes were not only relatively structured (as shown in Section 9.3) but different modes of expressions were also used in the classrooms to an intermediate or high degree.

For an example of a classroom process where different modes of expressions were used, we return to the classroom in grade 5 where the stories of Kalla were written. When the thematic work on space was introduced, the students initially watched two short film sequences. The first sequence portrayed a journey into space. There was no verbal interaction but dramatic music to accompany the pictures. The other film sequence also portrayed a journey into space but this time in the form of a dialogue between main characters in the movie Apollo 13. While watching the film sequences, the students were asked to write down anything that came to their mind in association with the concept of space. As mentioned, the whole class later on listed these words and the teacher put them down on the black board.

On several occasions during the two weeks that the student worked on the project, the teacher read passages from a fictional book called My friend from space. While listening to the story the students were asked to draw the characters as portrayed in the text. These pictures were then shared with the rest of the class.

As previously mentioned the students were also asked to answer a number of questions about space (see Section 9.2). Based on these questions they were divided into groups and encouraged to use different articles and textbooks to find answers to their questions.

When the writing assignment was introduced they were told that the written continuation of the story of Kalla was to be presented to the class. This presentation could be in the form of reading the passage out loud or dramatizing the text. As an illustration of how this dramatization could be performed, the teacher gave a demonstration.

All in all, a number of different modes of expression were used in this classroom process; film, music, drawing and drama as well as reading, in the form of fictional stories, articles and text books. The students wrote notes to
themselves, answers to questions and a story. They worked individually as well as in small and larger groups.

Results from analyses of the use of different modes of expression were also compared to genre and the use of attitudinal language, but as with the previously mentioned comparisons, no conclusions could be drawn regarding any correlation.

9.5 Text awareness in the classroom process

The classroom processes in the study were also analyzed in terms of to what extent an ongoing text discussion was carried out concerning content, form, function and potential text users. These aspects of analysis are referred to as analysis of text awareness.

The relevance of such factors for writing development has been discussed by Halliday and Martin (1993), Knapp and Watkins (1994) and Schleppegrell (2004), among others.

Results from this type of analyses indicated that discussions of textual features and potential text users were scarce. In 12 out of the 24 investigated classroom processes, there was a low degree of text awareness; in other words, neither potential text users nor the function of the assignment was discussed. Neither was there any extensive discussion of content, genre structure or lexical choices, for example, and how such features can affect and be affected by the potential reader.

In 5 classrooms some of the above-mentioned criteria were met, which warranted the overall assessment of an intermediate degree of text awareness. Finally, in 6 out of the 24 processes, the text awareness was interpreted as high.

An example of a classroom where several aspects of text awareness were addressed can be found in grade 11. When the teacher in this classroom was commenting on the text assignment, she emphasized the importance of considering what the text would be used for and who the actual reader was going to be. Since the readers of this particular assignment would be another class, she initiated a discussion of how this could and should affect the language choices made. The class agreed that the language should be understood by everyone their own age. The teacher continued to say that the structure of the text was also of the utmost importance. Together the class discussed the purpose of an orientation as being one of informing and getting a reader involved. They also talked about achieving closure in the text. Following this discussion, the teacher introduced the criteria for grading the national assessment tests and although these criteria were not discussed in relation to the texts they were writing at the moment, it gave the students an opportunity to participate in a practice session where various text features
such as the text should be functional in its context, it should be worth reading, it should be clearly structured etc. was focused and discussed.

As with the other analytical points of entry concerning classroom processes, there was no obvious relation between the genre of the written text and text awareness in the process. There were some indications, however, that texts evincing a high degree of attitudinal language were to a higher degree written in classroom processes where text awareness was addressed to a higher degree (see Table 57). As can be seen in Table 57, a majority of the texts showing the patterns No track or map and On a single track looking for the map were written in classrooms with a low degree of text awareness. The texts of the group Exploring the tracks given the map were written in classrooms evenly distributed between the different degrees of text awareness and texts of the type Embracing the tracks given the map were more often written in classrooms showing a high degree of text awareness than the other types of using attitudinal language. These results would suggest that a classroom process focusing on various textual features encourages a manifestation of attitude in the texts. Considering the relatively small corpus, this would however need further investigation.

Table 57. Different ways of using attitudinal language in relation to discussions of text awareness in the classroom process.

<table>
<thead>
<tr>
<th></th>
<th>No track or map</th>
<th>On a single track looking for the map</th>
<th>Exploring the tracks given the map</th>
<th>Embracing the tracks given the map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>52%</td>
<td>72%</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>24%</td>
<td>14%</td>
<td>33%</td>
<td>14%</td>
</tr>
<tr>
<td>High</td>
<td>24%</td>
<td>14%</td>
<td>37%</td>
<td>57%</td>
</tr>
<tr>
<td>Number of texts</td>
<td>34</td>
<td>42</td>
<td>30</td>
<td>7</td>
</tr>
</tbody>
</table>

9.6 Dialogicality in the classroom process

The classroom process was finally also analyzed in terms of to what extent the teacher together with the students creates and encourages a dialogical classroom. This aspect also included whether ‘difference’ in thoughts, ideas, presumptions, opinions etc. were used in order to create ‘new’ or extended meaning.

Classroom processes were investigated in terms of dialogicality based on results from research showing that dialogical classrooms promote learning in a number of ways (Nystrand, 1997: 72pp, Mercer et al., 2004: 370pp). These positive results are accomplished by defining students as sources of knowledge, by stimulating modes of cognition as thinking, not only recalling, and by allowing other voices than that of an authoritative teacher. It is furthermore important that differences in thoughts and ideas are encouraged in dialogues since “where there is no difference, no text comes into being”
(Kress, 1989: 12). It is only when there is tension between opinions that a successful dialogue and thereby learning comes about.

Results from the analysis of dialogicality did, however, show that in 12 out of the 24 classrooms where students were writing story genres, there was a low degree of dialogicality. In these classrooms the conversations were largely controlled by the teacher, and the students were mostly asked questions in order to elicit already known information. They were thus not encouraged to produce new ideas and knowledge. There are several examples in the material where students object or question the subject of discussion but where such objections are ignored. When for example students in a classroom in grade 5 were asked to list typical features of a fairy tale, one student vehemently objected to a happy ending as a required text feature. While this objection could have been picked up and used as a starting point for a discussion of for example the function of a fairy tale, the student was instead ignored.

There are a number of investigations that document the large proportion of teacher talk in the classrooms and that the most common purpose of classroom discourse is to recall and display assigned information, in other words to report on what is already known rather than to openly exchange new ideas (Nystrand et al., 2003: 139, Dysthe, 1996: 10). The results from the present study thus confirm previously reported results.

While, as mentioned, there was a low degree of dialogicality in 12 out of 24 classroom processes, an intermediate degree was observed in 11 processes while a high degree of dialogicality was observed in only one classroom process.

In the classroom process with a high degree of dialogicality one part of preparing for the written assignment of writing an observation about ‘a moment frozen in time’ that had greatly affected the student, the class was asked to participate in a discussion about values and personal emotions. The students were asked to turn off their cell phones and sit down in a circle. To get everyone active and involved the teacher then asked a number of questions like “Who ate breakfast this morning?” and everyone who had, moved to a new place. The students were subsequently introduced to a scenario of a lonely and bullied girl and asked what they would do if this would have been one of the classmates. This led to an intense discussion where many voices and different opinions were put forward. The teacher was not looking for a fixed answer but rather for an open discussion where differences of opinion could lead to a deepened understanding of personal implications of being ostracized. These feelings brought to the surface could then serve as a starting point for reflecting upon an important moment in their own lives.

Results from analyses of the dialogicality in the classroom processes were finally also compared to genre and the usage of attitudinal language but no conclusions could be drawn regarding any correlation.
9.7 Summary

Analyses of the classroom processes surrounding the writing of story genres in the present study indicate a rather high degree of structure and use of different modes of expression. To a relatively high degree, students are thus introduced to the assignment in a varied and organized way. To a lesser degree students are participating in planning the activities or contributing their own experience. Results of the investigation also confirm previously reported results of a low degree of dialogicality in the classrooms (Nystrand et al., 2003: 139, Dysthe, 1996: 10) and a very limited discussion of how a particular text type can be structured or how certain lexical choices make one text more powerful than another (Rothery, 1996: 91, Schleppegrell, 2004: 17). There is thus very little discussion of text awareness or the type of language that is expected to be used in the assignments.

No conclusions could be drawn of a correlation between various degrees of student orientation, structure, modes of expression and genre. A possible explanation for these results can be found in the relatively low number of classroom processes. When investigating text awareness in relation to genre, for example, it was shown that 3 out of 5 classrooms exhibited a low degree of text awareness. This could indicate that the language of recounts is discussed to a lower degree than the language of narratives, for example. Considering the low number of processes for this genre, it would, however, need further investigations into a larger corpus to draw such a conclusion.

In this chapter it was also concluded that there was no clear indication of a correlation between various degrees of student orientation, structure, modes of expression and various use of attitudinal language. A possible explanation for those results can be found in the way the material was gathered. Attitude was not a central objective when activities were observed in the classrooms. If student orientation would be investigated in terms of to what degree students are encouraged to share emotional experience, for example, such a discussion of attitudinal resources in relation to activities in the classroom would be facilitated.
10 Summary and conclusion

This is a thesis situated on the intersection between education and linguistics. It has taken its starting point in a school context and the results from the investigation are ultimately intended to contribute to a pedagogical discussion of student writing. However, the focus has been on language and therefore linguistics. More specifically the focus has been on writing with an attitude or the use of evaluative language in texts written by students in the school subject of Swedish in grades 5, 8 and 11.

In this concluding chapter I summarize the most significant and interesting findings from the study and bring together the contributions of this thesis to the linguistic theory upon which it draws. Implications for further studies as well as how this thesis can inform a pedagogical discussion of student writing will also be addressed.

This discussion brings us back to a consideration of the initial research objectives presented in section 1.1.

10.1 Summary of major research findings

10.1.1 What evaluative language resources are used within texts (story genres) written by students in grades 5, 8 and 11 in the school subject of Swedish?

Chapters 5 and 6 addressed the issue of what evaluative language resources are used by the students. In Chapter 5, the evaluative language resources used in student texts that explicitly express meanings of Attitude were discussed, and it was shown that meanings of Affect occurred more frequently than other attitudinal meanings within all genres investigated in the study.

However, there were also differences noted between the different genres. Expressions of Judgement and Appreciation were more often identified in the recount and observation genres than in the narrative genre, for example. Further observed differences between genres were that while the subcategory Affect: happiness was identified in more texts than other subcategories within the recount and observation genres, Affect: insecurity occurred more often than other sub-categories of Affect in the narrative genre. This could be explained by the fact that the narrative deals with and evalu-
ates problematic events and their outcome. In the world of a child, a problematic situation is very likely to include feelings of insecurity.

Another difference noted was that Judgement was primarily expressed as social sanction in narratives while recounts and observations were more focused on values of social esteem. This tendency for the narrative genre to include expressions of social sanction to a higher degree than the other genres can be explained by the ideological significance of narratives. As mentioned, narratives tend to induct members of the culture into valued ways of behaving (Rothery and Stenglin, 1997: 240). Such meanings are expressed by values of social sanction.

As far as the realization of attitude is concerned, this was most often accomplished through expressions of quality within all genres while there seems to be an indication of an increased use of processes and increased lexical variation as the students grow older.

Apart from the above-mentioned results, the analysis of attitudinal expressions in student texts also resulted in a suggestion for a categorization of different types of implicit expressions encountered in the student texts. The categories textual hints, physical reactions, behavior, counter expectancy, general descriptions and exclamations were thus introduced.

Finally, the analysis of attitudinal expressions also resulted in an identification of borderlines in the analytical process that included borders between explicit and implicit instances, borders between instances, borders between Judgement, Affect and Appreciation, borders between polarity and borders between sub-groups of Affect, Judgement and Appreciation.

Chapter 6 provided an overview of the language resources by which Graduation is realized in the student texts of the study. The discussion included how volume is adjusted through grading explicit Attitude, as well as how the volume is turned on by evoking Attitude. Findings from the present study indicate a frequent use of these different types of expressions in the student texts.

Findings from the analysis of Graduation also indicate a slight increase in the use of graduation resources and a tendency for an increase in using different types of resources by a majority of the students as they grow older.

The results also show that isolated grading is more common than infused grading or grading through repetition. This is true not only for the number of texts in which the type of grading appears but also when the number of actual instances in the individual texts is taken into consideration. In other words, in the individual texts there are more instances of isolated grading than infused when both types appear. It can also be noted that when isolated intensifiers are used it is more common to find grammatical intensifiers than lexical, and the volume is more often medium (e.g. very happy) than high (e.g. extremely happy).
In Chapter 6, there was also a discussion of how instances realizing Graduation interact with instances of expressed Attitude to either increase or decrease the volume of that Attitude or to evoke Attitude as evaluative prosodies are set up across the texts in their entirety. This discussion resulted in a suggestion for a categorisation of the use of graduation resources across text as expressing low volume, medium volume, high volume or a dynamic use of volume.

10.1.2 Is it possible to identify patterns in the use of evaluative resources?

In Chapter 7 the question of whether it is possible to identify patterns in the use of evaluative language was addressed and answered in the affirmative. Four main patterns of using attitudinal resources across text were identified in the students’ texts. Based on the type of reader-writer relationship potentially created through the text, the four different types were labelled No track or map, On a single track looking for the map, Exploring the tracks given the map and Embracing the tracks given the map. The metaphor of tracks and maps pertains to how the students guide the reader through an emotional landscape through various uses of explicit/implicit expressions of Affect, Judgement and Appreciation, how these instances are graded and realized through different lexico-grammatical choices.

The results indicated that a majority of the low-achieving students wrote texts where less use was being made of attitudinal resources while the high-achieving students to a greater extent exposed patterns of more extensive use of evaluative language that potentially engage a reader. Among the low-achieving students there was also a difference noted between boys and girls where the boys were overrepresented in the group No track or map.

A difference between students of different grades could also be noted where it was more common to use various attitudinal resources in higher grades.

When the different attitudinal patterns identified in student texts were considered in relation to the different genres, the most notable indication was that no texts within the recount genre showed the pattern Embracing the tracks given the map.

10.1.3 What is the relationship between the use of evaluative resources in students’ texts and the students’ ability to talk about their own written production?

Chapter 8 discussed the relationship between the use of evaluative resources in students’ texts and the students’ ability to talk about their own written production. This issue was addressed by considering the attitudinal patterns
identified in Chapter 7 in relation to how students can relate to their own text production in terms of different types of text movability.

When results from analyses of text-based movability, was combined with the different patterns of using attitudinal resources, there was a clear indication that students who use attitudinal language resources in their texts to a greater extent also seem to have a higher degree of text-based movability. In other words, these students summarize the text or reflect upon motives, feelings and relations in the text in a more extensive way than students who do not use attitudinal language in their writing, for example.

It was also indicated that students who to a greater extent use attitudinal resources in their texts also seem to have a reader in mind when writing and a clearer idea of the functionality or purpose of the text assignment, i.e. a higher degree of interactive text movability.

In Chapter 8, a discussion was also carried out about the discrepancy noted for some students between the Attitude expressed in the interviews and what was manifested in the actual text. It was argued that this could be discussed in terms of Attitude in the shaping and serve as a pedagogical tool for increasing students’ awareness of how attitudinal language resources can be used in text.

10.1.4 What are the conditions in the classroom processes for developing these communicative aspects of writing?

Chapter 9 addressed the conditions in the classroom processes for developing the communicative aspects discussed in this thesis. Results from analyses of the activities surrounding writing in the classroom indicated a rather high degree of structure and use of different modes of expression. To a lesser degree students were participating in planning the activities or contributing with their own experience. Results also spoke of a low degree of dialogicality in the classrooms and a very limited discussion of how a particular text type can be structured or how certain lexical choices make one text more powerful than another. There was in other words very little discussion of the language expected to be used in the assignments, i.e. little text awareness. There were also some indications that texts showing a high degree of attitudinal language were to a greater extent written in classroom processes where text awareness was addressed to a higher degree.

10.2 Contributions of the thesis

This is a thesis about writing with an Attitude and how students manifest their emotions, judgement of behavior and values of objects in their texts. In previous studies of the ontogenesis of attitude in younger children’s lan-
guage, the extent to which affective meanings are realized has been demonstrated (e.g. Painter, 2003). Those results are confirmed in the present thesis for students in grades 5, 8 and 11. In practically all student texts there are manifestations of attitude, explicitly or implicitly formulated. Having concluded the extent to which these meanings appear, it is of interest in this concluding discussion once again to address the significance of this aspect of writing.

10.2.1 The importance of attitude

On a more general level, language and writing can be said to define our social selves. This is discussed by Roz Ivanič who states that (1998: 32):

Writing is an act of identity in which people align themselves with socio-culturally shaped possibilities for self-hood, playing their part in reproducing or challenging dominant practices and discourses, and the values, beliefs and interests which they embody.

When we write a text we not only communicate a subject matter but also an impression of ourselves. Writing is in this respect a most important part of the shaping of a student’s identity. In a pedagogical setting, it therefore becomes important to address questions of how the wordings of a text position us. Through expressed thoughts and feelings, children relate to the world around them and to the social norms that are part of the culture in which they live. Focusing on attitudinal language thus not only includes issues of how students communicate with other people but also how social development for the individual can be discussed through acknowledging and interpreting the expressions of feeling in students’ texts.

Whether such aspects of writing are addressed in the pedagogical setting is part of a more general question of the prevailing ideology of writing in school. In other words, it is a matter of how writing is understood and assessed, for example in terms of the importance placed on issues of personal, evaluative language use. As reported in this thesis, text awareness in general is not addressed to any great extent in the classrooms of the study and what is expected from the texts is rather implied than explicitly discussed. Such results speak of a hidden curriculum but do not really cast light on the underlying ideology of writing. Neither was this question in focus for the investigations within the project Students’ Encounters with Different Texts in School. However, the question of writing ideology has been addressed in other studies. In a large-scale study of the final exam taken by Norwegian students at the age of 15-16, it was shown that the prevailing ideology for the test construction was one of favoring a personal growth approach (Berge, 2005: 43). A consequence of this understanding of writing could be seen in the selection of genres and themes for the test. Over 80% of the assignments that the students could choose from were of the narrative type (Berge, 2005:
It was also shown that the students selected those assignments rather than assignments of a more discursive nature. In the assessment of these texts it was furthermore seen as important that students showed an ability to share and give meaning to personal experience. It was also shown that one of the important characteristics of a highly assessed text was that it included the writer’s evaluation of the events (Berge, 2005: 72).

Considering that the differences between Norway and Sweden are relatively small when it comes to society and schooling, it is assumed that the importance placed on narrative and personal growth reported above can be transferred to a Swedish setting. In other words, narratives are highly valued, and the expression of one’s own voice is considered of the utmost importance for a student.

In order to investigate how feelings are expressed in the material of the present study I chose to focus precisely on the type of writing discussed above, defined in this thesis as story genres. These genres share the social purpose of entertaining and are based on personal experience or fantasy. Although students bring various experiences of other story genres into the task of writing their own, it is assumed that the expressed evaluation primarily stems from the student rather than from other attributed sources. It was in other words found of interest to investigate the students’ own voices and how they position themselves in relation to a prospective readership. It is also believed that finding one’s own voice is important for critical awareness and critical participation as the student engage in other subject areas and other genres where there is a more obvious assignment to position oneself in relation to the voices of others (as when for example writing literary criticism or argumentative essays).

Although genre is not in focus for the present thesis it has been shown that there is a difference between different story genres in relation to preferred Appraisal choices. Such findings can serve as a point of departure in a pedagogical discussion of what is expected of different types of texts in a school setting.

10.2.2 The framework of Appraisal

The major investigations of this study have been accommodated within the theoretical framework of Appraisal. This interpersonal theorizing has provided useful insights into the understanding of evaluative language and has proved to be functional also for the description of student writing in the present thesis. Applying this model has allowed for an analysis that goes beyond features that have already been given some attention in the literature such as explicit expression of writer/reader presence (I, you) or dialogue.

Contrary to preliminary analyses of reader address performed in the project Students’ Encounters with Different Texts in School based on such criteria,
the Appraisal analysis allows for a consideration of a whole range of inter-
personal resources. As a consequence, a more nuanced picture has been
given of the use of evaluative language in student writing and the potential
rhetorical effect of such language choices. Applying the Appraisal frame-
work has thus allowed the description of language use that would otherwise
have gone more unnoticed. I would also argue that the detailed analysis al-
lows for comments of what is present in the students’ texts rather than what
is missing.

10.2.2.1 Extending the system

When applying a general theory to a particular kind of discourse it is impor-
tant, however, to interrogate the theory itself in terms of how well it accounts
for the kinds of meanings encountered in that specific discourse.

As a result of such an interrogation, the system of Attitude as presented in
Martin and White (2005) has been extended to account for the meanings
encountered in the student texts. This contribution to the system has primar-
ily concerned the more fine-tuned analysis of sub-categorization within Af-
fect, Judgement and Appreciation.

The resulting and more finely tuned system can also be seen as a general
contribution to the analysis of the lexical resources used in the Swedish lan-
guage to express attitude. Semantically based descriptions of the lexical re-
sources of individual languages such as wordnets are rather recent but grow-
ing addition to grammars and traditional dictionaries. For Swedish, there is,
for example, the Swedish WordNet, but it covers attitudinal expressions only
indirectly and incompletely. The present study can thus be used as a point
departure for developing a systematic inventory of conventionalized atti-
udinal expressions in Swedish.

10.2.2.2 Discussing the system

A further contribution of the thesis in relation to the theoretical framework
upon which it draws is an extended discussion of implicit expressions of
Attitude as well as a discussion of borderlines in the analytical process. In-
cluding implicit expressions in the analysis and deepening the understanding
of such potential invitations to share a feeling is of special importance in
analysis of texts written by developing writers. If we are to discuss attitudi-
nal aspects of writing with students it is important also to be able to describe
those expressions that appear to pass beneath the threshold of awareness. In
other words, we must also try to explain how these implicit expressions im-
pact a reader.

10.2.2.3 Identifying patterns

The current work also recognizes the importance of combinations and interactions between appraisal choices and thus the dynamic construal of attitude across text. An important contribution of the thesis is therefore the identification of different patterns in the use of attitudinal language resources. Although previous studies have recognized certain preferences and patterns in the encoding of Attitude (see for example Hood, 2004: 231, Coffin, 2000: 401), those studies have primarily concerned patterns within certain genres such as biographical recounts or arguing genres rather than observed differences between students writing the same genre. Those studies have also included in many respects more advanced texts than those encountered in the present study. Patterns as formulated in the present work are thus to a greater extent aimed at capturing various developmental levels in a student’s writing in school.

The contribution to a pedagogical discussion of this aspect of writing is thus twofold. First of all, the overview of attitudinal meanings used in student texts provides a system of options of these types of expressions. This system can function as a tool for identifying as well as discussing evaluative language with the students. Secondly, the attitudinal patterns provide means for discussing how these options are combined and potentially affect a reader as evaluation unfolds in discourse in the individual texts.

10.2.2.4 Relating Attitude to text movability

A further contribution of the study is the discussion of evaluative resources in relation to how students relate to their own written production in terms of text movability. It was shown that students with a high degree of text movability also use attitudinal resources in their text to a larger extent than students with a low degree of text movability. However, of special interest in this respect are those situations where a discrepancy was noted between the Attitude expressed in the interviews and that which was manifested in the actual text. Applying the notion of the zone for proximal development (Vygotsky, 1978: 86), it is possible to discuss this situation as one of identifying potential development, i.e. Attitude in the shaping. Through guidance from an adult (the teacher) these students could be aided in identifying the expressed feelings and how these can be manifested in text.

10.3 Implications for further studies

Any body of data has its advantages and limitations, and this is also true of the material used for investigations in the present study. An obvious advantage of the material is that the texts have been considered in the processes in which they were written and that students and teachers were interviewed in
direct relation to the introduction and writing of the texts, thus making it possible to correlate different aspects of the writing activities. Since texts were gathered from the same students in Social Science and Science, it would also be interesting to relate the present analysis to analysis of evaluative language used by the same student in other subjects and genres.

A limitation of the material is that the corpus was not collected in such a way that patterns of statistical significance could be identified. I have nevertheless quantified results as a way of describing data. Number and percentages have been used to indicate findings that would benefit greatly from further investigations using other corpora. Such indicated results concern, for example, preferred language choices in different story genres and age groups as well as the positive relationship between extensive use of attitudinal language in student texts and a high degree of text movability and discussion of text awareness in the classrooms. It also pertains to a suggested ontogenesis in the development of students’ repertoire of attitudinal language in terms of patterns.

A further limitation of the material is that the number of texts within different genres varies across age groups. For a more detailed discussion of attitude and genre it would also be interesting to consider texts written by the same student in the different genres of interest.

Interesting results could also come from an analysis of data collected with Attitude in focus. The interviews in this study were not conducted with this aspect of writing as a central objective, for example. Although spontaneous expressions of attitude in the interviews in themselves are interesting, the discussion of attitude in the shaping could most certainly be diversified with a different material.

The present investigation can thus be seen as the starting point for a continued discussion of evaluative resources in student texts.

10.4 Concluding remark

In Chapter 4, it was noted that a number of goals in the syllabus for the school subject of Swedish concern the student’s ability to reflect upon language in different genres and to use language in interaction with other people. Students are furthermore expected to express feelings and thoughts and reflect both upon language and the knowledge they themselves possess about language. This is also reflected in teacher response to student writing such as ‘More feeling!’; ‘Write so that a reader will get interested!’.

Results from the project *Students’ Encounters with Different Texts in School* have indicated, however, that little guidance is given to the students as to how this can be accomplished and what is expected from the students.
It was also shown that many students find it difficult to discuss and reflect upon the language used in their own written production. In other words there seems to be a mismatch between students’ writing and institutional expectations. In many senses these expectations also seem to be implied rather than explicitly formulated, which entails a hidden curriculum.

The aim of this thesis has been to advance insights into one of the aspects of written language, namely, how evaluation is expressed in student writing. It has been shown how the Appraisal framework can be used to identify and describe those wordings in text that potentially create empathy and involvement from a reader. Applying such linguistic tools can lead to greater self awareness and reflectivity on the part of a teacher about this aspect of writing and thus facilitate a discussion of how to make the hidden curriculum more visible.
Att skriva med Attityd—Appraisal och elevtexter i skolämnet svenska

I denna avhandling studeras användningen av värderande uttryck i elevtexter skrivna i skolämnet svenska. Dessa texter är insamlade inom projektet Elevers möte med skolans textvärldar. Förutom elevtexter består data från detta projekt också av lärobokstexter, klassrumssammanfattningar och intervjuer med lärare och elever i tre olika skolår i skolämnenen svenska, naturorienterande ämnen och samhällsorienterande ämnen.


Dessa iakttagelser utgjorde bakgrunden till en mer detaljerad undersökning av hur läsartilltalet ser ut i de faktiska texterna. Mer specifikt fokuserades om och hur eleverna ger uttryck för värderingar och känslor, med andra ord uttryck som potentiellt kan engagera en läsare. Som ingång till analysen har det semantiska ramverket Appraisal använts. De 113 texter som utgör avhandlingens huvuddata har skrivits inom ämnet svenska och representerar genrer som återkommer i de tre skolåren; narrative (narrativ), recount (händelsetecknande) och observation (upplevelsepresenterande). Dessa genrer representerar vad som inom genresholan i den systemisk-funktionella lingvistiken kallats story genres, det vill säga texter som hämtas ur den egna fantasin eller upplevelsen och som framförallt skrivs för att roa, underhålla och engagera en läsare.

95 Projektet leds av professor Caroline Liberg och är finansierat av Riksbankens Jubileumsfond. Ytterligare två medarbetare, Agnes Edling och Åsa af Geijerstam, ingår i projektet.

96 I denna svenska sammanfattning används i huvudsak de engelska termerna, då vedertagna översättningar ännu saknas.
Syftet med avhandlingen är således att bidra till kunskapsutvecklingen om hur värderingar uttrycks i elevtexter och hur sådana språkliga resurser kan beskrivas. Detta huvudsyfte har formulerats som ett antal forskningsfrågor:

- Vilka språkliga resurser används för värdering inom olika genrer (story genres) i skolår fem, åtta och två på gymnasiet (inom skolämnet svenska)?
- Är det möjligt att identifiera mönster i användningen av värderande uttryck i elevernas texter?
- Hur förhåller sig användningen av värderande uttryck i elevernas texter till hur de talar om den egna textproduktionen?
- Vilka förutsättningar finns i klassrummet för att utveckla dessa kommunikativa aspekter av skrivande?

I avhandlingens inledande kapitel diskuteras de viktigaste teoretiska utgångspunkterna för arbetet och en presentation ges av det projekt som ligger till grund för avhandlingen. I kapitel 5 och 6 diskuteras sedan den första av ovanstående frågor med utgångspunkt i Appraisalsystemet. Detta semantiska ramverk har utvecklats inom den systemisk-funktionella lingvistiken med syftet att undersöka och förklara uttryck för känslor och värderingar och hur vi genom sådana uttryck skapar och upprätthåller relationer till andra.

I denna avhandling har två huvudingångar till systemet använts, dels Attitude som innefattar uttalanden som uttrycker positiv eller negativ bedömning av en person, sak, situation eller ett tillstånd, och dels Graduation, som skruvar upp eller ned volymen i värderingen eller gör den mer eller mindre fokuserad.

Attitude kan vidare delas in i undergrupperna Affect, Judgement och Appreciation där Affect innefattar uttryck för känslomässig inställning (kungen var försvagad), Judgement refererar till uttryck där mänskligt beteende bedöms som positivt eller negativt utifrån sociala normer (hon var så förståndig), och Appreciation handlar om positiv eller negativ bedömning av saker, processer och tillstånd (jättebra utsikt). Uttrycken kan således vara positiva eller negativa och mer eller mindre explicit uttryckta. Det är också möjligt att göra en allt mer nyanserad och detaljerad analys av dessa uttryck, exempelvis kan Affect analyseras vidare i uttryck för Happiness, Security, Satisfaction och Inclination. Sådana analyser har också utförts av de värderande uttrycken i elevtexterna.

I kapitel 5 och 6 presenteras de olika typer av värderande uttryck som identifierats i elevtexterna. Resultat från analysen av dessa elevtexter visade att uttryck för Affect var vanligare än andra typer av uttryck inom samtliga genrer. Vissa skillnader mellan genrer noterades dock, exempelvis var ut-
tryck för Judgement och Appreciation vanligare inom genrerna observation och recount än inom den narrativa genren.


Dessa typer av volymanvändning utgjorde sedan en av huvudingångarna till en undersökning av den andra forskningsfrågan som formulerats ovan, det vill säga, är det möjligt att identifiera mönster i användningen av värderande resurser i elevtexterna. I kapitel 7 besvarades denna fråga jakande och fyra olika typer av användning av värderande resurser presenterades. Dessa typer utgör kombinationer av värderande resurser som i högre eller lägre grad kan ses som uttryck för elevens engagemang och som i olika hög grad potentiellt skapar empati och engagemang hos en läsare. De frågor som legat till grund för kategoriseringen av texter i olika typer är följande:

- Vilken/vilka huvudtyper av Attityd uttrycks i texten (Affect, Judgement, Appreciation)?
- Vilka undergrupperingar av betydelser av Affect, Judgement och Appreciation uttrycks i texten?
- Uttryckens värdering explicit eller implicit? Är implicit uttryckt attityd understödd av explicita instanser?
- Vilka grammatiska resurser används för att uttrycka Attityd? Finns det lexikal variation i realiseringen av Attityd?
- Hur graderas attitydsinstanserna?
- Till vilken grad är känslor, bedömningar och uppskattning uttryckt i texten? Genomsyras texten av Attityd eller uppträder attitydsuttryck som isolerade öar?

Typerna benämns No track or map, On a single track looking for a map, Exploring the tracks given the map och Embracing the tracks given the map. Med typernas benämning åsyftas om och i vilken grad eleven befinner sig i och ger läsaren guidning till ett känslosmässigt landskap.

Resultat från analysen visade att en majoritet av de lågpresterande eleverna i undersökningen skrev texter där relativt få värderande resurser användes medan de högpresterande i större utsträckning och med varierade språkliga uttryck gav ett intryck av engagemang som en läsare kan dela. Bland de lågpresterande eleverna fanns också en indikation på att pojkar i lägre grad än flickor använde värderande resurser. I denna undersökning kunde en skillnad
också noteras mellan elever i olika skolår där det blev vanligare att använda fler värderande resurser med stigande ålder. Viss skillnad mellan olika gener kunde också iakttas där texter inom recount inte var representerade i gruppen Embracing the tracks given the map.

I kapitel 8 behandlades den tredje av ovan formulerade forskningsfrågor, det vill säga, hur användningen av värderande resurser förhåller sig till elevernas sätt att tala om den egna textproduktionen. De olika typerna av användning av värderande resurser relaterades till elevernas textrörlighet, det vill säga hur de sammanfattar, motiverar, reflekterar och associerar utifrån texten. En tydlig indikation gavs på att elever som använder sig av värderande uttryck i texten också har en god textrörlighet. Den som har en mycket låg textrörlighet använder sig däremot generellt i liten utsträckning av värderande ord och uttryck. Det visades sig dock att det finns en grupp av elever som uppvisar ett glapp mellan det de verbalt uttrycker i samtalet om texten och de värderingar som finns manifesterade i skrift. I dessa fall uttryckte exempelvis mer muntligt engagemang än vad som är synligt i den skrivna texten. I kapitel 8 föreslogs därför att textrörlighetsanalysen kan fungera som en pedagogisk brygga mellan text och tal där Attitude in the shaping kan fångas upp.

Den fjärde av ovan nämnda forskningsfrågor behandlades i kapitel 9 där de aktiviteter som omgärdat skrivandet diskuterades. Resultat från analyser visade att eleverna i stor utsträckning introduceras till skrivuppgiften på ett varierat och organiserat sätt. I mindre utsträckning ges eleverna möjlighet att delta i planeringen av aktiviteterna eller dela med sig av egna erfarenheter. Resultaten bekräftar också tidigare klassrumssstudier som rapporterat om låg grad av dialogicitet i klassrummet och en mycket begränsad diskussion om hur texter kan struktureras eller fungera på olika sätt baserat på de lexikaliska val som görs. I liten utsträckning diskuterades således den typ av språk som förväntas användas i textuppgifterna och textmedvetenheten är med andra ord låg.

I kapitel 10 sammanfattas avslutningsvis de mest intresseväckande resultat från undersökningen och en diskussion förs om de bidrag som avhandlingen kan ge till en lingvistisk och pedagogisk diskussion av elevskrivande. Till dessa hör en utbyggnad av Appraisalsystemet baserat på de värderande uttryck som identifieras i elevtexterna samt en fördjupad diskussion av analytiska gränssnott och kategorisering av implicita uttryck inom ramverket.

Ett bidrag till diskussionen om värderande resurser är också operationaliseringen av dessa uttryck i termer av typer i användningen. Det innefattar en diskussion om hur texter i olika stadier av utveckling kan diskuteras utifrån hur dessa språkliga uttryck används genom hela texten. Av relevans för diskussionen är också den analys som utförts där dessa språkliga uttryck har satts i relation till de aktiviteter som omgärdat skrivandet och hur eleven talar om den egna texten.
Sammanfattningsvis argumenteras i avhandlingen för att denna typ av språklig analys kan fungera väl för att sätta ord på en aspekt av språkande som kan framstå som svårpåtaglig, nämligen hur värderingar och känsla uttrycks i texter. Det är därmed ett bidrag till hur implicita språkliga krav kan uttryckas mer explicit.
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Appendix

Original text passages commented on in the thesis:

G1: Köksmästaren

97 The texts' passages in the Appendix are those commented on in the study, thus not in all cases the whole written text.
B3: Det magiska kastspöt

Det magiska kastspöt


Det tog inte många dagar innan Jimmy förstod att det var något särskilt med det nya kastspöt. Varje gång han var ute och fiska, fick han app. Och det var inte små fiskar, Nej, alla vägde minst 8 kg! Eftersom Jimmy nu alltid fick fisk kunde han börja sälja. Efter ett år var han miljonär och levde lyckligt tack vare det magiska kastspöt.
B4: Sagan om de tre häxorna

Sagan om de tre häxorna

B12: När första prinsen kom….

"När första prinsen kom blev det en stark vind och när han frågade stom under fågel i träden och prinsen skorstannande flöt fågelns. Det tyckte inte prinsen att om så han se några rov djur i vinden. nästa prins skorstannande och så i vinden. Fågelns tills det nådde alla rekommendera gräns, men han skorstannande inte flöt fågelns utan gick åt sidan i följet. och hon skorstannande och Aurora torkade på.

B15: Du är så jätte ful…

"DU ÄR SÅ JÅTLA FUL så du är inte för fuler, och det är inte det roliga. Om man har ett fast för fulern märke man börta 10 000 år och sitta i isoleringscell i 2 dygn utan mat."
Den lilla stugan

Det var en gång en kill som hette Ulf. Han hade inga föräldrar.
Han bodde i den lilla stugan vid den stora elven. En kväll skulle han gå och kassa litle stenar från hängbrom.
Då hörde han nåt som braksa till.
Han började springa...hämndat så sa han. Han måste haka han måste haka han haka haka på grusvägen. Nej vad heter du? frågade han det blev tyst tag. Han sa till Ulf det var jag som dödade sina föräldrar det är jag som är din pappa nej sa Ulf min pappa är död.
Anton och Ulf blev vänner sen.
Sen skulle dom gå och växa litle. Då hörde Anton och Ulf att det prästade de kom några och försökte bredda sig in i huset.
Anton sa göm dig Ulf vart i gaderben. Va tyst där inne sa Anton. Ulf sa vart ska de gömma sig han stans. Under sången
Sen kom det några andra
Som hette Jenny och Ewe. Jenny var 12 år och Ewe var 13 år.
Då började tjuringa springa i våg da slöpte Anton

i Jenny och Ewe. Sen läste
dom därren och tog dom en
pika och sa gick som och lad sig och sov
B23: Kalla sog en planet....

Kalla sog en planet som skulle koma ner till jorden och Kalla blev red och hon sprang hem och gick under sången och hon började gråta.

Sen kom mamman och pappa.

Sen blev hon glad och gick upp från sammen och då blev hela familjen glad.

Slut.

G24: Kalla såg en rymdvarelse...


Gubben sa din mamma rökte

Sen gick hon fram och sa

Sin mamma är rökt

Sen blev hon rött glad och hon såg sin mamman.
G27: Kalla gick ner till vattenkällaren...

B29: Kalla och Jordborna
B35: Hon såg en ALIEN...

Hon såg en ALIEN som var 3 meter. ALIEN pratade sveriga, men öppnade inte sin mun. ALIEN hade en UFO som var 1 meter hög och 2 meter bred.

B53: Hundförvakter.

Hundförraktor Fåren
Hundens huvud heter Erik
Hund Fåren och husen skulle åtta
* till Fårland så var död

Framt så gick hund Fåren och valtade Fåren som kom

Vargen och tag en Får sent
Hunden ranade mot Vargen
Så Fåren hopp Vargen och kom hussen och gick Vargen på
Mina köpisar


Men har man rättigt bra kompisar. Så ska man inte vara rädd för att bara lämna en även om man inte kan hitta på alla sina kompisas som är om altid bra att ha. Jag är glad att jag har här jag har billiga köpisar och det är jag glad för.

Jag vill bara tacka alla mina köpisar: om ni någon gång läses detta.

Har altid ställt upp för mig har varit med mig sen jag var 7 och hon var 2 allså min kusin. Sen alla i min klas jag är glad att ni finns där.

[redacted] du är en skit bra kompis som man kan lika på. Håller som skit bra är

98 For the sake of anonymity on the part of the informants, references to actual places and persons are crossed out in the original text. The names in the English translation are fictive.
B94: En sommardag jag gärna vill minnas

När jag hade / och mig polare skulle dra och 

Vi tog med oss att vi behövde. 
(Mina) polare fisken medan jag fick ro till ön, f fpg 

Hade vilt där, vi fiskade efter ett ställe ip 

Det var ganska svårt att gör på ön, f-spg 

Det var mer som en skog 

Det var helt täpt av grener och stenar. 
Vi hade ganska vermt där och äte. 

Vi fiskade på ön och grillade korv. 

På kvällen grillade vi marshmallows. 

Det var gott, vi var upp till på morgonen ip

99 References to actual places are crossed out in the original text.
Den 19 december var det avslutning.

På nyttåvtid var jag hos mina, men jag behövde inte

varja, bara jag fick fem valp godkänd och fem godkänd, inget inte godkänd.

Det var skönt att komma hem efter

avslutningen och veta att man har

tre härliga skolfria veckor framåt.

Den 22 december (min födelsedag)

blev jag uppsvakad av min familj

och strandade några pengar, rikorna

och massor med andra saker.

Dagen efter min födelsedag

kunde vi vara äkta barn och

lupunade i hela huset tills och

med mitt rum var fullt med

allt. Pappa tockade knäck och

förde i ordning julskinka. Det

flyktade idrotts på hela huset.

På juldröms morgon såg jag

jag, och fick sedan med och

öppade julklappar med familjen.

Framåt från 14.00-åt

till min moster på

Det tittade vi på julen Arkiv för

som är en tradition och öppnade

sedan julklappar. Jag fick många

alla. Sätta

När vi hade julklappar undan allt

sköpp så åt vitt julmåt.

På nyuntåget var jag hos mina, men jag behövde inte några

några saker, men jag tittade

på alla andra. Jag brukade låta nyuntågen men

jag var inte enkel, jag inget

Den 5 januari gav äg tå, att

med min bästa kompis.

Det var kul att träffa henne

utan dina, länge tid och vi

hade glömt tolk.

Det har varit det roligaste

jullaya jag har haft nisätters...
Jag med mitt bruna lockiga hår och mina stora bruna ögon. Olle tänker att han helt enkelt är för ful för en så söt tjejer som Nina!!!

Mötet med resten av mitt liv

Mötet med resten av mitt liv.
Hon hette Och hon förändrade mitt liv. I början
Mitt första riktiga möte med dig.


Jag lärde mig en del saker efter det där mötet, inte bara att man inte ska ha förutfattade meningar och fördomar, men också att inte vara så naiv och lita på en människa innan man lått känna den och gåt alla sidor. För den här personen var kanske underbar men det var också han som särade mest av alla.
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