EVALUATIVE LANGUAGE IN CONCLUSION SECTIONS OF VIETNAMESE LINGUISTIC RESEARCH ARTICLES

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Abstract: Evaluative language has recently been of great concern as, according to Hunston, "evaluation is one of the most basic and important functions of language worth studying deeply" (2011, p. 11). However, the term seems to be rather new in Vietnamese linguistic community. In order to shed further light on the use of evaluative language in Vietnamese, this article is to examine how evaluative language is exploited by Vietnamese linguists in the conclusion section of their research articles. This study combines both quantitative and qualitative approaches to analyse the ways explicit evaluative language is used in the corpus of 30 Vietnamese empirical research articles in three reputable journals of linguistics in Vietnam. More specifically, the study investigates various evaluative acts classified in the three systems of the Appraisal Framework (by Martin & White, 2005) including Attitude, Engagement and Graduation. Findings are expected to show outstanding patterns of evaluative language used in this section of linguistic research articles such as the salient occurrence of certain evaluative domains or sub-systems, etc. Results of the study are hoped to be of reference for article writers as well as to enrich literature materials for the fields of evaluative language and academic writing pedagogy in Vietnam.

Key words: evaluative language, conclusion, attitude, engagement, graduation

1. Introduction

Evaluative language has recently been of great concern as, according to Hunston (2011), "evaluation is one of the most basic and important functions of language worth studying deeply" (p. 11). Thus, evaluative language can be found in various fields and genres for different communicative purposes even in the highly objective language style of academic writing, especially research articles. Research articles are linguistic products with unique features of the academic style. Academic discourses are intentionally interactions between the writer and the reader where the writer tries to present his writing clearly to establish a discoursal relationship by creating a dialogue space and expressing his viewpoints (Dontcheva-Navratilova, 2009). So far, there have been a lot of studies on discoursal interactions on the corpus of academic writing in general, and research articles in particular. However, these studies are mainly based on meta-discourse and genre analysis theories. Academic textual analysis from evaluative language perspective has rarely been considered. In Vietnam, the term "evaluative language" seems to be rather new in the

linguistic community. Studies in evaluative language, especially evaluative language of research articles, is an open space needing further concerns.

The above reasons encouraged us to carry a research entitled "Evaluative Language in Conclusion Sections of Vietnamese Linguistic Research Articles". The study is aimed at exploring how evaluative language is used in the Conclusion section of Vietnamese empirical articles based on the Appraisal Framework outlined by Martin and White (2005). To achieve the aim, the study attempts to answer two research questions:

1. How is evaluative language used in the Conclusion sections of Vietnamese empirical research articles?

2. What are salient patterns of the evaluative resource found in the corpus and their implications in Vietnamese context?

2. Literature Review

2.1. Previous Studies

In the past decades, there have been a number of studies on how language can be used to express people's feelings and evaluation. These studies were mainly approached from the perspectives of Meta-discourse theory (Hyland & Tse, 2004), language of evaluation (Hunston, 1994, 2011; Hunston & Sinclair, 2000), and especially the Appraisal theory of Martin and White (2005) developed from SFL background with emphasis on evaluative meaning from the interpersonal aspect.

The Appraisal Framework of Martin and White (2005) is adopted as the theoretical background to analyse evaluative language in many studies on various materials and for different purposes: (1) on a variety of fields and genres such as political discourses (Jalilifar & Savaedi, 2012; Mazlum & Afshin, 2016), language of advertisements (Kochetova &

Volodchenkova, 2015); textbooks, historical materials (Coffin, 2006; Myskow, 2017, 2018); (2) to prove pedagogical implications and practicality of applying the framework in English teaching and learning (Hu & Choo, 2015; Liu, 2010); (3) to give evidence that the framework can be applied in other languages beside English such as Korean (Bang & Shin, 2012, 2013), Spanish (Taboada & Carretero, 2010), Chinese (Kong, 2006), Vietnamese (Ngo, 2013), etc.

Especially, evaluative language of academic discourses is examined on various corpora from students' persuasive or argumentative essays (Chen, 2010; Giles & Busseniers, 2012; McEnery & Kifle, 2002) to the Introduction or Discussion sections of master's and doctoral theses (Gabrielatos & McEnery, 2005; Geng & Wharton, 2016), etc.

Notably, Wu (2005) combined both Hunston's model of evaluative language (1989) and the Appraisal theory (White, 2002) in her contrastive analysis of undergraduate students' argumentative essays within two disciplines – English Language and Geography. The multi-dimensional contrastive analysis brings about quite comprehensive findings with relatively sufficient interpretations and explanations to prove the supportive relations of the two frameworks. Results of the study indicate that in both disciplines – English and Geography, stronger and weaker students have different uses of Engagement resources. Stronger students in English language use Appreciation more frequently and Graduation resources more effectively. Stronger students in Geography, on the other hand, deal with Engagement resources more effectively, especially in identifying the issues and giving evidence, than weaker students.

Geng and Wharton (2016) attempts to find out similarities and differences between the evaluative language of L1 Chinese and L1 English writers in discussion

sections of doctoral theses in terms of the Engagement domain of the Framework. Results show that there is not a big difference between two groups of writers – Chinese and English. The researchers argue that when experience and language competency increase, both Chinese and English writers (at least in their study) can convey interpersonal meanings very effectively. They conclude that at the highest level (doctor), the native language (Chinese) of writers may not have as much influence on their academic writing as often argued when writers are at lower levels. However, with a relatively small corpus (12 discussions), this conclusion might not ensure the validity and universality.

There are not many studies on ways to express stance, evaluation and opinions in different sections of a research article. Most of them focus on grammatical structures such as attitudinal verbs in Arts and History articles (Tucker, 2003), modality of certainty in Biological and Physical articles (Marcinkowski, 2009). Khamkhien (2014) examines evaluative functions and stance in *Discussion* section of research articles. Overall, the analysis reveals some sets of co-occurrences of linguistic features including epistemic modality, communication verb with that clause, extraposed *it*'s… *that* complement clauses controlled by predicative adjectives, *to* complement clauses controlled by adjectives, and personal pronouns contributing to different writers' evaluative stance in academic discourse. Linguistic features found in the study led to the same conclusion with Marcinkowski (2009) that the writers can express their evaluative stance in academic writing by using some linguistic features to work together as communicative functions in discourse even though it is usually seen as objective and impersonal. As found in the study, epistemic modality can be used to present the assumption, the assessment of possibilities, and confidence of the writers

whereas communication verbs can indicate precise presentation of the results. Personal pronouns are used to refer to both speakers and audience to involve what the article is about, and to reflect the importance of the subjects of the study.

The Appraisal Framework is adopted as the theoretical background in the corpus of 20 literature reviews in Thai and English languages carried out by Supattra et al. (2017). Results show that there is a minor difference between the two sub-corpora in the use of engagement resources. The supposed reason is that Thai people are aware and capable of writing their paper according to the international format. However, international articles use more countering and confrontational factors than Thai ones to persuade the readers to agree with their opinions and stance. This makes statements in Thai articles more arbitrary.

With regards to the corpus of Vietnamese research articles, Đỗ and Nguyễn (2013) studies the length and structures commonly used in the titles of linguistic articles while Nguyễn (2018) investigates hedges and boosters in Social research articles. Nguyễn (2018) might be the most related study to ours. However, in this study, the Appraisal framework just plays a minor role in examining the effectiveness of interpersonal relations expressed through hedges and boosters in English and Vietnamese social texts. Only some categories of the framework are explored. The conclusions clarify that in both types of texts, writers appreciate and concentrate on evaluative elements, especially evaluations of interpersonal meanings within the text itself and with the readers. Both Focus and Force resources in Vietnamese corpus are higher than those in English corpus.

The overall picture of evaluative language studies in the world and in Vietnam shows that evaluative language of

Vietnamese scientific articles, especially in linguistic discipline, has not been exploited. However, previous studies on academic writing and research article genre are a precious reference for the implementation of this study.

2.2. The Appraisal Theory

The Appraisal theory by Martin and White originates from the Systematic Functional Language approach led by Halliday (1994). According to SFL, language performs three functions: ideational function, interpersonal function and textual function. Martin and White (2005) locates their framework as an interpersonal system at the level of discourse semantics. The framework is divided into three main domains: Attitude, Engagement and Graduation. Systems and subsystems of the Appraisal framework are outlined in Figure 1.

Figure 1

An Overview of the Appraisal Framework (Martin, 2005)
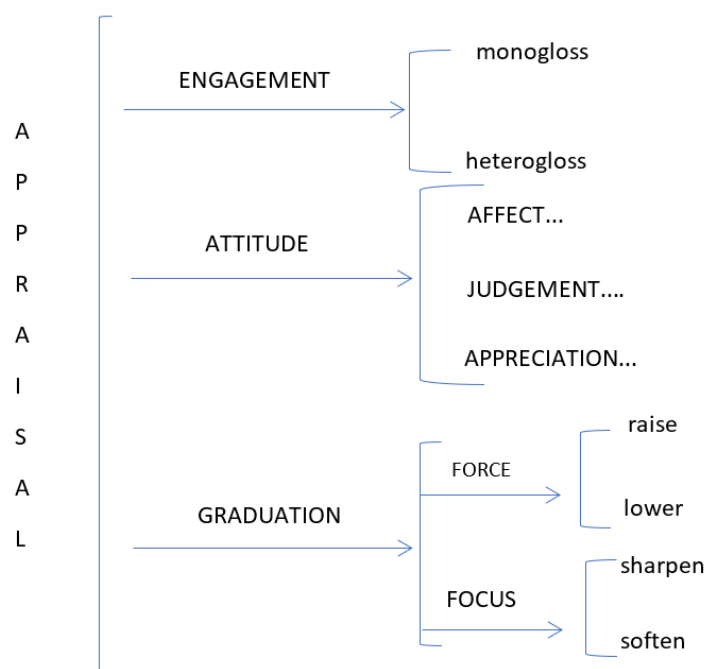
2.2.1. Attitude

Attitude reflects human feelings and emotions, including emotional interactions, behavioural judgment and evaluation of things and entities. The corresponding subsystems are named: Affect, Judgment and Appreciation.

- Affect refers to sources of emotional reactions. Feelings can be positive (+) or negative (-), can express Dis/inclination, Un/happiness, In/security or Dis/satisfaction.
  - Dis/Inclination is the expression of desire or fear, such as *miss/ long for/ yearn for* (inclination +) or *wary/ fearful* (inclination -).
  - Un/Happiness covers emotions concerned with "affairs of heart" (Martin & White, 2005, p. 49) – *sadness/ hate* (happiness -) or *happiness/ love* (happiness +).
  - In/Security refers to our feelings of peace and anxiety in relation to our environs such as *worry/ surprise* (security -), *confidence* (security +), etc.
  - Dis/satisfaction "deals with our

feelings of achievement and frustration in relation to the activities in which we are engaged" (Martin & White, 2005, p. 50): *ennui/dissatisfied* (satisfaction -), *interest/pleasure* (satisfaction +), etc.

- Judgment is the assessment of human behaviors based on normative principles. Accordingly, assessments can be categorized into Social Esteem (Normality, Capacity and Tenacity) and Social Sanction (Veracity and Propriety).
  - o Social esteem is the judgement of someone in terms of how unusual he/she is (normality), how capable he/she is (capacity) and how resolute he/she is (tenacity). For example: *She is always **fashionable*** (normality +); *he is a **skilled** worker* (capacity +); *he is absolutely **impatient*** (tenacity -).
  - o Social sanction is the judgement of people in terms of how truthful they are (veracity) and how ethical they are (propriety). For example: *Judy is a **frank** girl* (veracity +); *he is always **cruel** to his own son* (propriety -).
- Appreciation deals with sources to evaluate things, including semiosis and natural phenomena (product or process). Appreciation can be divided into Reactions to things, Composition and Valuation.
  - o Reaction is related to the impact of things on evaluators, thus answers two questions *"Did it grab me?"* and *"Did I like it?"* For example: *This book is really **interesting*** (reaction +).
  - o Composition reflects the evaluation on the balance (*Did it hang together?*) and complexity (*Was it hard to follow?*) of

things or entities. For example: *This is an **illogical** essay* (composition -).
  - o Valuation answers the question related to the value of things (*Was it worthwhile?*). For example: *The council gave a **relevant** answer* (value +).

2.2.2. Engagement

Martin and White (2005) confirmed that "all utterances are… in some way stanced or attitudinal" (p. 92). This means that whatever the speaker states, he/she reflects his/her attitude or point of view towards it. The speaker's attitude can be a bare assertion (which does not overtly reference other voices or recognise alternative positions to the text) or be expressed as one view among a range of possible views. In other words, utterances are classified as "monogloss" when they make no reference to other voices and viewpoints and as "heterogloss" when they do invoke or allow for dialogistic alternatives. For example: "*The government has been successful*" is monoglossic because here the proposition that the government has been successful is no longer at issue, not up for discussion or taken for granted. Therefore, there suppose no other viewpoints on this. Meanwhile, the proposition "*I think the government has been successful*" construes a heteroglossic environment populated by different views on whether the government has been successful or not.

The engagement system mainly focuses on overtly dialogistic locutions and the different heteroglossic diversity which they indicate. Accordingly, the system is divided into two broad subsystems based on the writer's intention of whether or not to close down or open up the space for other voices into the text: Contract and Expand.

- Contract consists of meanings which, though creating a dialogistic

backdrop for external voices, at the same time, constrain or exclude these dialogistic alternatives into the text. This subsystem is classified into two categories: Disclaim and Proclaim.

- o Disclaim deals with the way authorial or textual voice is presented as to reject other contrary voices. This can be reflected through Deny or Counter expectation.
    - Deny is the writer's negation of something.
    - Counter or counter expectation represents the current proposition as replacing or supplanting a proposition which would have been expected in its place.

For example: ***Although*** (counter) *they have tried hard, they could* ***not*** (deny) *win the race.*

- o Proclaim presents the authorial support or warranty of a proposition in ways that it eliminates or rules out other positions. Proclaim is expressed through categories of Concur, Pronounce and Endorse.
    - Concur "involves formulations which overtly announce the addresser as agreeing with, or having the same knowledge as, some projected dialogic partner" (Martin & White, 2005, p. 122). For example: *It is **the fact that** most children prefer outdoor activities to indoor ones.*
    - Endorse "refers to formulations by which propositions sourced to external sources are construed by the authorial voice as correct, valid, undeniable or otherwise maximally

warrantable" (Martin & White, 2005, p. 126). For example: ***Results show that*** *it is feasible to integrate extensive reading activities into traditional classes.*
    - Pronounce "covers formulations which involve authorial emphases or explicit authorial interventions or interpolations" (Martin & White, 2005, p. 127). For example: *we can conclude that…, I contend…*

- Expand refers to meanings which are open for alternative positions and voices beside the authorial voice in the text. Two broad categories of this system are Entertain and Attribute.
    - o Entertain is meant that the authorial voice is just one of possible positions and therefore, creates a dialogistic space for other possibilities and voices. Entertain can be expressed via modal auxiliaries (*may, might, could*, etc.), modal adjuncts (*perhaps, probably,* etc.), modal attributes (*it's likely that*, etc.), and via expressions like *in my view, I think*, etc. For example: ***I think*** *he* ***might*** *have broken the vase.*
    - o Attribute is concerned with the presentation of external voices in the text. Reported speech is the most popular formula to convey this meaning: *X argue that, X believe that, X claim that*, etc. Attribute is divided into Acknowledge and Distance.
        - Acknowledge consists of "locutions where there is no overt indication… as to where the authorial voice stands with respect to the proposition" (Martin &

White, 2005, p. 112). For example: *Peter **argues** (acknowledge) that understanding global warming and climate change is essential.*

- Distance is an explicit distancing of the authorial voice from the attributed material, most typically realized by the verb "to claim". For example: *"Tickner has **claimed** (distance) that regardless of the result, the royal commission was a waste of money…"* (Martin & White, 2005, p. 114).

2.2.3. Graduation

Graduation deals with gradability of evaluative resources. Through the system of graduation, both feelings (Attitude) and authorial voices (Engagement) can be modified or adjusted to describe more clearly how strong or weak they are. Graduation is classified into two subsystems based on the scalability: Force and Focus.

- Force is the evaluation of things which are scalable. It covers assessments as to degrees of intensity and as to amount.
  - o Intensification is the assessment of the degree of intensity including qualities and processes. It can be realized via intensification, comparatives and superlative morphology, repetition and various graphological and phonological features, etc. For example:

*This difference was **highly robust*** (quality).

*He runs **very quickly*** (process).

  - o Quantification is the imprecise measuring of number (many, a few) and the presence/ mass of

entities (large, small). For example:

*The **vast majority** (number) of participants were university students.*

*There is a **big** (mass) difference between the two versions of mobile phones.*

- Focus is the adjustment of boundaries between categories of ungradable resources. By Focus, the specification of things can be up-scaled/ sharpened or down-scaled/ softened, indicating a prototypicality (*real, true*) or a marginal membership of a category (*kind of, sort of*). For example:

*This is a **true** (focus +) romantic love.*

*I want some fabric **of sorts** (focus -).*

3. Methodology

3.1. The Corpus of the Study

To answer the research questions, we compiled a corpus consisting of 30 conclusions from three reputable journals of linguistics in Vietnam during a five-year period from 2015 to 2019 (see appendix for the list of selected articles). The focus of this study is on empirical research articles reporting investigations that employ a quantitative, qualitative or mixed approach to collect and analyse primary data (Benson et al., 2009; Gao et al., 2001). For the standardization and the equivalence of the materials employed, all articles selected follow the typical IMRD model of an empirical research paper as suggested by Swales (1990) which has at least four parts: Introduction – Methods – Results – Discussion/ Conclusions. Moreover, as many articles combine Discussion and Conclusions sections of the article into one, this study attempts to separate them and only selects those articles which have a conclusion section. Within the scope of this small-scaled study, investigations on other parts of the article are left for further research.

3.2. Methods of the Study

The study does not seek to draw broad generalisations about how evaluative language is used in different disciplines or different sections of an article or of various types of articles. Instead, this research prioritizes in-depth analysis over all systems and categories of the Appraisal framework (Martin & White, 2005) used in the final section to conclude the article. For exploring the types of evaluative acts, all three systems of the Framework – Attitude, Engagement and Graduation were analysed. Each system was then detailed to smaller subsystems and categories such as: Attitude (Affect, Judgment, Valuation); Engagement (Contract, Expand); Graduation (Quantification, Intensification, Focus).

For the purpose stated, a combination of both quantitative and qualitative approaches is appropriate for this study. The qualitative approach was used when the author herself analyses the corpus carefully to explore how writers of the articles exploit semantic resources to express their evaluation. All evaluative words, phrases, expressions are then classified into different categories, subsystems and systems of the framework. The quantitative approach was then employed to systematically synthesize the frequency of each category, subsystem and the whole framework and make comparison between them.

4. Results and Discussion

4.1. General Findings

Table 1 shows the number and ratio of three evaluative resources, Attitude, Engagement and Graduation. As can be seen from the table, generally, the frequencies of three systems of the appraisal framework are quite diverse. It is clear that Graduation appears most frequently (nearly half of the total evaluation resources used in the whole corpus) whereas Engagement seems to be used the least (just 27.82%). Another noteworthy finding is about the polarity of evaluations. Attitudinal expressions are mainly towards positive polar, which is more than twice negative feelings. Similarly, in the Graduation system, writers prefer emphasizing or upscaling their evaluations to downscaling them. This indicates that in the final section of the article, Vietnamese researchers focus more on showing their positive attitudes and upgrading them. Engaging other voices into the text or consideration of opening or closing the dialogue is of the least frequent use. The next part will examine each system and sub-system in more detail.

Table 1

Total Numbers of Evaluative Resources Across Three Main Systems of the Appraisal Framework

	Positive/ upgrade	Negative/ downgrade	Frequency	Percentage (%)
ATTITUDE	125	53	178	30.38
ENGAGEMENT			163	27.82
GRADUATION	173	72	245	41.81
TOTAL			586	100

4.2. The Appraisal Systems: Attitude, Engagement and Graduation

4.2.1. Attitude

Table 2 displays the amount of

positive and negative attitudinal resources across three subsystems - Affect, Judgement and Appreciation, from which outstanding findings can be easily identified.

Table 2

The Frequency of Categories of the Attitude System

	+	-	Total	Percentage (%)
AFFECT	15	4	19	10.7
Inclination	13	2	15	78.9
Happiness	1	1	2	10.5
Security	0	0	0	0.0
Satisfaction	1	1	2	10.5
JUDGEMENT	4	8	12	6.7
Normality	2	1	3	25.0
Capacity	0	7	7	58.3
Tenacity	2	0	2	16.7
Veracity	0	0	0	0.0
Propriety	0	0	0	0.0
APPRECIATION	106	41	147	82.6
Reaction	11	0	11	7.5
Composition	61	38	99	67.3
Valuation	34	3	37	25.2
	125	53	178	100

Firstly, the distribution of the attitudinal system varies greatly with the domination of Appreciation over the other two subsystems – Affect and Judgement. While evaluations of things and entities account for up to 82.6% of the total attitudinal resources, Affect and Judgment appear much less (10.7% and 6.7% respectively). This shows that in presenting their studies, Vietnamese linguistic researchers focus more on evaluations of things/ entities, they rarely express their feelings explicitly and extremely eliminate judgement on human behaviours. This might be easily explained as the focus of writing a

research paper is on presenting and arguing findings against others in the same community, therefore, judging human behaviours is not of the main concern. As a result, evaluating things and events appears the most whereas only few attitudes are reflected towards human beings. In addition, the style of academic writing is traditionally seen as an objective, faceless and impersonal form of discourse (Khamkhien, 2014), which clearly accounts for the modest number of explicit expressions of authorial emotions (just about 10%) in the corpus.

Secondly, as an outstanding feature throughout the whole corpus, a much higher

frequency of positive attitude reflections is found than negative ones (more than twice) except for Judgement. Judgment is the only category where the number of negative assessments is higher than negative ones. Nevertheless, it does not affect the overall trend of preferring revealing positive attitude towards things to negative ones of research presenters. A more detailed examination into subsystems and categories will help us identify the typical word choice or preference of Vietnamese authors.

- As for Affect, most evaluative resources express authors' inclination or desire for their research and outcomes, by using such words as *mong, mong muốn, cầu mong, hy vọng* (want, desire, wish, hope) or determination for future plan *sẽ* (will). For example:

*(1) Nghiên cứu chỉ **cầu mong*** (inclination +) *cho tiếng Việt mai đây còn được nói trong các gia đình Việt Nam càng lâu càng tốt.* (Vres 8)

*(The study just **wishes** that in the future Vietnamese would still be spoken in Vietnamese families for as long as possible.)*

*(2) Chúng tôi **sẽ*** (inclination +) *tiếp tục khảo sát sâu hơn,… nhằm có những đánh giá toàn diện và đề xuất giải pháp hiệu quả hơn…* (Vres 9)

*(We **will** continue to do further research… to have more comprehensive evaluations and suggest more effective solutions…)*

- Concerning Judgement, its low occurrence may be of no surprise for the course of the above explanation. If there are any, they are mostly negative judgments of human Capacity while there are just two evaluations of Tenacity and Normality. For example:

*(3) Tuy nhiên, **khả năng** khái quát hóa sự vật, hiện tượng (của trẻ 2-3 tuổi) **còn***

thấp *(capacity -). (Vres 10)*

*(However, the ability of generalising things and events of two-to-three-year-old children is **low**.)*

*(4) … họ luôn **tích cực*** (tenacity +) *hoàn thành các bản báo cáo đọc sách, đọc đều đặn hàng tuần 30 phút đầu giờ học.* (Vres 2)

*(They always **actively** fulfil book reading reports, weekly spend 30 minutes reading before class.)*

- The high fluency of Appreciation is unsurprising but still noteworthy. To evaluate things, authors tend to focus on their Composition which accounts for up to 67% of total resources used. They rarely express their own Reactions and use much more positive evaluations than negative ones. Realizations of appreciation are mostly adjectives, such as: *mới mẻ (new), phổ biến (popular), cơ bản (basic), quan trọng (important), hữu ích (useful), hiệu quả (effective)*, etc. For example:

*(5) Kết quả nghiên cứu là những chỉ báo **đáng chú ý*** (reaction +) *đối với việc định hướng giáo dục văn hóa học đường nói riêng, văn hóa giao tiếp cho giới trẻ nói chung.* (Vres 25)

*(The findings are **remarkable** signs for the orientation of schooling culture in particular and communicative culture among youngsters in general.)*

*(6) Kết hợp dạy từ mới trong nhiều hoạt động ngôn ngữ là điều **quan trọng*** (valuation +), *đem lại **hiệu quả cao*** (valuation +). (Vres 10)

*(Combining teaching new words with other language activities is **important**, and **highly effective**.)*

4.2.2. Engagement

Table 3 shows details of categories of the Engagement systems which reflect

how Vietnamese writers contract or expand possibilities of external, alternative voices in their writing. As stated above, in comparison with Attitude and Graduation resources, Engagement has the lowest frequency. However, some categories of this system have higher frequency than those of other systems, notably Counter (of Disclaim) and Entertain. In general, there are some remarkable findings concerning "meanings which in various ways construe for the text a heteroglossic backdrop of prior utterances, alternative viewpoints and anticipated responses" (Martin & White, 2005, p. 97).

Table 3

The Frequency of Categories of the Engagement System

				Subtotal	%
Contract	Disclaim	Deny	25	85	15.3
		Counter	60		36.8
	Proclaim	Concur	3	36	1.8
		Pronounce	9		5.5
		Endorse	24		14.7
Subtotal				121	
Expand	Entertain		38	38	23.3
	Attribute	Acknowledge	4	4	2.5
		Distance	0		0.0
Subtotal				42	
Total				163	

Firstly, authors tend to contract their voices – close down the space for dialogic alternatives rather than expand them – open up the dialogic space for alternative positions, with frequency of contractions nearly three times the other (121 and 42 respectively).

Secondly, of various strategies to eliminate alternative voices in the dialogue, Disclaim resources are more preferred and Counter of disclaim has the highest frequency of all (60). It can be inferred that writers tend to position their textual voices as at odds with or rejecting some contrary positions. To deny or reject alternative positions, Vietnamese writers use such expressions as *không còn là (no longer), không có (there is/ are not), không phải (not + N/ adj), sự thiếu vắng (absence), mất hẳn (no longer exist), không thể (can't), không + động từ (do not/ does not + V)*. For example:

*(7) Chỉ mới đến thế hệ thứ hai, tiếng Việt đã **không còn** linh hồn thì đến thế hệ thứ ba, thứ tư, nó mất đi cũng là chuyện tất yếu.* (Vres 8)

*(Just to the second generation, Vietnamese **no longer** has its soul, it's disappearance in the third and fourth generation is a matter of fact.)*

*(8) ... nhiều sinh viên **không có** kế hoạch học tập cụ thể, hệ quả là họ không làm chủ được phần kiến thức cần phải nắm được.* (Vres 20)

*(Many students **do not have** study plans, as a result, they **cannot** master the necessary knowledge.)*

To express Counter expectation – a

proposition which would have been expected in its place, such words are used: *mặc dù (although), nhưng (but), trong khi (while), tuy nhiên (however)*, etc. For example:

*(9) **Mặc dù** mức độ thường xuyên chưa cao **nhưng** đây cũng là một thay đổi tích cực.* (Vres 3)

*(**Although** the regularity is not high, this is still a positive change.)*

Though not as frequently used as Disclaim resources in total, authorial voices to endorse propositions from external resources of the Proclaim subsystem are also of high frequency (24), ranking the 4th of the whole Engagement system. In other words, Endorsement has the highest frequency of Proclaim resources (in comparison with strategies like Concurring and Pronouncing). Writers use verbs like *các nghiên cứu chứng minh (studies prove that), khảo sát cho thấy (the survey shows/ reveals), điều này thể hiện (this shows)*, etc.

*(10) **Kết quả nghiên cứu cho thấy** việc kết hợp hoạt động đọc rộng vào chương trình học của lớp học truyền thống là hoàn toàn khả thi...* (Vres 25)

*(**Results of the study show** that integrating extensive reading into the curriculum of traditional classes is totally feasible...)*

Thirdly, though apparently writers seem not as willing to open up space for other voices in the dialogue as to close them down, the Entertaining category is actually the second most preferred strategy of all. That is very interesting while Contract in general is much higher than Expand but Entertain of Expand is also very favoured. Many authors conclude their articles proposing that their argument is just one of the possibilities and leaving the space for other ideas. For example: *dường như (seem), có lẽ (maybe), có thể (may/ might/ can), chắc chắn (must), ắt hẳn (certainly, surely), tác giả bài viết cảm thấy rằng (the author thinks that)*, etc.

*(11) Sinh viên… **dường như** cảm thấy quan tâm nhiều hơn vào bài học và tham gia chủ động hơn trong lớp.* (Vres 2)

*(Students… **seem to be more** concerned about the lesson and participate more actively in the classroom.)*

To sum up, concerning ways to open or close spaces for other voices in the dialogue, results of the study indicate that authors most prefer Counter expressions, then come Entertaining, indicating that authorial voice is but one of a number of possible positions and to greater and lesser degrees makes dialogic space for those possibilities. Deny and Endorsement have almost equal frequency, ranking the 3rd and the 4th of preference. No Distance is used while Concur and Acknowledge are rarely employed. These findings are partly similar to Geng and Wharton (2016) on the corpus of Discussions of linguistic doctoral theses, Lancaster (2011) on economic articles and Fryer (2013) on medical articles, which all share the same conclusion that English writers are aware of engaging other voices in the text, leading to the widely use of Expand in their writing.

4.2.3. Graduation

As "central to the appraisal system" (Martin & White, 2005, p. 136), Graduation undoubtedly and unsurprisingly outnumbers the other two systems of the framework. By graduation, writers upgrade and downgrade the neutral meanings of the resources to express more exactly their attitudes and voices in the text. Results of the study prove this with a much higher frequency of Graduation (245) than Attitude (178) and Engagement (163). Table 4 shows details of all categories of the Graduation system, from which some noteworthy findings can be pointed out: firstly, almost all assessments are to gradable entities (account for up to 99% of total number of graduation resources). Just 3 out of 245 assessments are to ungradable entities. In other words, a

majority of assessments is Force (242) while Focus extremely rarely appears (just 3 times). Secondly, up-grade evaluations are exploited far more frequently than down-grade ones with frequencies of 173 and 72 respectively. Thirdly, the Quality Intensification sub-system has the highest frequency (74) while the lowest frequency is of Focus (3).

Table 4

The Frequency of Categories of the Graduation System

							Up	Down
Force	Quantification	Number	Up		36	56		
			Down		20			
		Mass	Up		13	20		
			Down		7		84	
		Extent	Proximity	Time	3	3		
				Space	0			
			Distribution	Time	4	5	242	
				Space	1		173	72
	Intensification	Frequency	Up		21	24		
			Down		3			
		Quality	Up		59	74	158	
			Down		15			
		Process	Up		41	60		
			Down		19			
Focus			Up		0	3	3	3
			Down		3			
						245		

A closer look at the table reveals more interesting things as to how differently subsystems and categories are employed, showing writers' preferences in evaluation to conclude their articles.

- In the Force subsystem, generally, evaluation of number, amount (quantification) is less frequently used than intensification of quality and process. To quantify and measure things, most evaluations refer to numbers (56), the presence of entities (size, weight, distribution or proximity) appears less frequently (20). This is understandable and easy to explain as what researchers do with their articles is to show findings, mostly displayed in numbers. Whatever evaluations made are, they are, therefore, mainly to do with numbers. Expressions and examples of measuring numbers and presence/ mass of entities are as follows:
  - o Numbers: hầu hết (almost), nhiều (many), khá nhiều (quite a lot), đáng kể (considerable), đa

số (majority), một số (some), một vài (several), chỉ có (only), không nhiều (not many),…

*(12) Số lượng **đáng kể** các cú không có Chu cảnh để tập trung vào trình bày nội dung cốt lõi của mệnh đề.* (Vres 25)

*(A **considerable** number of sentences do not have circumstances to focus on the core of the clause.)*

  o Presence/ mass: lớn (big), rộng lớn (large), khá lớn (quite big), cao (high), rất cao (very high), nhỏ (small), tương đối nhỏ (relatively small), hẹp (narrow/ limited),…

*(13) Với một nền tảng dữ liệu **rộng lớn** như vậy, chúng ta có thể đạt được mô hình dự đoán mang tính chính xác cao hơn…* (Vres 23)

*(With such a **large** database, we can get a more accurate model…)*

With regards to the Intensification sub-system, frequency of assessments to quality of entities is a little higher than to processes. However, both quality and process intensifications share two features. Upscaling intensifiers are more frequently used than downscaling ones. Furthermore, according to Martin and White (2005), intensifications can be realised via isolated lexemes (either grammatical or lexical), semantic infusion or via repetition. In this corpus, intensifications are only realised via grammatical, lexical isolation and infusion. Repetition does not appear. Grammatical isolations have higher frequency than the other two. Table 5 illustrates the realisations of quality and process intensifications.

Table 5

Realisations of Quality and Process Intensifications

Quality intensifications	Process intensifications
Grammatical isolation	
khá (quite), rất (very), hoàn toàn (absolutely), chỉ mới (just), mới chỉ (just, only), hầu như không (hardly), gần (nearly). For example:	khá (quite), ít nhiều (a little bit), không đáng kể (not much), nhẹ (slightly), rất nhiều (very much), quá (too), đáng kể (considerably). For example:
*(14) Về cơ bản, nghi thức cảm ơn trong tiếng Việt và tiếng Anh Úc **khá** giống nhau… (Vres 25)*	*(17) Mức độ tham gia của sinh viên vào giờ học nói cũng **tăng lên đáng kể**. (Vres 11)*
*Basically, thanking strategies in Vietnamese and Australian English are **quite similar** to each other…*	*The participation of students in speaking classes increases **considerably**.*
Lexical isolation	
rõ ràng (clearly), đặc biệt là (especially), nhất là, về cơ bản (essentially). For example:	khá rõ ràng (quite clearly), thay đổi tích cực (positively), một cách khoa học (scientifically), một cách hiệu quả (effectively), rất độc đáo (very uniquely), dễ nhận thấy (easily), khá mờ nhạt (quite faintly)
*(15) Trên cơ sở lí thuyết của ngôn ngữ học tri nhận, **đặc biệt là** ẩn dụ ý niệm, quá trình tri nhận tình yêu thông qua các hiện tượng mùa trong thi ca được hiểu và giải thích khá rõ ràng trong nghiên cứu này. (Vres 1)*	*(18) Thái độ của sinh viên thay đổi **tích cực**. (Vres 2)*
*On the background of cognitive linguistics, **especially** conceptual metaphors, cognitive processes of love through seasonal expressions in poetry are understood and interpreted quite clearly in this study.*	*Students' attitudes change **positively**.*

Semantic infusions	
ngày càng (more and more), nhất (most), quan trọng hơn (more important), cao nhất (highest), tuyệt đối, tiêu biểu nhất (the most typical), lớn hơn (bigger), thiên về (inclinable), sống động hơn (livelier), thấp nhất (shortest), ngắn hơn (shorter),… For example: *(16) … loại có từ 1 đến 3 thành tố là **phổ biến nhất** và có số thuật ngữ chiếm tỷ lệ **cao nhất**… (Vres 15)* *The group of one-to-three element words is the **most** popular and has the **highest** ratio of terminology.*	lấn át (overwhelm), thiên về (incline), ăn sâu (sink into) *(19) Điều đáng quan ngại là, những cách dùng này đang **lấn át** những cách dùng truyền thống… (Vres 25)* *A worrying problem is these uses are **overwhelming** traditional ones.*

    o   Beside intensifiers of quality and processes, expressions of Usuality are also quite frequently found. Expressions of frequency are mainly to upgrade rather than downgrade with such words and phrases as *luôn, luôn luôn (always), hay (often), đều đặn (regularly), ít khi (rarely), đôi khi (sometimes)*. For example:

*(20) Người Việt **hay** dùng cách nói này còn người Anh **rất ít khi** thậm chí **không** sử dụng.* (Vres 4)

*(Vietnamese people **often** use this speaking strategy while English **rarely** or even **never** use it.)*

- Focus: there are just three cases where focus is used to describe and soften values of unscalable entities and things. Words used are *chưa thực đúng (not truly), có hơi hướng (sort of), đơn thuần (merely)*. For example:

*(21) … số thuật ngữ mang tính chất miêu tả, diễn giải, **chưa thực đúng** là một đơn vị định danh thuật ngữ chuẩn mực, có số lượng không phải là ít…* (Vres 15)

*(The number of descriptive and interpreting terms which are **not truly** standardized identifiers is not small…)*

In summary, the graduation system is the most frequently used with various upscaling and downscaling evaluations, of which Force is more popular than Focus, upscaling greatly exceeds downscaling. These outstanding findings are totally similar with Nguyễn's (2018) investigation into Vietnamese social research articles. However, there is a key difference: while Nguyen's study shows that intensifications are only realised via lexical and grammatical isolations, in this paper, there is also occurrence of infusion. Disciplinary features may account for this difference, which inspires further and deeper research.

5. Conclusion

This paper has reported findings from an in-depth study on evaluative resources across three systems of the Appraisal framework in the corpus of 30 conclusions of Vietnamese linguistic empirical research articles. The analysis has revealed some salient features reflecting how writers' personality is expressed to conclude their articles. First, Graduation dominates the whole evaluative language resources employed in the corpus. In the Graduation system, almost all assessments are on scalable things (Force), especially on intensification of qualities and processes. Realisations of Intensifications are

grammatical and lexical isolations and Infusion. Second, Engagement has the lowest frequency of all. One noteworthy point in this system is that writers prefer closing down the dialogistic space to opening it up. The two mostly used categories are Counter and Entertain. This means that writers usually present contrary positions at once to emphasize their position and avoid assertions by suggesting that their position is just one of the possibilities. Third, the Attitude system is not as preferred as Graduation but more frequently used than Engagement. Writers' feelings are mainly towards things and entities. Whatever evaluation is made, it is generally focused on Composition and Valuation of things. Finally, it seems that all writers are inclined to look at the bright side of their studies, which means that positive attitudes are more frequently expressed than negative ones, and thus, it may be the reason why up-scaling graduation is also more preferred.

Findings of the study indicate that in presenting an empirical research, evaluative language is frequently exploited as a tool for researchers to enhance the persuasiveness and effectiveness of their presentation. To do so, the neutral voice is coloured or intensified by graduation resources. The focus is on figures and outcomes of different studies; therefore, there are a lot of assessments on composition and valuation of things. Moreover, to conclude the research paper, writers do not forget to suggest that their findings is just one of the possibilities to open the dialogistic space and invite other opinions from outside the text. They at the same time make their paper more convincing by introducing and/or rejecting contrary positions as a protection for theirs. These may be considered as the outstanding linguistic features of the conclusion section of an empirical research article.

These findings are, to certain extent, meaningful to both research writers and further study. As for researchers of linguistics, they should recognize that evaluative language actually plays a role in their study presentation. However successful or meaningful a study is, the importance is how to make it publicly recognised and accepted. It is where evaluative plays its role. Therefore, when writing a research article, researchers, especially novice researchers, should pay attention to and make use of evaluative language to make their paper more persuasive. Then, the salient patterns of evaluative language found in this study (for instance, which system and subsystem are more frequently used; which one should be eliminated, whether or not to totally expand or contract the space for alternative voices, etc.) can be a useful reference for researchers when presenting their work. However, the fact that this study is limited to a minor corpus may leave space for further study. For further study, more research is needed on a number of issues raised in this paper. For example, while this article shows that Entertain resources are widely used, it is not clear whether or not this category is also popular in other sections of the article (Introduction, Methods, Results) or in articles of other disciplines (Biology, Physics,…) or in other types of articles (reviews, theoretical articles,…). Thus, this study might be just a beginning and inspiration for further studies in the future.

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Appendix

List of Selected Articles

No.	CODE	JOURNAL	YEAR	TITLE
1.	Vres 1	*Language and Life*, (274), 3-8	2018	Tri nhận tình yêu qua hiện tượng mùa trong thi ca
2.	Vres 2	*Language and Life*, (274), 69-74	2018	Sinh viên không chuyên đối với hoạt động đọc rộng tại lớp ở Đại học Quốc gia Hà Nội
3.	Vres 3	*Language and Life*, (271), 69-73	2018	Khảo sát việc học mở rộng trong học tiếng Anh ở một trường đại học
4.	Vres 4	*Language and Life*, (232), 40-47	2015	Biểu đạt lịch sự trong hành động ngôn từ phê phán tiếng Việt và tiếng Anh
5.	Vres 5	*Language and Life*, (239), 13-19	2015	Nghi thức lời cảm ơn nhìn từ văn hóa Việt và Úc
6.	Vres 6	*Language and Life*, (239), 7-12	2015	Ý nghĩa bổn phận trong "Luân lí giáo khoa thư"

7.	Vres 7	*Language and Life*, (246), 65-72	2016	Những lỗi sai cơ bản về cách sử dụng quán từ trong văn bản học thuật tiếng Anh của người Việt
8.	Vres 8	*Language and Life*, (246), 15-21	2016	Tiếng Việt của giới trẻ ở Australia
9.	Vres 9	*Language and Life*, (261), 3-14	2017	Đánh giá ngôn ngữ trong văn bản khoa học tiếng Việt: Kết quả bước đầu
10.	Vres 10	*Language and Life*, (271), 12-20	2018	Đặc điểm từ vựng của ngôn ngữ trẻ em từ 2-3 tuổi
11.	Vres 11	*Language and Life*, (274), 75-81	2018	Dùng hoạt động khoảng trống thông tin nhằm thúc đẩy động lực và tham gia của sinh viên trong giờ nói
12.	Vres 12	*Language and Life*, (288), 44-51	2019	Sử dụng động từ tình thái như phương tiện rào đón trong các phản hồi văn bản học thuật tiếng Anh
13.	Vres 13	*Lexicography & Encyclopaedia*, (34), 47-57	2015	Đặc điểm ngữ nghĩa của thành ngữ có yếu tố chỉ con vật trong tiếng Việt
14.	Vres 14	*Lexicography & Encyclopaedia*, (36), 107-113	2015	Đặc điểm thơ lục bát của Nguyễn Bính (trên cứ liệu trước 1945)
15.	Vres 15	*Lexicography & Encyclopaedia*, (41), 39-46	2016	So sánh mô hình cấu tạo thuật ngữ kinh tế-thương mại tiếng Anh và tiếng Việt
16.	Vres 16	*Lexicography & Encyclopaedia*, (45), 80-85	2017	Sự chuyển di tiêu cực trong cách biểu đạt thời và thể từ tiếng Việt sang tiếng Anh
17.	Vres 17	*Lexicography & Encyclopaedia*, (45), 91-97	2017	Chuyển di ngôn ngữ đối với phẩm chất nguyên âm trong phát âm tiếng Anh của sinh viên Việt
18.	Vres 18	*Lexicography & Encyclopaedia*, (54), 85-91	2018	Các tổ hợp từ trong báo cáo trường hợp y học tiếng Anh và tiếng Việt
19.	Vres 19	*Lexicography & Encyclopaedia*, (61), 96-102	2019	Tiến Quân Ca dưới góc nhìn phân tích diễn ngôn phản biện
20.	Vres 20	*Lexicography & Encyclopaedia*, (59), 67-72	2019	Tạo lập thói quen tự chủ học tập từ vựng cho sinh viên không chuyên ngữ
21.	Vres 21	*Lexicography & Encyclopaedia*, (60), 115-120	2019	Lỗi thường gặp trong dịch văn bản kỹ thuật Việt - Anh của sinh viên năm thứ tư tại Đại học Công nghiệp Hà Nội
22.	Vres 22	*Language*, (3), 69-80	2015	Bước đầu tìm hiểu về tiếp đuôi từ "~ sa" có chức năng danh hóa tính từ trong tiếng Nhật
23.	Vres 23	*Language*, (6), 11-31	2016	Tiếng Việt khoa học trong sách giáo khoa phổ thông: khảo sát đặc điểm ngữ pháp-từ vựng của 7 bài học trong Sinh học 8 từ bình diện chuyển tác
24.	Vres 24	*Language*, (6), 32-57	2016	Sự vi phạm phương châm chất trong hội

				thoại nhân vật qua hình nói nói quá (trên ngữ liệu truyện ngắn Việt Nam và Mỹ đầu thế kỷ XX)
25.	Vres 25	*Language*, (1), 50-63	2016	Chức năng dụng học của các biểu thức xưng hô trong giao tiếp bạn bè của học sinh Hà Nội (Nghiên cứu trường hợp của học sinh trường THPT Đống Đa)
26.	Vres 26	*Language*, (11), 12-16	2018	Phong cách ngôn ngữ xã luận báo chí tiếng Việt hiện đại xét từ phương diện từ vựng
27.	Vres 27	*Language*, (8), 68-80	2018	Đặc điểm ngữ điệu nghi vấn tiếng Việt (trường hợp phát ngôn nghi vấn có phương tiện đánh dấu cuối câu)
28.	Vres 28	*Language*, (10), 63-72	2019	Chiến lược học tiếng Anh của sinh viên năm thứ nhất khoa du lịch trường Đại học Công nghiệp Hà Nội
29.	Vres 29	*Language*, (5), 24-35	2017	Thử nghiệm sử dụng mô hình của NIDA & TABER để đánh giá bản dịch thỏa thuận đối tác thương mại xuyên Thái Bình Dương (TPP)
30.	Vres 30	*Language*, (10), 16-23	2017	Thái độ ngôn ngữ của cộng đồng người Hoa ở thành phố Hồ Chí Minh

NGÔN NGỮ ĐÁNH GIÁ TRONG PHẦN KẾT LUẬN CỦA BÀI TẠP CHÍ NGÔN NGỮ TIẾNG VIỆT

Nguyễn Bích Hồng

Đại học Thương mại
79 Hồ Tùng Mậu, Cầu Giấy, Hà Nội, Việt Nam

Tóm tắt: Ngôn ngữ đánh giá hiện đang thu hút được nhiều sự quan tâm bởi, theo Hunston, "đánh giá là một trong những chức năng cơ bản và quan trọng nhất đáng được nghiên cứu chuyên sâu" (2011, tr. 11). Tuy nhiên, thuật ngữ này dường như còn khá mới mẻ ở Việt Nam. Để tìm hiểu về cách sử dụng ngôn ngữ đánh giá trong tiếng Việt, bài viết này hướng tới việc khám phá cách các nhà Việt ngữ học sử dụng ngôn ngữ đánh giá trong phần kết luận của bài báo nghiên cứu chuyên ngành ngôn ngữ. Nghiên cứu kết hợp cả hai phương pháp định tính và định lượng trong việc phân tích các nguồn lực đánh giá được sử dụng một cách hiển ngôn trong khối liệu gồm 30 phần kết luận của các bài báo đăng trên 03 tạp chí chuyên ngành ngôn ngữ uy tín ở Việt Nam. Cụ thể, nghiên cứu khám phá các nguồn lực đánh giá dựa trên bộ khung lý thuyết về đánh giá của Martin và White (2005), gồm 3 hệ thống chính: thái độ, thỏa hiệp và thang độ. Kết quả nghiên cứu hy vọng chỉ ra những nét đặc trưng về ngôn ngữ đánh giá của bài báo nghiên cứu ngôn ngữ học, từ đó góp phần làm phong phú thêm nguồn ngữ liệu về ngôn ngữ đánh giá và là một nguồn tham khảo hữu ích cho các tác giả khi viết báo cáo nghiên cứu ở Việt Nam.

Từ khóa: ngôn ngữ đánh giá, kết luận, thái độ, thỏa hiệp, thang độ