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**Apraisal and
intersubjective po-
sitioning in political
discourse: appraisal
in Bush and Obama's
discourses to the
Islam and Arabic
worlds**

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1.1- **Statement of Research**

This study deals with two political speeches delivered by two American presidents to the Arabic World: George Bush in Abu Dhabi in 2008 and Barack Obama in Cairo in 2009. It is concerned with the linguistic resources of appraisal and intersubjective positioning. Therefore, it deals with the role the dialogistic effects play in meaning making processes by which the two presidents negotiate relationships of alignment /disalignment with their addressees. It explores how each one of the two presidents invites his addressees to endorse and to share with him the feelings, tastes or normative assessments he is announcing. In other words, it explores the ways in which both presidents, Bush and Obama, “Write the reader into the text”. (Martin and White 2005- 95) This means to explore how each one of them takes for granted that the addressee shares with him a particular viewpoint and how the relationship of solidarity has been created. Thus, **expecting** to find higher frequency of appraisal categories in president Obama’s speech this paper approaches the concept of appraisal in a broad sense comparing the following features in the two discourses:

1-**Engagement** with its two main sub-categories: A- **Dialogic Contraction** and its sub-categories: a- Disclaim: deny, Counter. b- Proclaim: Concur, Pronounce, Endorse.

B- **Dialogic Expansion** and its subcategories: a- Entertain, b- Attribute.

2- **Attitude** with its three sub-categories: **Affect**, **Judgment**, and **appreciation** with the sub-categories of each one.

3- **Graduation:** A- **Focus.** B- **Force** with its sub-categories a- intensification: quality and process. b- quantification: number, mass, extent.

1.2- **Motivation and aim**

This study has been **motivated** by two facts: The first is that Obama's discourse to the Arabic and Islamic world came in a moment when Arabic people were very tired of Bush's Policy in the Arabic area. In fact, they were longing for a new beginning with a new President. Therefore, this granted that specific speech a special importance which was beyond the idea of comparing it with Bush's discourse in Abu Dhabi. The second fact is that a close look at the content of Obama's speech in Cairo shows that it has nearly the same content as Bush's speech in Abu Dhabi. Nevertheless, Obama received an instant positive reaction from his addressees interrupting him more than once, shouting "we love you Obama", something which had not happened through Bush's speech. This fact creates inevitable questions: such as, how could Obama manipulate his addressees to make them believe that his policy will be different from Bush's? In other words, how did Obama engage them? On the other hand, why did Bush's speech fail to engage his addressees as much as Obama did? How did Bush and Obama position themselves linguistically in these speeches, as presidents of the USA, with respect to the Islamic and Arabic world?

The aim of this study is to answer such questions and other questions, such as, what are the implications of the differences if any, between the two speeches? What does it tell us about the two speakers?

1.3 - **Data**

The data consist of the transcriptions of two political discourses, as mentioned above, delivered by the American presidents George Bush in Abu Dhabi in 2008 and Barak Obama in Cairo 2009 to the Arabic World.

1.4 - **Methodology**

The methodology followed in this study works on two parts of analysis represented in defining first, the linguistic choices of attitude, engagement and graduation. Second, what is being appraised and who is being judged. It consists of a combination of quantitative and qualitative analysis with the aim of identifying the functions of the engagement, attitudinal and gradational devices in the texts. To be sure of the identification a manual analysis of the selected items has been carried out, followed by a computer assisted analysis (UAM Corpus Tool). Moreover, following Martin and White's view about language use in context, namely, "When it comes to language use in context, it is often the case that a given lexical item will vary its attitudinal meaning according to that context" (2005 - 52), this study has taken in account, during the manual analysis, the contextual features of the uses of the explored linguistic sources. In addition, the two speeches are different in number of words, Obama's speech includes 5928 words, while Bush's speech involves 3194 words. Therefore, to make the two speeches comparable the frequency and distribution of each category was calculated per 1,000 words. Finally, a discussion of the results has been carried out to be followed by the conclusion. During the discussion some examples of the most representative or interesting categories will be given. Examples (1) to (34) are adapted from Martin & White 2005, while

(35) to (40) are adapted from Biber et al 1999. The rest of the examples are from the two speeches with their sources indicated using the letter (O) for Obama and (B) for Bush.

As part of the methodology followed in this study the following three figures represent the schemes of UAM Corpus Tool which the analysis of the three domains of Appraisal based on in this study. The first figure is the scheme of attitude. The second is for engagement and the third is for graduation.

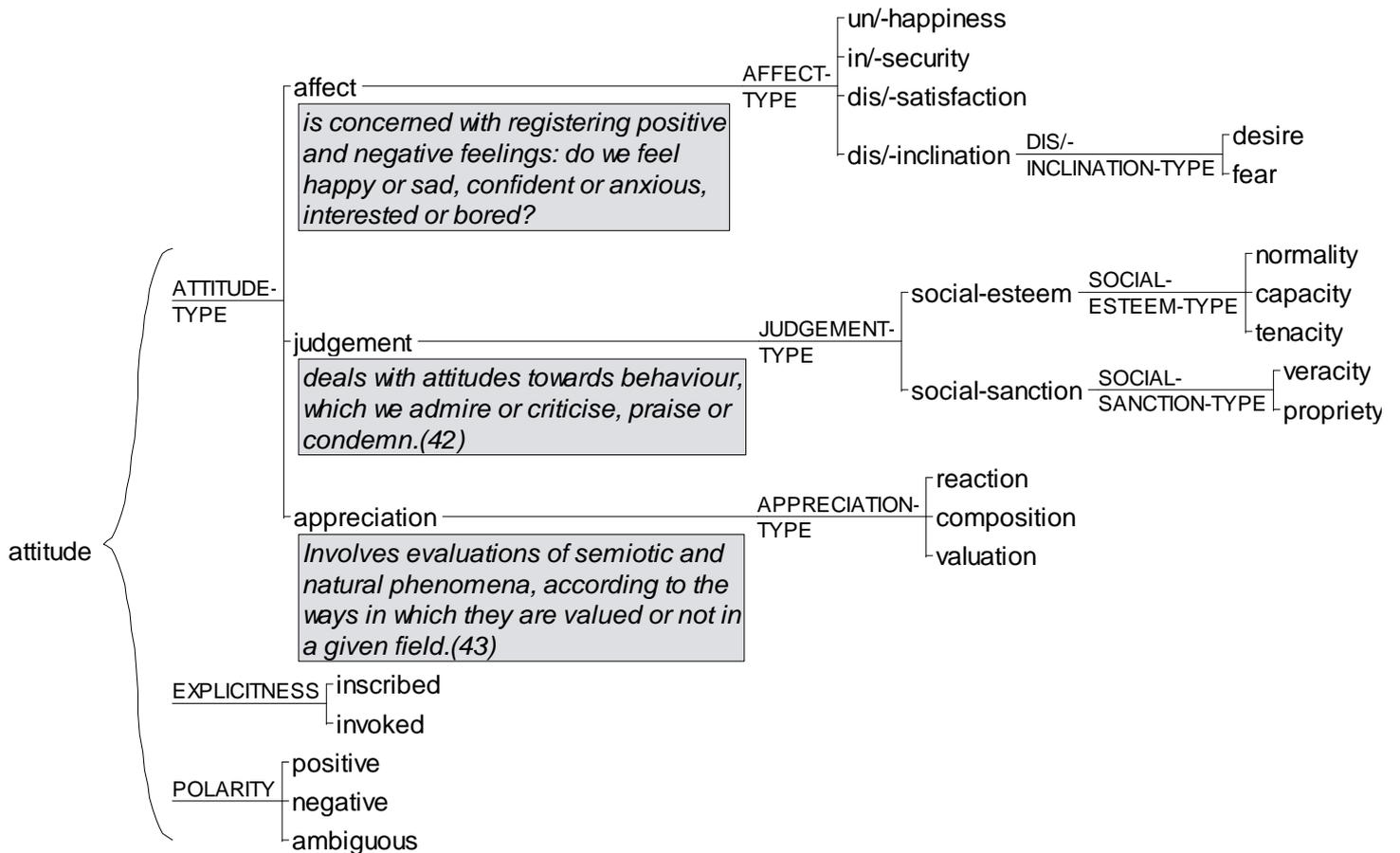


Figure 1. Scheme of attitude.

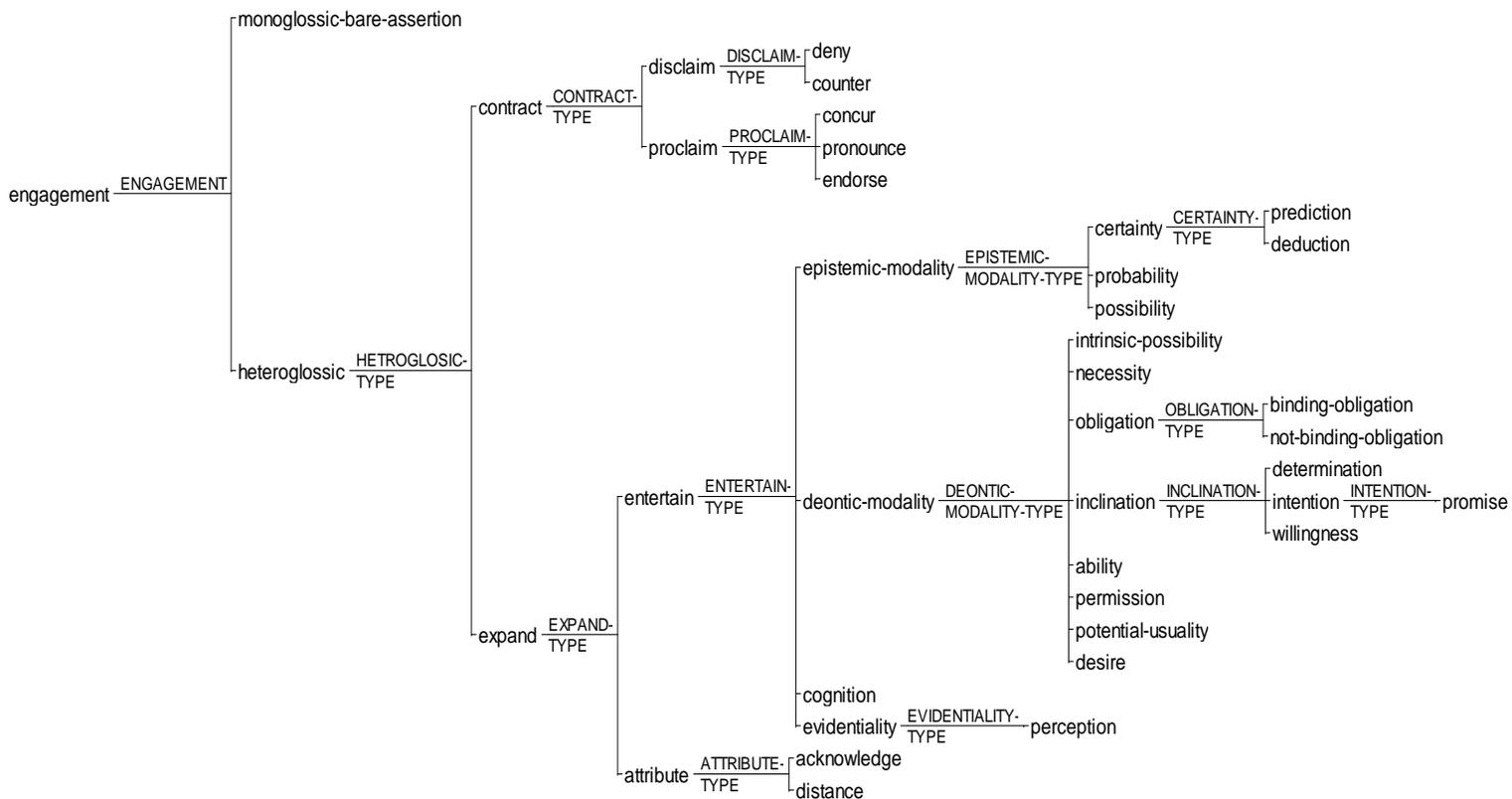


Figure 2. Scheme of engagement.

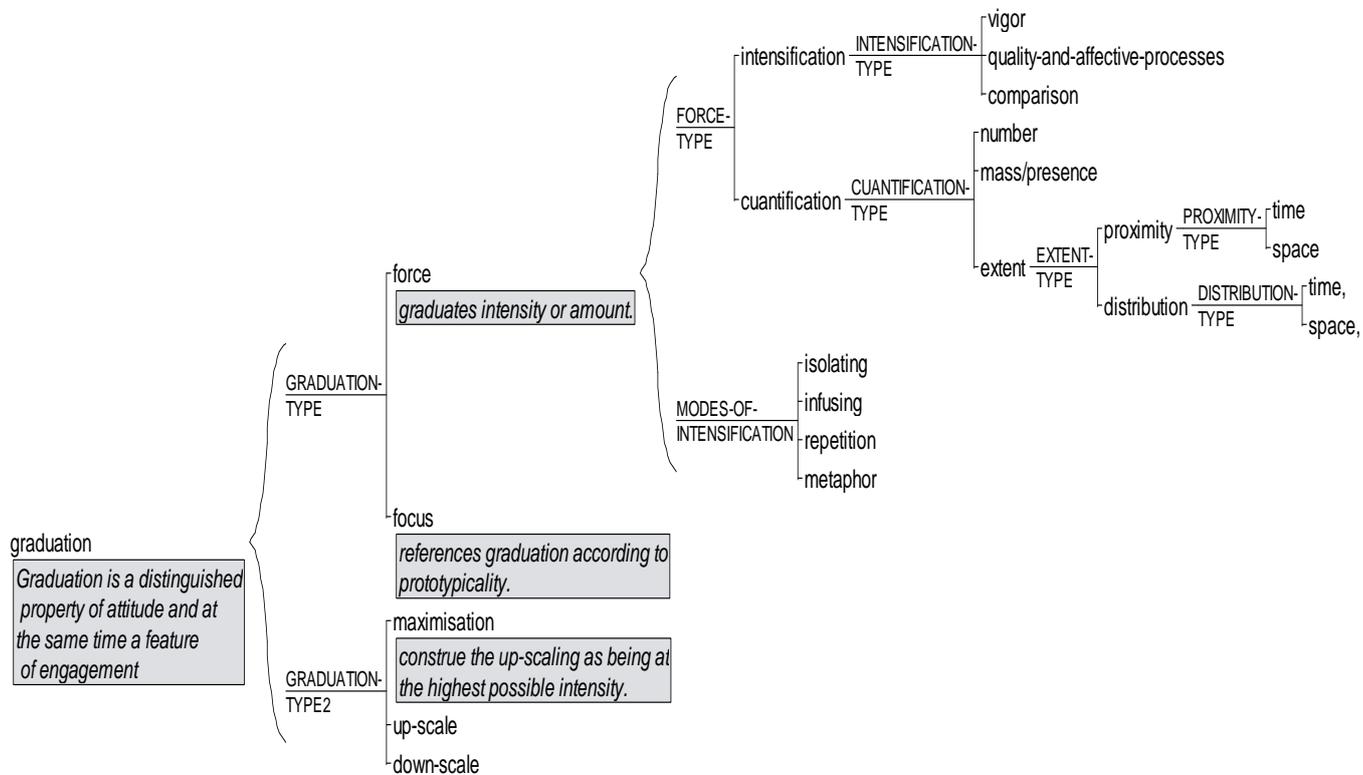


Figure 3. Scheme of graduation.

1.5- Organization of the study

This study is organised into four sections. The first one is an introduction to the project. Section II presents the theoretical background of the present study describing the model of appraisal theory in an overview of appraisal as an interpersonal system in SFL. The following subsections deal with the three domains of appraisal which underlie the study; **Engagement**, **Attitude** and **Graduation** followed by other different linguists' views of appraisal talked of as evaluation and stance. Section III presents the analysis and discussion of results. Section IV offers the main conclusions drawn from the analysis.

II. THEORETICAL BACKGROUND

This study is based mainly on Martin and White's Appraisal Theory (2005), but it also draws from other authors, such as Thompson (2004), Thompson and Hunston (2000a), Biber et al.(1999), Chafe, W. L. and J. Nichols (1986), Downing, A. & P. Lock. (2006), Marín-Arrese (2004), Marín Arrese and Núñez Perucha (2006), Hidalgo Downing (2004, 2010), and others, in order to give a nearly complete account for the inscribed and invoked linguistic choices which express the options of intersubjective positioning in the two speeches which are the object of the analysis. The present study is the result of research carried out over last years on the nature of appraisal in political discourse (see Hanawi and Hidalgo 2011, Hidalgo Downing 2010).

2.1- An Overview of Appraisal as an Interpersonal System in SFL

Martin and White "locate appraisal as an interpersonal system at the level of discourse semantics". (2005: 33) They argue that "appraisal is one of three major discourse semantic

resources construing interpersonal meaning (alongside involvement and negotiation)” (34-35). Also, they describe appraisal theory as “a model evolved within the general theoretical framework of SFL” (2005:7) whose main concern is the analysis of the interpersonal dimension of meaning. In other words, the appraisal model accounts for those evaluative resources whereby speakers/writers adopt stances towards both the material they present and the interlocutors with whom they interact. Relating appraisal to SFL is also proposed by other linguists, such as Thompson who defines appraisal as “a central part of the meaning of any text and that any analysis of the interpersonal meanings of a text must take it into account”. (2004: 75). Eggins, in her turn, relates the three subtypes of appreciation; reaction, composition and valuation to mental processes. Reaction is related to affection, composition to perception and valuation to cognition. In other words, a metafunctional interpretation of the appreciation framework relates reaction to “interpersonal significance, composition to textual organisation and valuation to ideational worth” (Martin and White, 2005: 57). On the other hand, according to Martin and White “Halliday’s work on mood, modality and interpersonal metaphor provides the bridge between interpersonal grammar and appraisal” which underpins the connection between the sub-categories of Judgement and Halliday’s system of modalization as follows: Normality is connected to usuality, as capacity is to ability, as tenacity is to inclination, as veracity is to probability, as propriety is to obligation as it appears in figure (4).

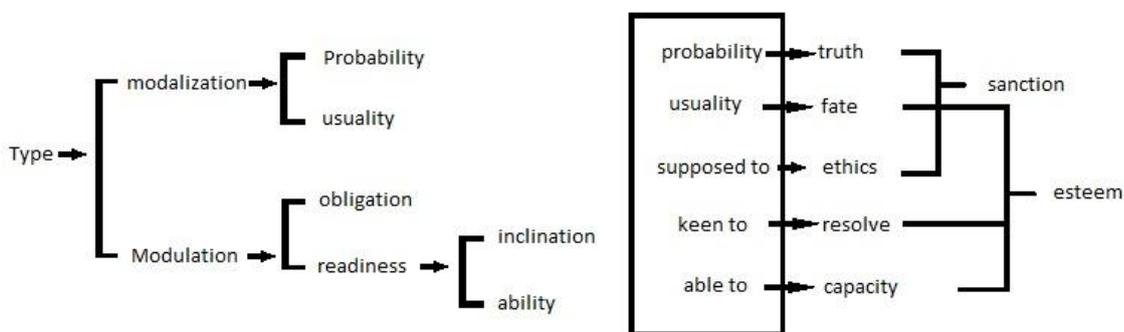


Figure 4. Modality and types of judgement

(Adapted from Martin & White 2005: 54)

Within the appraisal system Martin and White state three interacting domains: **attitude**, **engagement** and **graduation** which will be dealt with separately in the following subsections.

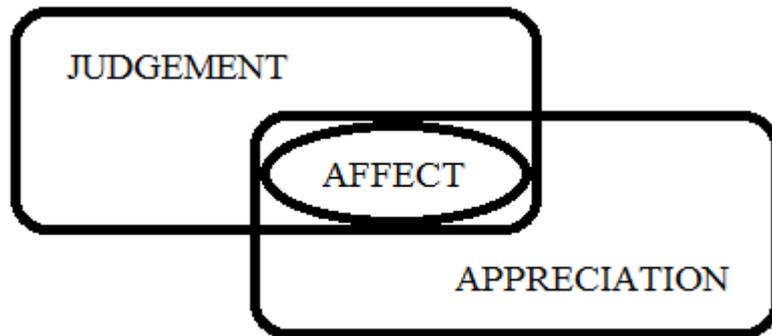
2. 2- ATTITUDE DOMAIN

Martin and White outline a framework for attitude as a system of meaning which maps feelings as they are construed in English texts. As they point out “This system involves three semantic regions covering what is traditionally referred to as emotion, ethics and aesthetics”. (2005: 42) The three semantic regions, as Martin and White define them, are affect, judgement and appreciation respectively. Affect “is concerned with registering positive and negative feelings: do we feel happy or sad, confident or anxious, interested or bored? Judgement deals with attitudes towards behaviour, which we admire or criticise, praise or condemn. Appreciation involves evaluations of semiotic and natural phenomena according to the ways in which they are valued or not in a given field.” (2005: 42-43).

Painter (2003, as cited in Martin and White 2005: 42) suggests that emotion, as one of the three semantic regions which have already been mentioned above “is at the heart of these regions since it is the expressive resource we are borne with and embody physiologically from almost the moment of birth.” Martin and White reflect Painter’s view by proposing a way to see “judgement and appreciation as institutionalised feelings, which take us out of our everyday common sense world into the uncommon sense worlds of shared community values.” (2005: 45). Thus, a process of reworking feelings begins, according to Painter (2003), “in the home in the very first stages of linguistic development.” It reworks feelings in the realm of proposals about behaviour as judgement and of propositions about the value of things as appreciation.

ethics / morality (rules and regulations)

feeling institutionalized as proposals



feeling institutionalized as propositions

aesthetics /value (criteria and assessment)

Figure 5. Judgment and appreciation as institutionalized affect

(Adapted from Martin & White 2005: 45)

2.2.1- Attitude grammatical structures

As a discourse semantic system, attitude realisations, especially affect, diversify into a range of grammatical structures. They contain, in Halliday's terms (1994, as cited in Martin and White 2005: 45-46) "modification of participants and processes, affective mental and behavioural processes, and modal adjuncts." In addition to grammatical metaphors, including nominalised realizations of qualities and processes. (This will be explained in detail in 2.5.2, Biber's sub- section below).

2.2.2- The three semantic regions of attitude

2.2. 2.1- Affect “focuses on the feelings of the appraiser.” (Thompson 2004-76)

In their classification of affect Martin and White draw on the following six main factors:

The examples (1) to (10) below are provided by them.

1- Are the feelings popularly construed by the culture as positive or negative ones?

(1) The captain was happy/ sad.

2- Are the feelings realised 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?

(2) She felt happy with him.

3- Are the feelings construed as directed at or reacting to some specific emotional trigger or as a general ongoing mood?

(3) Reaction to other: The captain disliked leaving.

(4) Undirected mood: The captain was sad.

4- How are the feelings graded, towards the lower end of intensity or the higher end of intensity?

(5) The captain disliked/ hated/ detested leaving.

5- Do the feelings involve intention (rather than reaction) with respect to a stimulus?

(6) Realis: The captain disliked leaving.

(7) Irrealis: The captain feared leaving.

6- The final variable in Affect groups emotions into three major sets having to do with un/happiness, in/security and dis/satisfaction. The un/happiness variable covers emotions

concerned with affairs of the heart – sadness, hate, happiness and love; the in/ security variable covers emotions concerned with ecosocial well-being – anxiety, fear, confidence and trust; the dis/satisfaction variable covers emotions concerned with telos (the pursuit of goals) – ennui, displeasure, curiosity, respect.

(8) The captain felt sad/ happy

(9) The captain felt anxious/ confident

(10) The captain felt fed up/absorbed

(Adapted from Martin & White 2005: 46-49)

2.2. 2.2 - **Judgement** “focuses on the qualities of the appraised.” (Thompson 2004-76).

Judgement is our attitudes towards people and the way they behave. It consists, as mentioned above, of those institutionalised feelings in the form of rules and norms of behaviour (ethics). It is represented in two main types:

- **Social esteem** to evaluate:

normality (how unusual someone is)

capacity (how capable someone is)

tenacity (how resolute someone is)

- **Social sanction** to evaluate:

veracity (how truthful someone is)

propriety (how ethical someone is) (Martin & White 2005: 52).

2.2. 2.3- **Appreciation** “focuses on the qualities of the appraised.” (Thompson 2004-76).

In Martin’s terms it is “our evaluation of “things”, especially things we make and Performances we give, but also including natural phenomena - what such things are worth.” (2005: 56). It is divided into three sub-categories:

- **Reaction:** 1- impact “did it grab me?” 2- quality “did I like it?”
- **Composition:** 1- balance “did it hang together?” 2- complexity “was it hard to follow?”
- **Valuation:** was it “worthwhile?” (56).

ATTITUDE		
Affect	Judgement	Appreciation
Positive vs. negative	Social esteem	Reaction
External vs. internal	Social sanction	Composition
Directed at vs. reacting to		Value
Low vs. high intensity		
Intention		
Un/happiness, in/security, dis/satisfaction		

Table 1. Attitude Regions

2.2.3- Indirect Realization

It is known that “interpersonal meanings are not inherently tied to specific constituents but spread over the whole clause; and they may well be cumulative, reinforced by being expressed at several points in the clause” (Thompson 2004-66). Being a discourse semantic resource that construes interpersonal meaning, as mentioned above, appraisal enjoys the same characteristic of spreading out and colouring “a phase of discourse as speakers and writers take up a stance oriented to affect, judgement or appreciation” (Martin & White 2005- 43). This helps to explain why Martin & White insist on the importance of taking in account invoked evaluation as much as inscribed realization.

In other words, they observe that appraisal is not restricted to inscribed realization, but invoked evaluation can be created by ideational meanings even without attitudinal lexis that tell receivers how to feel. Also, they point out that analysing the invoked evaluation is not less important than analysing the inscribed realization. Since avoiding invoked evaluation could give an impression “that ideational meaning is selected without regard to the attitudes it engenders” (2005-62). In addition, they reveal an interesting role to the inscribed attitude in its relation with invoked evaluation, stating that “inscribed attitude launches and subsequently reinforces a prosody which directs readers in their evaluation of non- attitudinal ideational material under its scope.” (64). On the other hand, it is worth mentioning that the importance of this balance of inscribed and evoked appraisal is confirmed by Thompson who points out that “to get a full picture of appraisal in any text we have to take both into account”. (2004-78)

2.3- ENGAGEMENT DOMAIN

2.3.1- An Overview of Engagement

Engagement is concerned with the intersubjective positioning realized by linguistic resources which speakers/writers use to “adopt a stance towards the value positions being referenced by the text and with respect to those they address”. (Martin & White 2005: 92). In other words, engagement is concerned with those resources which construe “a heteroglossic backdrop of prior utterances, alternative viewpoints and anticipated responses.”(97)

2.3.1.1- Dialogic Perspective

In their discussion of engagement, Martin & White share with Stubbs the view that “whenever speakers (or writers) say anything, they encode their point of view towards it” (Stubbs 1996: 197, as cited in Martin & White 2005: 92). In addition, they rely on Bakhtin’s/Voloshinov’s notion which suggests that “all verbal communication, whether written or spoken, is ‘dialogic’ in that to speak or write is always to refer to, or to take up in some way, what has been said/written before, and simultaneously to anticipate the responses of actual, potential or imagined readers/ listeners .” (92).

Taking as a point of departure this dialogic perspective, which views the function of language as social relationships, Martin & White study the nature of the relationship into which the speaker enter with “other speakers who have previously taken a stand with respect to the issue under consideration.” (93). They are concerned with the degree of acknowledgement of prior speakers by a present speaker and the ways he/she uses to engage with them. Is he/she

standing with or against or neutral in relation to those prior speakers and their value positions?

Also, they are interested in the anticipatory aspect of the text which means the signals speakers provide to indicate their expectation of the listener's response to "the current proposition and the value position it advances." (93) In addition, they show their interest in "whether the value position being presented as one which can be taken for granted for this particular audience, as one which is in some way novel, problematic or contentious, or as one which is likely to be questioned, resisted or rejected." (93) Therefore, they outline a framework which is oriented towards meaning in context and rhetorical effects more than grammatical forms. However, it presents together lexical and grammatical locutions which include wording traditionally known as "modality, polarity, evidentiality, intensification, attribution and concession". (94) Thereby,

under the heading of engagement all those locutions are grouped together to be the means the speaker uses to position his voice in relation with "other voices and alternative positions construed as being in play in the current communicative context" (94)

2.3.2- Value position, alignment and the putative reader

Martin and White point out that by alignment/disalignment they "refer to agreement/disagreement with respect to both attitudinal assessments and to beliefs or assumptions about the nature of the world, its past history, and the way it ought to be." (95) In addition to this view, it is worth mentioning that by making the issue of alignment/disalignment central to the modelling of the intersubjective positioning, they try to expand the understanding of the following points:

- When speakers/writers announce their own attitudinal positions, they not only self – expressively speak their own mind, but simultaneously invite others to endorse and to share with them the feelings, tastes or normative assessments they are announcing. Thus declarations of attitude are dialogically directed towards aligning the addressee into a community of shared value and belief. (95)
- The ways in which these resources act to “write the reader into the text” by presenting the speaker/writer as, for example, taking it for granted that the addressee shares with them a particular view point, or as anticipating that a given proposition will be problematic (or unproblematic) for the putative reader, or as assuming that the reader may need to be won over to a particular viewpoint, and so on. (95)
- How the relationship typically termed solidarity is construed ...(96).

Martin and White insist on a fact that speaker/writer can maintain solidarity with receivers even when they don't agree with them “by indicating that they recognise this diversity of viewpoints as valid and that they are prepared to engage with those who hold to a different position.” (96). Thus, according to them “solidarity can turn, not on questions of agreement/ disagreement, but on tolerance for alternative viewpoints, and the communality into which the writer/ speaker aligns the reader can be one in which diversity of viewpoint is recognised as natural and legitimate.”(96)

2.3.3- Engagement and the dialogistic status of bare assertions

Bare assertion propositions don't overtly refer to other voices or recognise alternative positions. Therefore, “the communicative context is construed as single voiced or, in Bakhten's

terms “monoglossic” and “undialogised.””(99). As a result, utterances which make no reference to other voices and viewpoints are categorised as monoglossic, while utterances which invoke or allow for dialogistic alternatives are categorised as heteroglossic. However, according to Martin & White, although, categorical assertion is “characterised as intersubjectively neutral, objective or even factual.” (99), it could be as intersubjectively loaded as any other heteroglossic utterance. It depends on whether “the proposition is presented as taken- for-granted or whether, alternatively, it is presented as currently at issue or up for discussion.(100) In other words, when a writer/speaker presents a proposition as taken- for-granted he construes for the text a putative addressee who shares with him this value position. Otherwise, he could lose that putative addressee’s sharing if he presents monoglossical proposition as up for discussion and argumentation.

2.3.4- **Heteroglossia: dialogic contraction and expansion**

As mentioned above in (2.3.3) utterances which invoke or allow for dialogistic alternatives are categorised as heteroglossic. Hence, heteroglossia involves the overtly dialogistic locutions which according to their intersubjective functionality create two dialogical categories: **expansion** and **contraction**.

2.3.4.1- **Expansion category**

Expansion opens up the dialogic space for alternative positions. It includes two sub-categories.the first is what Martin and White term **entertain** and the second is **attribution**.

❖ Entertain

When the position of the textual voice is presented as one among many other possible positions this means the authorial voice allows or entertains other alternative dialogic voices. This semantic sub-category includes locutions of assessments which are traditionally known as “epistemic modality” (See Downing & Lock 2006; Greenbaum & Quirk 1990; Lock, Graham 1996; Biber 1999), and “evidentiality” (See Chafe and Nichols (1986) chapter 16), while within the systemic tradition it is known as “modals of probability”. They are formulations of assessments of likelihood such as, modal auxiliaries, modal adjuncts, modal attributes, circumstances of the “in my view” type in addition to certain mental verbs which Martin & White classify as locutions of entertain following Halliday who argues that certain mental verb projections are “modal in their communicative functionality.” (Martin and White 2005: 105). Evidentiality, as mentioned above, is another value included in the grammar of entertain. By its

“evidence/appearance based postulations” (105) the speaker/writer deducts or surmises a proposition. Thereby, they open up the dialogic space to other alternatives. Regardless of the traditional meaning of lack of certainty that these formulations convey in some contexts, dialogistically they “construe a heteroglossic backdrop” for the text, since the speaker/writer presents the proposition in an individual subjectivity “recognising that the proposition is but one among a number of propositions available in the current communicative context.”(105)

Entertain, also, involves locutions of permission /obligation traditionally known as “deontic modality”. (See the same references mentioned above with epistemic modality). It is considered as a different dialogic type which deals with control, compliance and resistance. Nevertheless, it still performs the dialogical function of the entertain category as part of it. By

entertain, construing a heteroglossic backdrop for the text, the audience is divided over the issue at stake, into those who share the referenced value position and others who don't. As a result of this recognising and validating of other values, the speaker/writer builds solidarity with those who show alternative positions', at least, "as potential participants."(109)

❖ Attribution

By attribution the text's internal voice disassociates itself from the proposition being advanced to attribute it to an external voice. It is achieved through direct and indirect reported speech and thought. This means communicative process verbs, mental process verbs and their nominalizations, and adverbial adjuncts as *according to* and *in X's view*. Attribution includes two sub-categories: Acknowledge and distance.

▪ acknowledge

In using verbs like *say, report, declare, believe* and *think*, the position of the authorial voice is not clear with respect to the proposition. According to Martin and White, acknowledgement is dialogic for the same reasons that values of entertain is dialogic.

▪ Distance

What distinguishes distance from acknowledge is the explicit distancing of the textual voice from the attributed material. It is realised by the reported verb *to claim* and by certain uses of scare quotes. According to Caldas- Coulthard by using *claim* the author "detaches him/herself from responsibility for what is being reported" (1994: 295, as cited in Martin & White 2005: 113). Therefore, it could be said that distance is not only expansive, but "maximises the space for dialogistic alternatives."(2005: 114)

2.3.4. 2- Contraction category

This category contrasts to the previous one, expansion, (See section 2.3.4.1) since it acts “to contract the dialogic space rather than to open it up.” (Martin & White 2005- 117) It contains two broad categories: **disclaim** and **proclaim**.

➤ **Disclaim**

According to Martin & White, the formulations of disclaim, presented by two sub-categories **deny (negation)** and concession/**counter** expectation, invoke some alternative

position “to be directly rejected, replaced or held to be unsustainable.”(118) They consider negation or rejection of a position as maximally contractive. Since, despite the recognition of the alternative position, “it is held not to apply.” (118)

○ **Negation: alignment and writer-reader relationship**

Martin & White speak of a variable mechanism of negation in relation to alignment and putative reader positioning. Sometimes the negation is directed outwards towards a third person. Therefore, the speaker disaligns with that third party and consequently, aligns the receiver to take the position of opposition to that third party’s views. Other times the negation is directed towards the beliefs of the putative addressee. This is what Tottie 1987 & Pagano 1994 call “implicit negation” (as cited in Martin & White 2005: 119). By using it the speaker appears as being more knowledgeable in some issue than the receiver and tries to correct some

misunderstanding on the receiver's part. So, this kind of negation could be considered as corrective more than confrontational, and it enhances solidarity with the receiver.

- **Counter**

Counter as the second sub-category of disclaim is achieved through formulations which counter the current proposition to what has been expected in its place. It is considered as dialogistic as denial since it invokes a contrary position which is then not to hold. Also, It is similar to denial in aligning receivers by projecting on to them "particular beliefs or expectation". (121) It is realised via conjunctions and connectives such as *but, although*, comment adjuncts/adverbials such as *surprisingly* and adjuncts such as *even, only, still* etc...

- **Proclaim**

Three sub-types are included in the category of proclaim; **concur**, **endorse** and **pronounce**. They are formulations which “act to limit the scope of dialogistic alternatives in the ongoing colloquy.” (121)

- **Concur**

In this sub-category the speaker/writer uses some formulations, such as *of course, naturally etc...*, to indicate that he/she has the same knowledge as the receivers and to show his/her agreeing with them. These formulations present the speaker in dialogue with the addressee, so they are dialogistic and at the same time contractive by “excluding any dialogistic alternative from the ongoing colloquy” (124)

- Endorsement

The speaker/ writer uses some formulations to construe propositions sourced to external sources as correct, valid or warrantable. They are verbal processes like *show, prove, demonstrate etc...*, in addition to their nominalizations. By endorsing a proposition of a prior speaker, a dialogic relationship of alignment with that speaker is created which, in its turn, reflects a multiple subjectivity- that of both the external and internal voice. As a result of this individual subjectivity and its being in tension with other subjectivities, endorsements construe a heteroglossic backdrop of alternative viewpoints and at the same time “exclude any such alternatives from the ongoing colloquy” (127)

- Pronounce

The formulation of pronounce includes authorial emphases or interpolations. Such as, *I contend, the fact of the matter*, and for clausal scope *indeed* and *really*. Through the effort of pronounce the subjective role is made more salient by the authorial voice which asserts itself against some assumed contrary pressure of challenge. In other words, the authorial voice intervenes against the acknowledged diversity of the current communicative context to reduce its dialogic space. This reveals that pronouncement formulations function in a similar way to the two sub-categories of disclaim- deny & counter (See 2.3.4.2. above) in that, they are dialogistic acknowledging the counter view and at the same time they are contractive resisting that dialogistic alternative.

This similarity especially with denial appears in the addresser- addressee relationship of alignment and solidarity which depends on whether the challenge is to a value position of the addressee or of some alternative third party. If it is against the addressee, there will be an overt

threat to solidarity with him/her, while if it is against some third party on behalf of the addressee, the speaker builds solidarity with that addressee.

2.4- GRADUATION DOMAIN

2. 4.1- An Overview

As graduation is a distinguished property of attitude and at the same time a feature of engagement, this study gives a good space to it and to its sub-categories in order to give a complete analysis of the two discourses. Martin & White make it clear that “The semantic of graduation, therefore, is central to the appraisal system.” (2005-136). It is based on two types of scalability: 1- **Focus** references graduation according to prototypicality as phenomena which could be evaluated as prototypical by locutions such as *true, real*, or to be considered on the outer margins of the category by other kind of locutions such as *kind of, sort of*. 2- **Force** graduates intensity or amount operating over “categories which involve inherently scalar assessments” (137) of positivity/ negativity, in addition to size, vigor, extent, proximity etc... These two types will be explained separately in detail in the following sections.

2.4.2- Focus

It is typically applied to categories which are not scalable being seen from an experiential view. In other words, focus reconstrues those clearly bounded, “either-or categories” (137) to

make it possible to graduate them in “a scalable cline of prototypicality” (137) as examples (11) to (15) illustrate:

(11) They don’t play *real* jazz.

Focus could be up-scaled, or “sharpened”, to indicate prototypicality:

(12) A real father.

Or down-scaled, or “softened” to marginalize the membership in the category:

(13) They *sort of* play jazz.

However, this type of graduation doesn’t only comprise experiential categories, but also some inherently scalar categories, as example (14) shows:

(14) *genuinely* red carpet.

In addition to some attitudinal terms graduation by reference to prototypicality, as example (15) illustrates:

(15) I am feeling *kind of* upset.

2.4.2.1- Focus, experiential categories, inscribed attitude and writer-reader

relationship

With experiential categories graduated under focus, the graduation is employed with attitudinality. Therefore, up-scaling often grants a positive attitudinal assessment as example (12) above illustrates, while down-scaling indicates a negative assessment as example (13) above shows. On the other hand, with explicitly attitudinal terms graduated according to prototypicality, the up- scaling or sharpening /down-scaling or softening of the value is what

defines the rhetorical effect. Hence, under up-scaling the effect indicates that the authorial voice is maximally invested in the advanced value position (either negative or positive) and consequently, aligns the reader into that same value position. In contrast, under down-scaling and when the term is a negative one, the effect indicates that the speaker/writer shows little investment in the value position. Whereas, when the term is a positive value the speaker softens it if he sees that it could be problematic for addresser-addressee solidarity.

2.4.3- Force – intensification and quantification

Force graduates the degrees of intensity and amount, **intensification** for the first and **quantification** for the second in Martin & White’s terms.

2.4.3.1- intensification

Assessments of intensification operate over quality, processes and the verbal modality of likelihood, usuality, inclination and obligation, whereas assessments of quantification operate over entities. They involve “the imprecise measuring of number and imprecise measuring of the presence or mass of entities according to such features as their size, weight, distribution or proximity.”(141)

Modes of intensification - Isolating

Martin & White talk of two broad types of intensification – “**isolating**” and “**infusing**”. It is isolating intensification when up- scaling/ down-scaling is realized by an isolated item that

functions primarily to set the level of intensity, while it is infusing intensification when other meanings having other semantic functions are fused with the up/down-scaling sense. In other words, it doesn't function solely to set the level of intensity. In addition, they state that comparatives and superlatives realise localised or relative scaling intensity as follows:

(16) Less, least, more, most probable.

Isolating intensifications scale qualities as pre-modifier of an adjective.

(17) A bit, somewhat, rather, very miserable.

Or of an adverb,

(18) Slightly, somewhat, fairly, quite abruptly.

Or of verbal processes by modifying them adverbially

(19) This upset me Slightly, a bit, somewhat, greatly.

- **Maximisation**

Martin & White talk of a criteria of the highest possible point of intensity at the scaling dimension represented by locutions or “maximisers” such as, *utterly, absolutely, thoroughly*

etc... . They also include “*always*” as the highest value of the modal assessments of usuality which transmits the investment of a speaker in the proposition.

- **Lexicalization**

Intensification is not only carried out by “grammatical” isolated modifiers, (eg *slightly*, *very*, *rather*) (142), but also by lexical “locutions which are either figurative” (143) as example (20) demonstrates:

(20) ice cold.

or which convey an attitudinal overtone shown in example (21) below:

(21) perfectly happy.

Modes of intensification - Infusion

With infused intensification the scaling is no more than “one aspect of the meaning of a single term”(143), i.e. In contrast to isolating, infusing doesn’t involve separate lexical items to show scaling, but “a sequence of semantically related terms” (144) which contrast between each other in their degree of intensity. They scale quality:

(22) contented, happy, joyous.

Or process:

(23) This disquieted, startled, frightened, terrified me.

Or modality:

(24) possible, probable, certain.

Another mode of intensification – repetition

Another way of intensification is to repeat the same lexical item as example (25) reveals:

(25) It’s *hot hot hot*.

Or to group a list of terms which relate to each other semantically as it is clear in the following example:

(26) The most immature, irresponsible, disgraceful and misleading address.

- **Intensification and vigour verbal Processes**

Taking in account that the intensification of processes is more complex grammatically than what already explained, Martin & White provide additional explanation arguing that as qualities realized by adjectives and adverbs, they are usually scalable by grammatical intensifiers, whereas a small subset of processes is scalable via the same means, like verbs of affect and other semantic subsets. However, according to Martin & White, English doesn't allow to scale the intensity of action presented by a motion verb

neither the intensity of verbs of perception by grammatical intensifiers. Instead, following Hood (2004) (as cited in Martin & White 2005: 146), they state that these verbs are scaled by means of lexical adverbs which refer to a notion of vigour as the following example shows:

(27) The water flowed slowly, swiftly.

It is worth mentioning that this type of scaling is not restricted to isolating, but also to infused intensification of verbal processes, such as:

(28) The clouds *drifted*, *raced* across the sky.

- **Intensification of Processes – metaphor**

Intensification of processes is occasionally realized via figurative meanings (metaphor and simile) which occur under both isolation and infusion as follows:

(29) He came out like a jack in box.

(30) Prices have sky-rocketed.

2.4.3.2- Quantification

Quantification scales **amount** (like size, weight, strength, number) and **extent**. The latter covers distribution and proximity in time and space. (ie how widely, how long lasting, how near, how recent). What characterized a quantified entity is that it could be either concrete, for instance:

(31) Large shark.

or abstract carrying attitudinal meaning:

(32) A great success.

(33) I have many worries.

Modes of quantification

It scales imprecise number (a few, many), imprecise mass or presence (small) and imprecise extent in time and space measured with respect to proximity (recent, near) or distribution (long lasting, wide- spread).

- **Isolation and infusion**

Usually it is performed by isolating terms (many, heavy). However, similarly to infusion shown above under intensification, some noun heads carry the estimation of quantity forming delexicalised metaphor as in example (34) below:

(34) The trickle of enquiries.

- **Force (intensification and quantification), attitude and writer-reader**

relationships

There is an interaction between force, with its two subtypes, and attitude to either increase or decrease the volume of that attitude. “Up scaling of attitude frequently acts to construe the speaker/ writer as maximally committed to the value position being advanced and hence as strongly aligning the reader into that value position”(152) creating a relation of alignment and solidarity.

2.5- OTHER VIEWS OF APPRAISAL BY OTHER LINGUISTS

2.5.1- Thompson and Hunston

Linguists use different terms to name what Martin and White term as appraisal. For example, Conrad and Biber call it Stance while Thompson and Hunston call it Evaluation and Stance.

Thompson and Hunston in “Evaluation: An Introduction” try to show the importance of evaluation. They argue that “The expression of the writer’s or speaker’s opinion is an important

feature of language; that it needs to be accounted for in a full description of the meaning of texts.” (2000a, p. 2).

They define evaluation as “the broad cover term for the expression of the speaker or writer’s attitude or stance towards, viewpoint on, or feelings about the entities or propositions that he or she is talking about.” (7) They declare that certainty or obligation or desirability may form attitudes. They refer to modality as a subcategory of evaluation. This reflects what Martin and White term as locutions of entertain (See 2.3.4.1. above). They admit that the term evaluation is as slippery as any of the others in this field. They add that sometimes evaluation is used to analyze emotional attitudes, appraisal in Martin’s terms or attitudinal stance in Conrad & Biber’s terms.

As an answer to why evaluation is important, they state that it performs **three functions** which make it an object of interest to the linguists.

1- “It expresses the speaker’s or writer’s opinion reflecting thvalue system of that person and their community.”(6) When readers could know what the writer thinks or feel throughout his

evaluation of things, it doesn’t only mean they know the writer’s ideas, but they get the chance to get an idea about his communal value- system which forms a part of the “ideology which lies behind every text. Thus, identifying what the writer thinks reveals the ideology of the society that has produced that text.”(6)

2- “It constructs and maintains relations between the speaker or writer and hearer or reader” (6) throughout manipulation, hedging and politeness. First, readers can be manipulated to see

things in a particular way throughout evaluation, especially when it is treated as given, not new, information. Thereby, “the reader’s acceptance of the evaluation is simply assumed.”(8) Thus, the reader is more likely to be successfully manipulated when the evaluation is placed less salient in the clause. Second, “the hedging is a politeness device, a strategy in the maintenance of relations between writer and reader.”(10)

3- It organizes the discourse. The relationship that evaluation builds between writer and reader exists in terms of the text itself more than just the information in it. This means that besides the fact that the writer tells the reader what happened and what is his opinion about it, he tells the reader about the beginning of the text, the development of the argument and about the end of their interaction. “Sinclair (1987, as cited in Geoff Thompson and Susan Hunston, p. 11) argues that evaluation, in writing as in speech, tends to occur at boundary points in a discourse, thereby providing a clue to (monitoring) its organization.”

As an answer to the question how do we recognize evaluation, they state two modes: conceptual and linguistic. Conceptually, evaluation has been noted to be comparative, subjective and value-laden. Therefore, identifying signals of comparison, subjectivity and social value means identifying evaluation. As an example of comparison, they talked of the use of counter and negative “which compares what is not with what might be.”(13) Thereby, they reflect what Martin and White talk of as **Disclaim** (See 2.3.4.2. above). Recognizing evaluation conceptually has the benefit of not restricting its scope. Thereby, lexical repetition can be interpreted as evaluation. Also here, they reflect Martin and White’s argument of repetition as another way of intensification (See 2.4.3.1. above). The linguistic identification of evaluation consists of three aspects; Lexis, grammar and text: This will be discussed in detail in the following sub- section of Biber.

2.5.2- Biber et al.

In their outlining a framework for the concept of stance, Biber et al (1999), chapter 12, suggest that “In addition to communicating propositional content, speakers and writers commonly express personal feelings, attitudes, value judgements, or assessments; that is, they express a ‘stance’”. They state three ways to express stance meanings: grammatical devices, word choice and paralinguistic devices, in addition to three major meanings associated with these forms. The third way, paralinguistic devices, is beyond the scope of the present study. Therefore, no discussion of it will appear here.

2.5.2.1- Major grammatical devices of stance

What characterises grammatical devices of stance is that it involves two distinct components; one is the stance, while the other is a proposition framed by that stance. Nevertheless, and according to Biber, stance adverbials and complement clause constructions are the clearest among them all.

- Stance adverbials. (See Conrad, and Biber. 2000)

(35) **Unfortunately**, we cannot do anything about it.

- Stance complement clauses.

(36) I’m very **happy** that we’re going

- Modals and semi-modals.

(37) I **might** be up before you go.

- Stance noun + PP.

(38) They deny the **possibility of** a death wish.

- Premodifying stance adverb.

(39) I'm **so** happy for you

2.5.2.2- Lexical marking of stance

This type contrasts with the grammatical devices by involving just one proposition. So, stance here is expressed throughout a value-laden word or evaluative lexical item whose grammatical structure has nothing to indicate that they mark stance. Therefore, its interpretation depends, on the one hand, on the context and shared background and on the other hand, on the listener/ reader's ability to recognize the use of value-laden words. It is usually either an adjective, a main verb or a noun.

2.5.2.3- Major semantic distinctions conveyed by stance markers:

Biber points out that sometimes it is difficult to define the meaning of a stance marker as a result of its ambiguity. However, he groups stance markers into three major semantic categories: epistemic, attitudinal and style of speaking.

- **Epistemic stance** markers comment on the status of information in a proposition, i.e. to comment on certainty (or doubt), actuality, precision, or limitation; or to indicate the source of knowledge. Speaker can use all types of grammatical devices to mark epistemic stance.
- **Attitudinal stance** markers report personal attitudes and feelings or emotions. However, they are less common than epistemic markers and more limited grammatically, e.g. comment clauses and hedges are not used in attitudinal stance.

- **Style of speaking stance** markers comment on the communication itself. Within this category speaker/writer uses only stance adverbials (*Honestly, frankly*) and some complement clauses, for instance:

(40) I swear there was a moon.

III- RESULTS: ANALYSIS AND DISCUSSION

This section presents the results regarding the frequency and distribution of appraisal resources in both speeches shown in figures 5 to 16. It is divided into five sub-sections. The first one supplies **a general view of the total number of the resources** of each one of the three domains (attitude, engagement and graduation) as it appears in both speeches shown in figure 5. Figures 6 to 16 show frequencies per 1,000 words. The second sub-section deals with the results of **attitude** domain shown in figures 6, 7 and 8 with their discussion. The third sub-section deals with the results of **engagement** shown in figures 9, 10, 11, 12 and 13 followed by their discussion. The fourth sub-section deals with the results of **graduation** as the last domain of appraisal. It is shown in figures 14, 15 and 16 with their discussion. The fifth sub-section deals with what is being appraised and who is being judged by both presidents.

3.1- TOTAL APPRAISAL RESOURCES

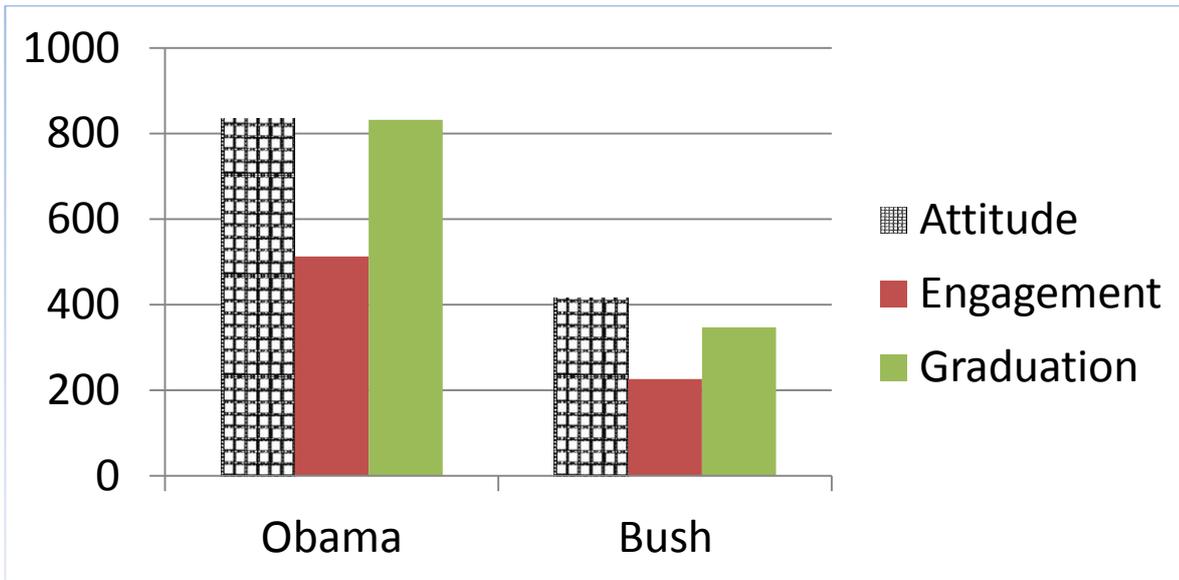


Figure 6: The total number of each of the appraisal three domains in both speeches.

A general view of total appraisal resources in both speeches unfolds that attitude and graduation have the highest number of occurrences in Obama's speech. They show the same number of (836) for each one of them, followed by engagement with a considerable difference (513). Therefore, the total number of appraisal occurrences in Obama's speech is (2185). Bush's speech shows that the highest number of occurrences is for attitude (417), followed by graduation (348) and the last is engagement (227). This means that the total number of appraisal occurrences in Bush's speech is (992). Therefore, the initial results show that the number of occurrences in Obama's speech overcomes that in Bush's. The following graphics will display the distribution and frequency of these resources.

3.2- ATTITUDE RESULTS

Frequency and distribution of attitude in both speeches

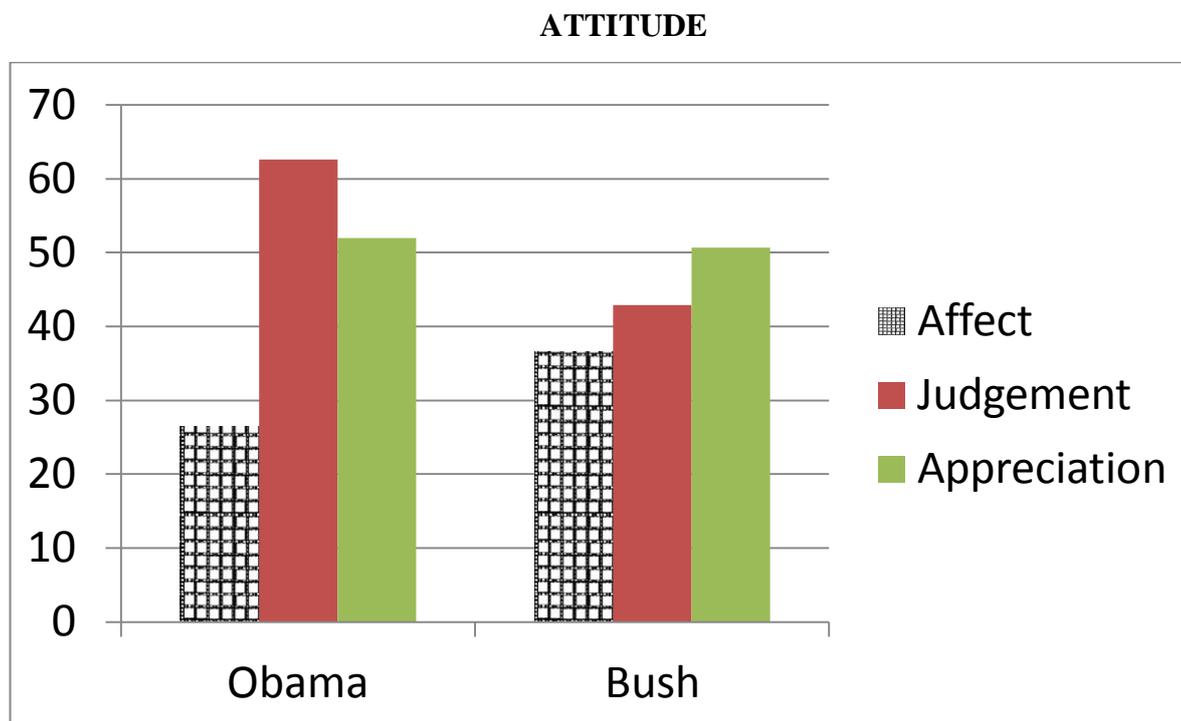


Figure 7: The three main categories of attitude, frequency per 1000 words.

Beginning with attitude to see how each president has mapped his feelings, the results demonstrate that the category of judgement is the most frequently used in Obama's speech. It is (62,58‰), followed by appreciation (51,95‰), forming a small difference between the two categories of (10,63‰). Finally, affect shows the lowest frequency amongst the three, (26,48‰). On Bush's part, the frequency of the category of appreciation dominates the frequency of the two other categories. It is (50,72‰), followed by judgement with (42,89‰), forming a small difference of (07,83‰). Finally, affect appears with (36,63‰) as the lowest frequency among the three but with a small difference of (06,26‰), in comparison with judgement.

To compare the graphic of attitude categories in both speeches the category of judgement in Obama's speech shows higher frequency than that in Bush's speech with a considerable difference between them of (19,69%). The category of appreciation in Obama's speech overcomes its counterpart in Bush's speech, but with a very small difference of (01,23%). In contrast, affect has a higher frequency, of about (10,15%), in Bush's speech than that in Obama's, taking in account that it forms the lowest category in both speeches. Maybe, this indicates that as "affect is concerned with registering positive and negative feelings" (Martin and White 2005, p.42) political discourses don't focus a lot on emotions or feelings. But, they focus, in first place, on judgment of people and the way they behave and on evaluation of things. Therefore, affect comes in the third place with the lowest rate.

Thus, results show differences and similarity relating to both speakers' concerns. Both are concerned with the institutionalised feelings, represented by judgement & appreciation, more than with emotions. In other words, they are interested more in the uncommon sense worlds of shared community values than in the everyday common sense.(See section 2.2 above) However, despite their shared interest they show differences in their primary concerns inside that shared community values. For example, Obama shows that his main interest is in judgement while Bush shows that his main interest is in appreciation. **This indicates that Obama's concerns are more valuable and serious than that of Bush.**

ATTITUDE

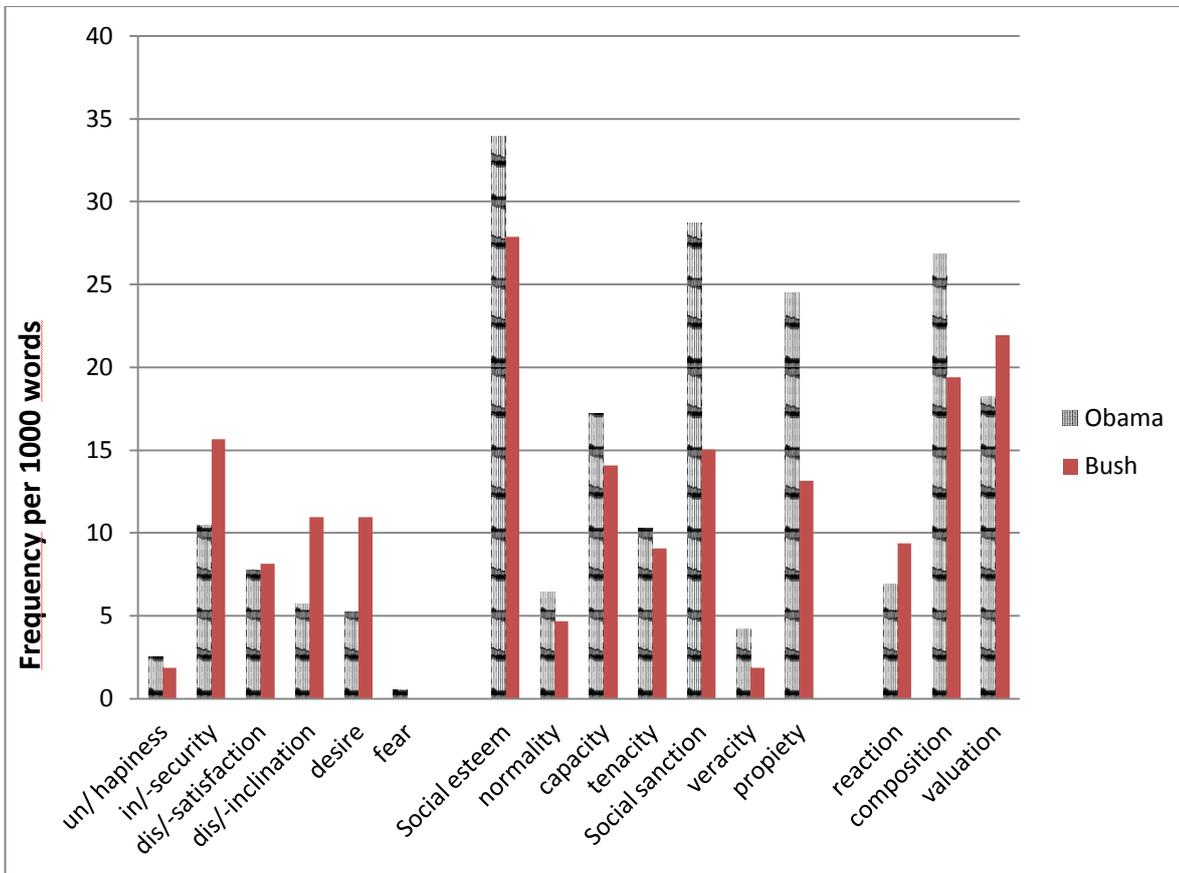


Figure 8: Sub- categories of Affect, Judgement and Appreciation.

To begin with the sub categories of affect, the results show that although both speakers reveal low interest in affect in comparison with the other two categories of judgement and appreciation, both show higher interest in security comparing to the other sub-categories of affect, especially Bush with (15,65%) and (10,46%) for Obama. This could add something about the politicians' concerns. It is followed by inclination which reflects the frequency of its sub-category desire, showing higher frequency in Bush's speech (10,96%) than in Obama's (5,73%) with (5,23%) of difference. That is because Bush spoke a lot about the desire of people in the Middle East. The frequency of satisfaction reveals that both presidents show nearly the same low interest in it with (8,14%) for Bush and (7,76%) for Obama.

The results of the sub-categories of judgement **social esteem** and **social sanction** also reveal important details about the presidents' concerns. **Social esteem** demonstrates that Obama's speech has the higher frequency of (33,9‰) while Bush's speech has (27,86‰) showing a difference of (5,23‰) only. This means both presidents show approximate interest in the values of social networks (family, friends, colleagues, etc.) and amongst the sub-categories of this category the most they both are concerned with is capacity with (17,2‰) for Obama and (14,9‰) for Bush. Maybe, this points to a shared property among presidents in general to be interested in capacity as it represents power, as the following examples show:

(41) They have **fought in our wars** (O)

(42) You **have succeeded** in building a prosperous society out of the desert (B)

Capacity is followed by tenacity (10,29‰) for Obama and (9,08) for Bush. Normality shows the lowest frequency of (6,41‰) for Obama and (4,69‰) for Bush. The category of **social sanction** demonstrates different details, with a high frequency of (28,68‰) for Obama and (15,03‰) for Bush. Within this category Obama appears more concerned with the values of civic duty and religious observances than does Bush. This is confirmed by the sub-category of, ethics, propriety which shows a frequency of (24,46‰) for Obama and (13,15‰) for Bush, forming a considerable difference of (11,31‰). This reflects a clear difference between the two presidents' concerns.

(43) And throughout history, Islam has demonstrated through words and deeds the possibilities of **religious tolerance and racial equality**. (O)

(44) In a free and just society, every person is treated **with dignity**. (B)

The results of the sub-categories of appreciation show that composition in Obama’s speech has the highest frequency of (26,82‰) while Bush’s has (19,41‰) with a difference of (7,41‰) between them. In contrast, the frequency of valuation in Bush’s speech with (21,92‰) overcomes that in Obama’s (18,22‰) forming a small difference of (3,70‰). The frequency of reaction appears as the lowest sub-category in both speeches with (6,91‰) for Obama and (9,39‰) for Bush. Maybe, it is useful to remember that first, Eggins relates the three sub-types of appreciation; reaction, composition and valuation to mental processes. Among them reaction is related to affection. (See section II- 2.1- above). Second, that political discourses don’t focus a lot on emotions or feelings. This could help us understand, on the one hand, why reaction has the lowest frequency amongst the other sub-categories of appreciation. On the other hand, it illustrates that politicians show interest in the composition (balance and complexity), and valuation (how innovative, authentic, timely, etc.) (p.56) of things, but not in reaction to things.

ATTITUDE

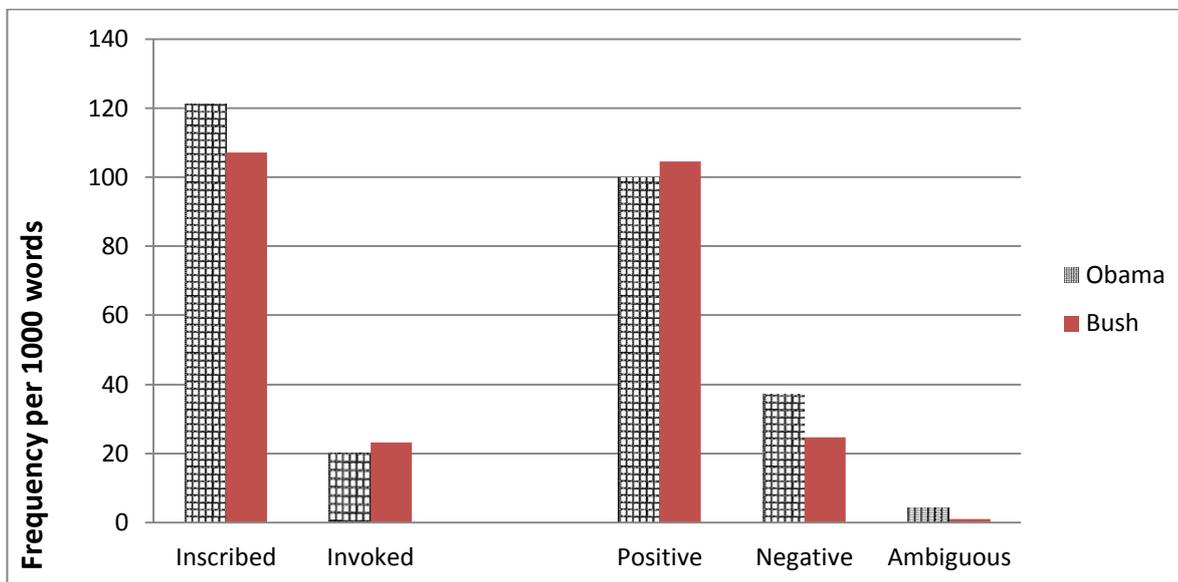


Figure 9: Explicitness and polarity of both speakers’ attitudes

Regarding the explicitness and polarity of both speakers’ attitudes, the results show that Obama’s speech has a higher frequency of (121,12‰) than Bush’s (107,07‰). This means, on

the one hand, that Obama was more explicit than Bush with a difference of (14,05‰). On the other hand, both presidents present high frequency of explicit inscribed attitude in front of low frequency of invoked (See 2.2.3, above) with (19,91‰) for Obama and (23,17‰) for Bush. Within polarity, the frequency of positive attitudes in Bush's speech (104,57‰) overcomes that in Obama's (99,87‰) with a small difference of (4,70‰). Therefore, both presidents show high frequency of positivity against negative attitudes which show (37.11‰) for Obama and (24,73‰) for Bush. Ambiguous attitudes show a very low frequency in both speeches especially in Bush's (0,94‰) and (4,05‰) for Obama. This unfolds an interesting similarity between both speakers' attitudes.

3.3- ENGAGEMENT RESULTS

Frequency and distribution of engagement in both speeches

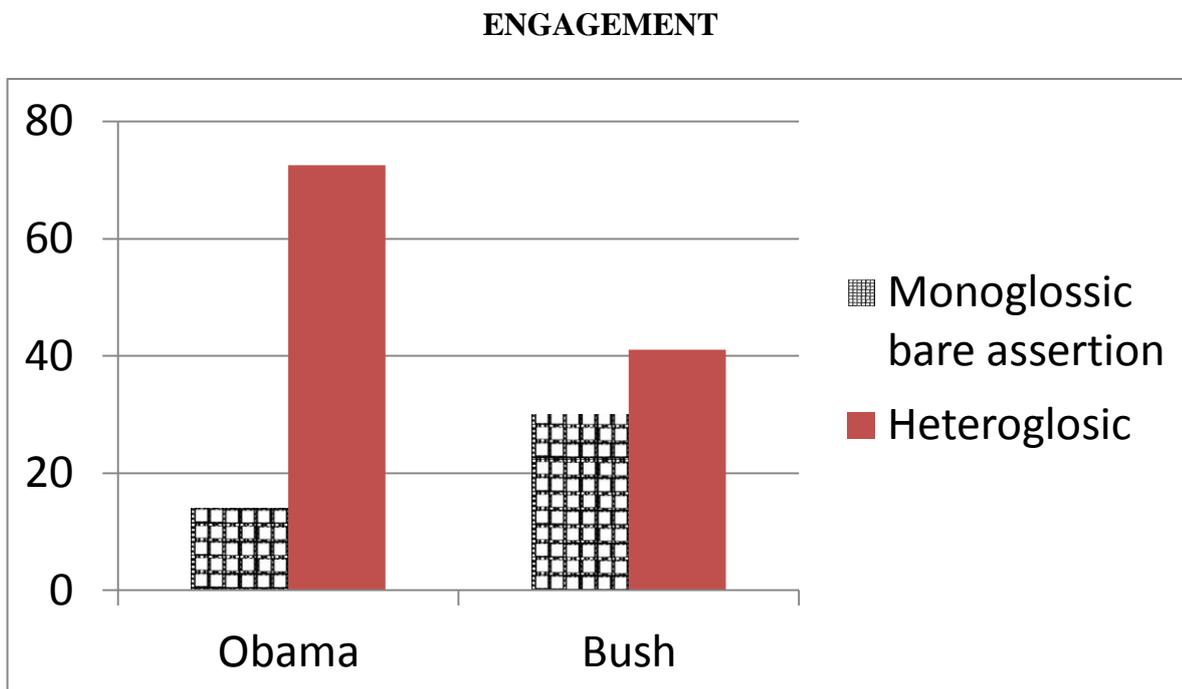


Figure 10: The two main categories of engagement; monoglossic and heteroglossic.

To begin with the two main categories of engagement, monoglosic and heteroglosic, the results demonstrate that the frequency of heteroglosic in Obama's speech with (72,54‰) has outnumbered not only the frequency of the category of monoglosic (14‰) in the same speech with a considerable difference of (58,54‰), but also the frequency of the same categories in Bush's speech. Therefore, these same categories in Bush's speech show low frequency of (41,01‰) for heteroglosic and (30,06‰) for monoglosic forming a little difference between them of (10,05‰). For instance, (45) & (46) show examples of monoglosic, while (47) & (48) show examples of heteroglosic category.

(45) You have opened your doors to the world economy. (B)

(46) Together, you represent the harmony between tradition and progress. (O)

(47) Others may **call** it the advance of justice. (B)

(48) And this cycle of suspicion and discord **must** end. (O)

This initial result indicates that Obama's speech invokes or allows for dialogistic alternatives more than Bush's. Bush's speech, in its turn, nearly allows for dialogistic alternatives as much as making no reference to other voices by dint of the proximity of the frequency of the two categories of monoglosic and heteroglosic. Therefore, Bush's speech presents a wide space in the communicative context as a single voice of Bush only. As a result, this affects the relationship of alignment and solidarity between both presidents and their audience. This is what will be clear by dealing with the results of the following sub-categories.

ENGAGEMENT

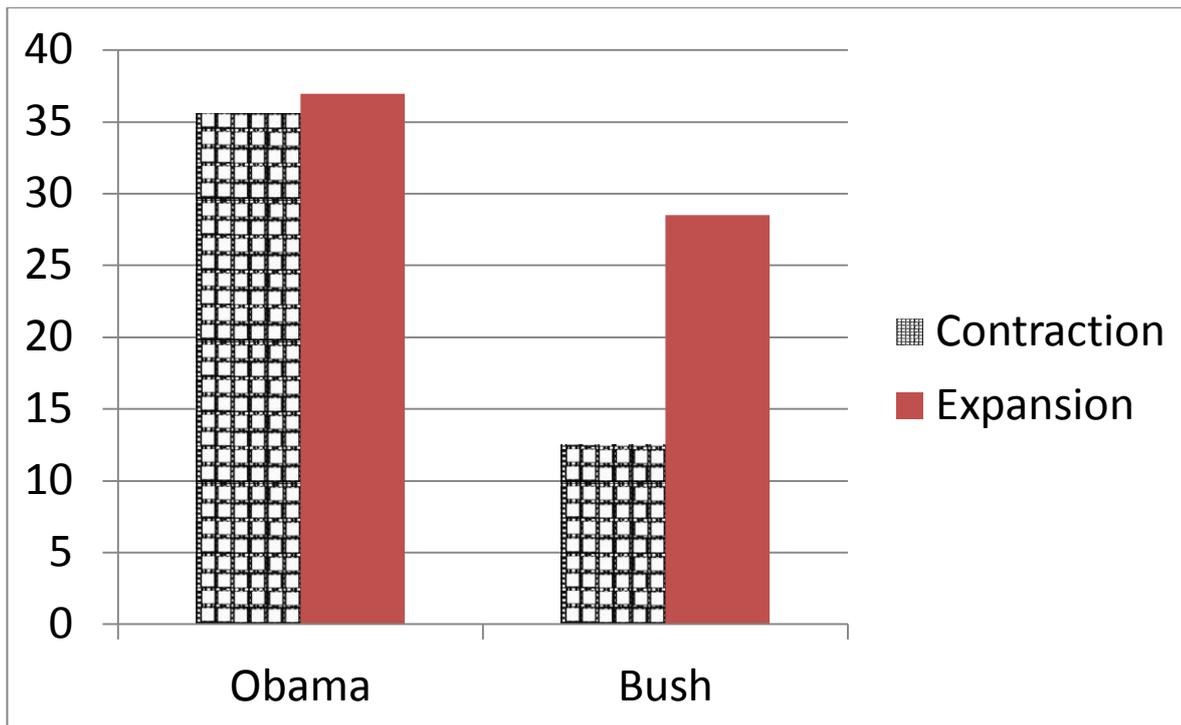


Figure 11: The two main categories of heteroglosia: contraction and expansion.

With regard to the two categories of heteroglosic **expansion** and **contraction** the results show that the frequency of expansion in Obama's speech with (36,94‰) dominates contraction with (35,59‰), even though with a very small difference of (1,35‰). In Bush's speech there is a considerable difference between the frequency of the two categories with (28,49‰) for expansion and (12,52‰) for contraction. Therefore, expansion and contraction categories in Obama's speech overcome their counterparts in Bush's speech with a difference of (08,45‰) for expansion and (23,07‰) for contraction. Thus, the results show that in this overtly dialogistic category Obama's speech nearly opens up the space for dialogistic alternatives as much as closes it down, whereas Bush, even though in a lowest frequency, opens up the space for dialogistic alternatives more than closes it down. Consequently, this diversity affects both presidents' negotiation of aligning and solidarity with their audience. This will be illustrated throughout the sub categories of expansion and contraction in the following graphic. The two

examples shown above (47) (48) work, also, as examples of expansion. The first part of (49) below is an example of **contraction** while the second part is an example of **expansion**:

(49) **But** I am convinced that in order to move forward, we **must** say openly the things we hold in our hearts (O)

ENGAGEMENT

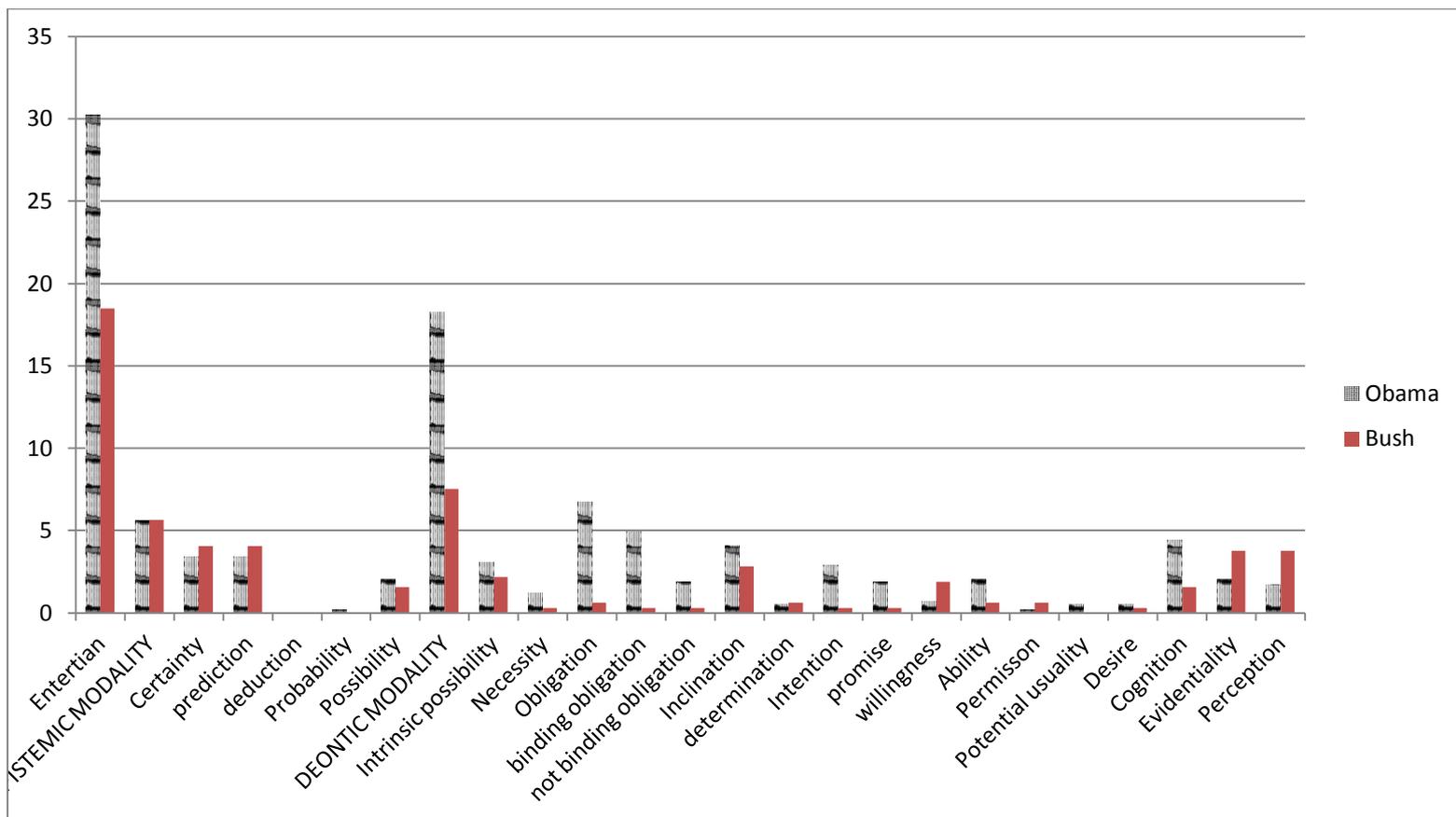


Figure 12: The first sub- category of Expansion (entertain with its sub-categories)

To begin with **entertain** as the first sub-category of expansion, the results show that both presidents have used entertain. However, the frequency of this category in Obama’s speech is higher than that in Bush’s. It is (30,2%) in Obama’s and (18,47%) in Bush’s. This domination

of entertain category in Obama's speech is shown in all its sub-categories especially in deontic modality and all its sub-categories mainly obligation, in addition to cognition. For example, Obama has used the subjective “*must*” 40 times against 2 times for the objective “*have to*”.

(50) We **must** say openly the things we hold in our hearts. (O)

Therefore, by his wide choice of explicitly subjective options of assessment, Obama, more than Bush, invests himself strongly into the propositions he has advanced and at the same time he recognises that there could be others who may not share his value position. Consequently, he could make a wide space for other alternative voices. Thereby, he aligns himself with those who share the value positions being referenced to and at the same time he provides for the possibility of solidarity with those who hold to contrary positions.

On Bush's side, as the results show, although he has opened up the space for other alternative voices more than closed it down, he has avoided to be as explicitly subjective in his options of assessments as Obama does. So, as far as the category of entertain is concerned, Bush doesn't open up a space for alternative voices and value positions as widely as Obama does. Hence, it could be said that Bush shows less commitment and solidarity than Obama does.

ENGAGEMENT

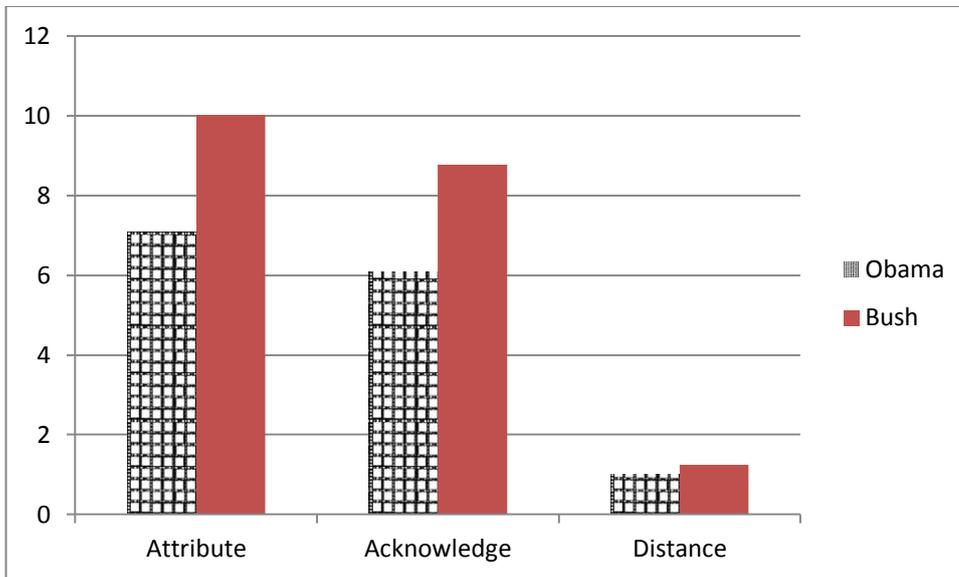


Figure 13: The second sub- category of Expansion (attribution)

Additionally, the results show that both presidents have used attribution as the second category of expansion. Nevertheless, the frequency of this category in Bush speech is higher than that in Obama's. It is (10,02‰) in Bush's speech distributed between acknowledge (8,77‰) and distance (1,25‰) as its two sub-categories. In Obama's speech the category of attribution has a frequency of (7,08‰) distributed into (6,07‰) for acknowledge and (1,01‰) for distance. Therefore, Bush, more than Obama, disassociates the propositions from his authorial voice to some external sources either by using acknowledge and keeping no overt indication where his authorial voice stands with respect to the proposition, or by distancing his authorial voice from the attributed material. So that, Bush, more than Obama, "detaches him/(..)self from responsibility for what is being reported," (Caldas Coulthard 1994:295 as cited in Martin & White 2005- 113). Number (51) illustrates an example of attribution-acknowledge.

(51) Or as one Nobel winning economist **calls** this human capital. (B)

ENGAGEMENT

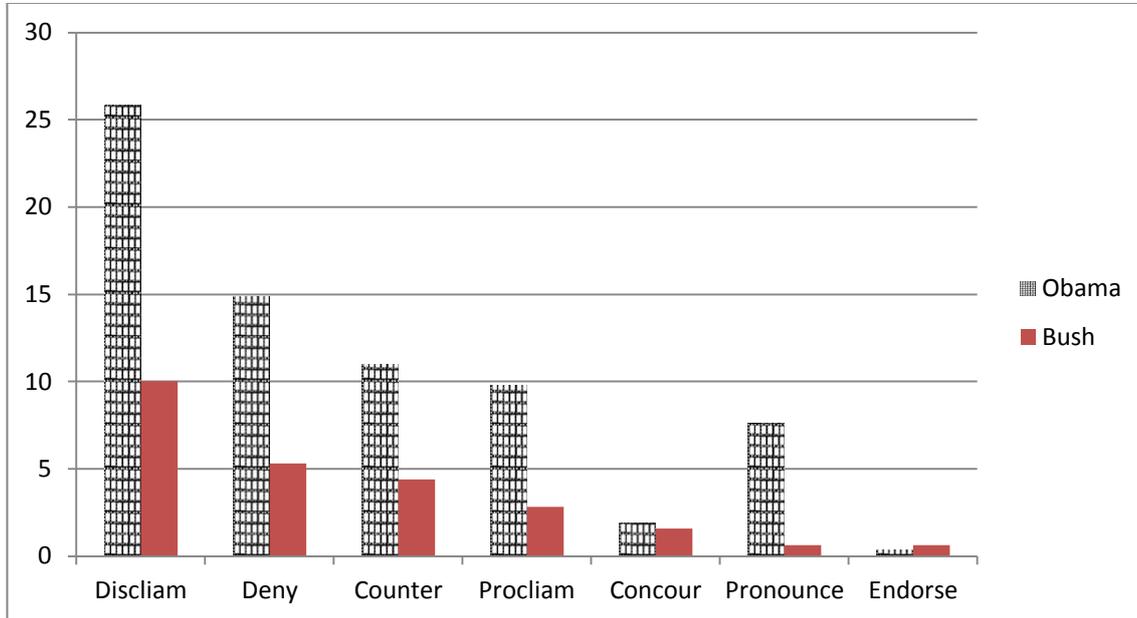


Figure 14: Sub- categories of Contraction (disclaim & proclaim).

As far as the category of contraction is concerned, the results of its two sub-categories, **disclaim** and **proclaim**, demonstrate that disclaim, with its sub-categories deny& counter, is the most frequently used in Obama’s speech (25,81%). On the other hand, it shows higher frequency than that in Bush’s speech with (10,02%) forming a considerable difference between them (15,79%). It is worth mentioning that both presidents try to align their receivers by using the two kinds of negation mentioned by Martin and White (2005: 119-120)

1- By using a **corrective** rather than confrontational denial, both presidents position themselves as having more experience in politic life than their listeners and on that basis their negation comes to correct misunderstanding or misconception on the addressee’s part. This can be seen in examples (52) to (54) below:

(52) Make **no** mistake: We **do not** want to keep our troops in Afghanistan. (O)

(53) Without these ingredients, elections alone do **not** make true democracy”. (O)

(54) We will **not** abandon you to terrorists or extremists. (B)

Therefore, both presidents present themselves “as sensitively attending to the addressee’s level of knowledge and seeking to adjust their communication accordingly.”(p.120) Thereby, they enhance solidarity with their audience.

2- Both presidents have directed their denial outwards and away from their current relation with their audience to show their disalignment with the terrorists or another party and in so doing align their audience into a position of opposition to those terrorists, as examples (55) to (57) below illustrate:

(55) The United States does **not** accept the legitimacy of continued Israeli settlements. (O)

(56) The terrorists and extremists **cannot** prevail. (B)

(57) They hate your government because it does **not** share their dark vision. (B)

Moreover, the two presidents align themselves with their audience by presenting themselves as sharing with them those beliefs or expectation which they project on via denial and counter. Hence, as far as the category of contraction is concerned, both presidents have used the same types of denial to align with their addressees and elicit solidarity from them. However, the difference has been created by the high frequency of these sub-categories in Obama’s speech.

The results of **proclaim**, as the second sub-category of contraction, show a higher frequency of (9,78‰) in Obama’s speech than that in Bush’s (2,82‰) with a difference of (6,96‰) between them. It has been formed mainly by the high frequency of its sub- category

pronounce with (7,59‰) while in Bush's speech it forms just (0,62‰). Regarding the other two sub-categories, concur and endorsement, concur has been used by both presidents in low frequency, Obama has used it more than Bush does. It is (1,86‰) for Obama and (1,56‰) for Bush. So, Obama more than Bush, has tried to announce himself as in dialogue with his audience creating a relationship of concurrence with them. Both speeches display insignificant frequency of endorsement. It is (0,34‰) for Obama's and (0,62‰) for Bush's.

The high frequency of **pronounce** in Obama's speech reflects an overt intervention into the text by Obama's voice or presence in comparison to Bush's. Martin and White point out that "it is only necessary to insist when there is some counter viewpoint against which the insistence is directed."(p.128) Accordingly, Obama makes more salient his subjective role by insisting upon some value positions that he expected to face some doubt or challenge by the audience. The following example shows this clearly.

(58) As the Holy Quran tells us: "Be conscious of God and speak always the truth. **That is what I will try to do today**, to speak the truth as best I can, humbled by the task before us, and firm in my belief that the interests we share as human beings are far more powerful than the forces that drive us apart. (O)

3.4- GRADUATION

Frequency and distribution of graduation in both speeches

GRADUATION

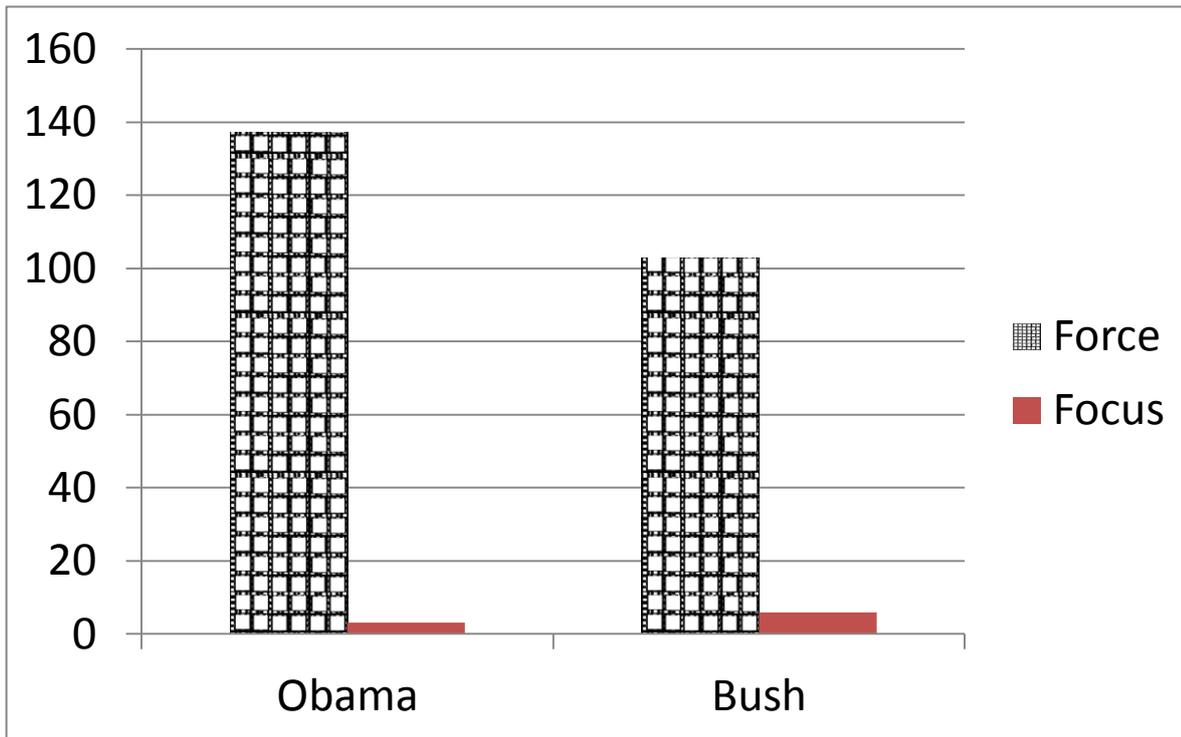


Figure 15: The two main categories of graduation (focus and force)

With regard to the graduation domain the results demonstrate that the category of focus in both speeches has a very low frequency. It is (3,2‰) in Obama's speech and (5,95‰) in Bush's, whereas the category of force has the highest frequency of (137,31‰) in Obama's speech and (103‰) in Bush's. This means that Obama graduates his attitudes more than Bush with a difference of (34,31‰). The following graphic will display the details of this difference according to its distribution among the sub-categories of force.

GRADUATION

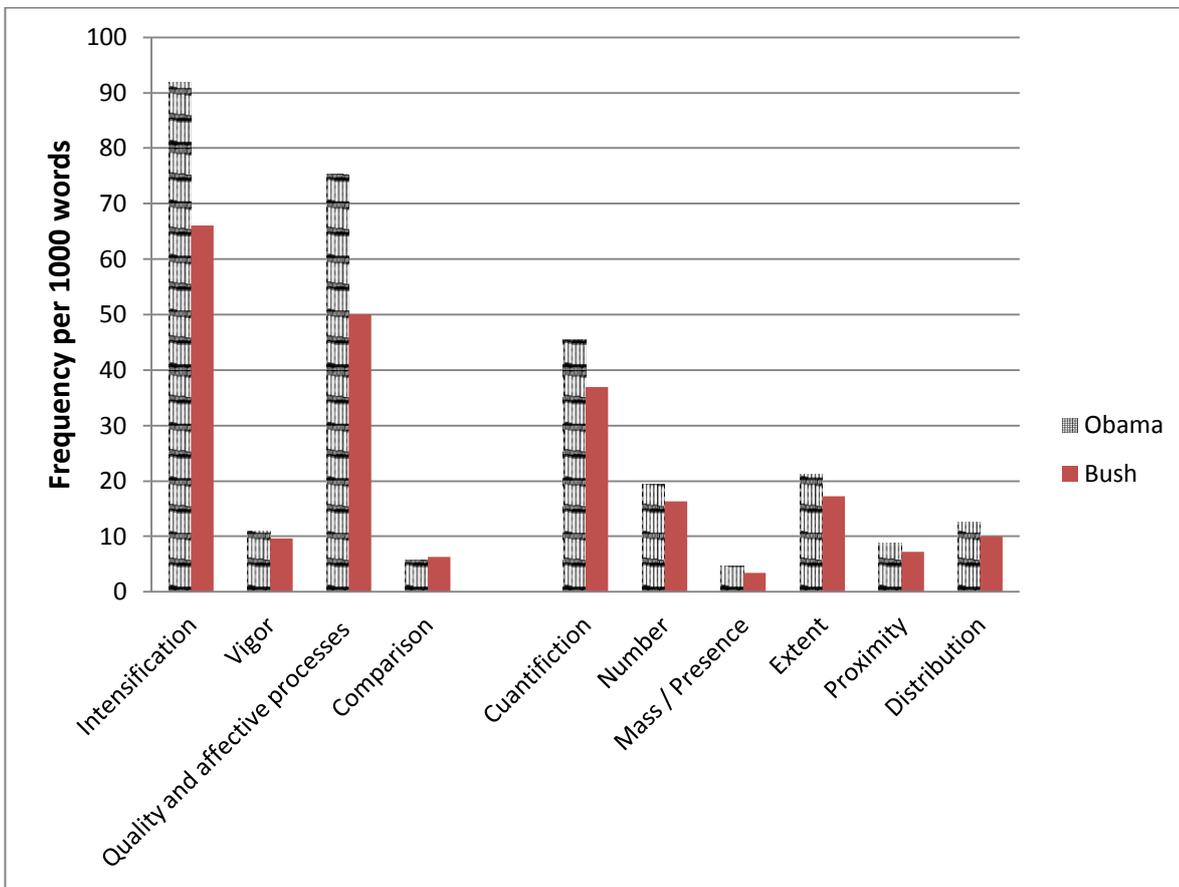


Figure 16: The sub-categories of force.

The results demonstrate that intensification in Obama’s speech, as the first sub-category of force, dominates with a frequency of (91,94‰) its counterpart in Bush’s speech which shows a frequency of (66,06‰). It is distributed among its sub-categories especially the one which intensifies quality and affective processes. As well, the second sub-category of force, quantification overcomes its counterpart in Bush’s speech. It has a frequency of (45,38‰) in Obama’s speech and (36,94) in Bush’s speech. It is reflected clearly on its sub-categories of **extent** and **number** and their sub-categories. This can be seen in examples (59) to (63) below:

(59) Over 1,200 mosques **within our borders**. (O)

(60) The closing of the prison at Guantanamo Bay **by early next year**. (O)

(61) The removing of **all** our troops from Iraq. (O)

(62) Al Qaeda murdered nearly 3,000 people **on America's home soil**. (B)

(63) In the **last few years** the nations of **this region** have made **some** great progress. (B)

GRADUATION

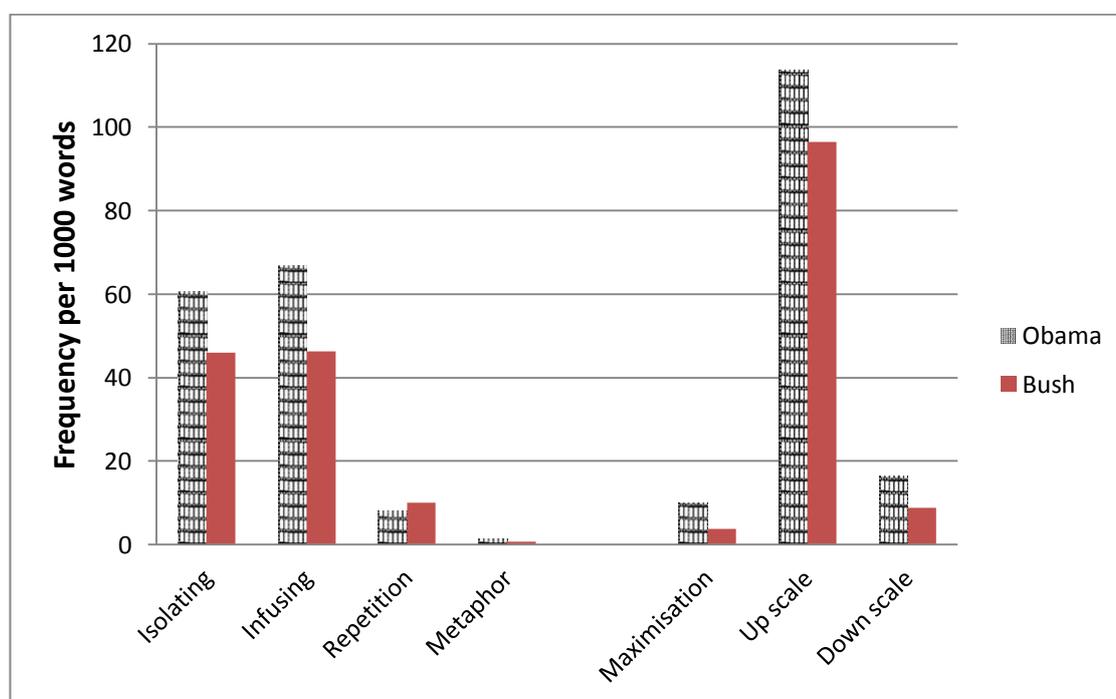


Figure 17: Modes of intensification.

The results of the two modes of intensification **isolating** and **infusing** demonstrate that, on the one hand, in Obama's speech infusing with frequency of (66,97‰) overcomes isolating (60,73‰) with a difference of (06,24‰) between them. On the other hand, in Bush's speech the two modes show a very approximate frequency of (46,34‰) for infusing and (46,02‰) for isolating. Thereby, both modes in Obama's speech dominate their counterparts in Bush's

speech with a difference of (14,71‰) for isolating and about (20,63‰) for infusing. This means that Obama has been, simultaneously, more explicit and implicit in his intensification than Bush. At the same time, he has been more implicit than explicit inside his own speech. This confirms the importance of analysing the infused or invoked appraisal as stated by Martin & White and Thompson, explained above in indirect realizations. (See 2.2.3)

Repetition shows that Bush has used this mode of intensification more than Obama, although both show a very low frequency (8,1‰) for Obama and (10,01‰) for Bush.

Up-scaling in Obama's speech shows a frequency of (113,7‰) overcoming its counterpart in Bush's speech which has (96,43‰). Also, down-scaling in Obama's speech shows a high frequency of (16,53‰), more than that in Bush's speech with (8,77‰). **Maximization**, in its turn, shows that Obama's speech has the highest frequency of (10,12‰) in comparison with its counterpart in Bush's (3,76‰). Thus, results reveal that although all these modes of intensification show approximate frequency in both speeches, their frequency in Obama's speech overcomes the frequency of their counterparts in Bush's speech. This means that Obama more than Bush is maximally committed to the value positions being advanced and consequently, he creates a relationship of alignment and solidarity with his audience more than Bush.

3.5- What is being appraised and who is being judged?

Following Martin & White in their view that "it is useful to note the source of the attitude (who is judging or appreciating) and what is being appraised (who is being judged and what is being appreciated)" (71), this section tries to display who is being judged and what is being appraised in both speeches. It will show the positive appraising and judging separated from the negative ones, beginning with Bush.

3.5.1- What is being appraised by Bush?

Positive appraising:

Bush begins his speech with positive appraising of 1- the Arabic land and its pivotal role, its geographical position and its history and the government system in Abu Dhabi. 2- The economic progress in which nations of Arabic region invested. 3- The elections in Arabic countries as a positive step towards democracy. 4- The Arabic warm hospitality. The free and just societies, etc...

Negative appraising:

He evaluates negatively 1- the extremist dark vision represented by Iranian regime and Al Qaeda as the major cause of instability. 2- The strategy of Iranian government in suppressing its citizens. 3- The foreign occupier in Lebanon meaning Syria, etc...

3.5.2- Who is being judged by Bush?

Positive judgement:

He praises and glorifies 1- the ruler of Abu Dhabi Sheikh Zayed and his achievements in building a prosperous society. He judged 2- leaders in the Arabic region like president Abbas as a peace maker man committed to peaceful negotiations, 3- The commitment of both leaders Israeli and Palestinian to move forwards towards peace. 4- People of Iraq as brave by standing firm in the face of terrorism. 5- The people of Iran as rich in culture and talent and they deserve another government which respect them and listen to their wishes, etc...

Negative judgement:

1- extremists 2- Iran as the world's leading state sponsor of terror which supports those extremists. 3- Hezbollah, Hamas and the Palestinian Islamic Jihad as a terrorist groups. 3- Al Qaeda as murderers who want to kill everyone. 4- The ordinary people across the Middle East as sick of violence and corruption. 5- leaders' deeds that they can't build trust if they jail their peaceful opposition candidates. etc...

3.5.3- What is being appraised by Obama?**Positive appraising:**

Like Bush, Obama begins his speech with positive evaluations of 1- Cairo city, al Azhar as the source of Egypt advance which carried the light of learning also to Europe. 2- The hospitality of the Egyptian people. 3- The good will of the American people. 4- Islam and its historical relation with America as part of it. 5- Islam's religious tolerance and racial equality. 6- Civilisation's debt to Islam. 7- innovation in Muslim communities and the Islamic culture. 8- Humanity as being first and before religions (all of us are human regardless the diversity of religions). 9- His personal experience with Islam hearing the azaan. 10- The United States as one of the greatest sources of progress. 11- His personal story. 12- Events in Iraq have reminded America of the need to use diplomacy. 13- The dual responsibility of America. 14- America's strong bonds with Israel are unbreakable. 15- The issue of democracy. 16- Religious

freedom is central to the ability of peoples to live together. 17- Women's rights. 18- Issues of women's equality are by no means simply an issue for Islam, etc...

Negative appraising:

1- Iraq war. 9/11 as an enormous trauma. 2- The continuing humanitarian crisis in Gaza. 3- Violence is a dead end. 4- The nuclear arms race in the Middle East. 5- Military power alone is not going to solve the problems in Afghanistan and Pakistan. 6- A tumultuous history between USA and Iran, etc...

3.5.4- Who is being judged by Obama?

Positive judgement:

1- American Muslims. 2- All people are created equal. 3- All of us share common aspirations and the challenges we face are shared. 4- The responsibility we have to one another as human beings. 5- All are responsible for peace to come. 6- Our progress must be shared. 7- America will align our policies with those who pursue peace. 8- All of us have a responsibility to work for the day when the mothers of Israelis and Palestinians can see their children grow up without fear. 9- Nations are responsible of nuclear weapons. 10- America's commitment to seek a world in which no nations hold nuclear weapons. 11-The right of all nations to access peaceful nuclear power, etc...

Negative judgement:

1- Violent extremists. 2- Negative stereotypes of Islam. 3- Al-Qaeda. 4- The actions of the violent extremists in Afghanistan and Pakistan. 5- Resistance through violence and killing is

wrong. 6- Black people in America suffered. 7- Israel history as tragic. 8- The situation between Israelis, Palestinians and the Arab world, etc...

In fact, there are a lot of positive and negative appraising & judgements by which both presidents try to gain solidarity and alignment with their audience. However, there are some specific examples of appraising and judging in both speeches which could unfold another reason for the difference in the audience's reaction towards both presidents and their speeches. They will be shown in a form of comparison, beginning with what Obama called "the second major source of tension".

3.5.5- The evaluation of Israelis and Palestinians in both presidents' speeches

It is shown in the following examples: (64) to (67) are for Obama and the last one number (68) is for Bush.

(64) We need to discuss the situation between Israelis, Palestinians and the Arab world. America's strong bonds with Israel are well known. This bond is unbreakable. It is based upon cultural and historical ties and the recognition that the aspiration for a Jewish homeland is rooted in a tragic history that cannot be denied. Six million Jews were killed more than the entire Jewish population of Israel today. (O)

(65) On the other hand, it is also undeniable that the Palestinian people, Muslims and Christians have suffered in pursuit of a homeland. For more than 60 years they have endured the pain of dislocation. Many wait in refugee camps in the West Bank, Gaza, and neighboring lands for a life of peace and security that they have never been able to lead. They endure the daily humiliations large and small that come with occupation. (O)

(66) So let there be no doubt: the situation for the Palestinian people is intolerable. America will not turn our backs on the legitimate Palestinian aspiration for dignity, opportunity, and a state of their own. (O)

(67) For decades, there has been a stalemate: two peoples with legitimate aspirations, each with a painful history that makes compromise elusive. (O)

Saying that, Obama gives an impression that he understands everything about the history of both peoples and really he has the intention to solve this complicated cause. Here Obama is sympathetic with Israel trying to endear Israelis to Arabic people as victims who lost in the past more than their entire population now. Thereby, he aligns listeners to empathize with Israel so that he can win the solidarity of Israeli people. At the same time, he tries to create a balance of alignment and solidarity with both people. Therefore, directly, after his talking of the Israeli's suffering, he talks of the Palestinian's hard life under the occupation and in their pursuit of a homeland.

Bush said:

(68) The Israelis have raised a thriving modern society out of rocky soil, and want to live their lives in freedom and security at home and at peace with their neighbors. The Palestinian people aspire to build a nation of their own. (B)

Bush is, also, sympathetic with Israel trying to align listeners to empathize with this country. However, he has not said anything about the Palestinians' suffering as Obama does. So, the audience has felt Bush's bias to Israel and consequently, Bush has lost their solidarity.

On the other hand, this shows that in reality he doesn't care about building solidarity with them, but, yes, he is interested in Israelis' solidarity and alignment.

3.5.6- Iran's evaluation in both presidents' speeches:

The examples (69) to (72) below illustrate how each president evaluates Iran and Hamas.

(69) Iran is today the world's leading state sponsor of terror. (B)

(70) We are willing to move forward without preconditions on the basis of mutual respect. (O)

(71) Iran subverts the hopes for peace by funding terrorist groups like Hamas and the Palestine Islamic Jihad. (B)

(72) Hamas must put an end to violence, recognize past agreements, recognize Israel's right to exist. At the same time, Israelis must acknowledge that just as Israel's right to exist cannot be denied, neither can Palestine's. (O)

Therefore, as the examples demonstrate, Obama does not judge Iran negatively as Bush does, but he shows his willingness to begin a new beginning. As well, Obama doesn't judge Hamas as a terrorist group, but he speaks of equal duties and rights for both Palestinians and Israelis.

3.5.7- America's evaluation in both presidents' speeches

Sense of power

The following examples (73) to (79) demonstrate the sense of power in Bush's speech about USA. America helps because they know more than others and they have more power than others, so they can help. He insists many times on the role of America everywhere around

the world, such as, its role in the Japanese democratic transformation process. He evaluates the role of USA in supporting and protecting people in Arabic countries against Iran and terrorists. He judges USA as the last supporter of Israel.

(73) USA understands what democracy requires of tough decisions. (B)

(74) Today America is using its **influence** to foster peace and reconciliation in the Holy Land. (B)

(75) This transformation would not have been possible without America's presence. (B)

(76) The United States confront the danger of Iran. (B)

(77) USA will not abandon the Arab people to terrorists. (B)

(78) America will do our part. (B)

(79) The United States will always stand with Israel in the face of terrorism. (B)

In contrast, Obama evaluates USA as one of the greatest sources of progress and its help to people, like in Iraq, as its responsibility. So, it is not the greatest but one of the greatest as the examples (80) and (81) illustrate.

(80) America does not presume to know what is best for everyone just as we would not presume to pick the outcome of a peaceful election. (O)

(81) Today, America has a dual responsibility: to help Iraq forge a better future - and to leave Iraq to Iraqis. (O)

Here, Obama is on the opposite side of Bush. America in Bush's speech knows what is best for everyone in the world. Obama tries to shorten distances between USA and people. He tries to reduce that image of USA as the wise country that knows the best for the rest of the world.

3.5.8- The sense of superiority and inferiority in Bush speech.

Via attribution to an external voice Bush indicates an implicit sense of inferiority to the Middle East as the example (82) illustrates.

(82) I recognize that some people -- including some in my own country – **believe** it is a mistake to support democratic freedom in the Middle East. They **say** that the Arab people are not "ready" for democracy.

In contrast, Obama insists on the equality of all human beings. For example, when he has spoken of scholarships for Muslim and Arabic students in USA he said;

(83) At the same time we will encourage more Americans to study in Muslim communities.

This example (83) shows that a clear sense of equality is created here. Your country has something to teach my students and my country has something to teach yours. Another example of equality is when Obama speaks of Women in Muslim countries.

(84) We have seen Muslim-majority countries elect a woman to lead meanwhile, the struggle for women's equality continues in many aspects of American life, and in countries around the world.

IV- CONCLUSION

This study offers the results of the analysis of different appraisal linguistic choices made by the two USA presidents Georg Bush and Barak Obama in their two speeches delivered to the Arabic world in 2008 and 2009 respectively. The study has revealed the importance of working on the two parts of the analysis

represented in first, the linguistic choices of attitude, engagement and graduation. Second, what is being appraised and who is being judged. The analysis, in its turn, has confirmed, on the one hand, what Thompson states that “The choice of appraisal reflects and reinforces the ideological values of the culture.”(2004- 76) On the other hand, it confirms not only the usefulness, as Martin and White (2005) put it, but the importance of noticing what is being appraised and who is being judged. This second part of the analysis has formed the first step of knowing and understanding closely the source of the attitude represented by both presidents. Thus, these two parts of the analysis have allowed us to discover the ideology and beliefs of the two USA presidents which have reflected clearly on their appraisal resources and consequently, affected their negotiation of solidarity and alignment with their audience which is shown obviously in the latter’s different reactions towards the two speeches.

The results of the second part of the analysis, what is being appraised and who is being judged, have answered to how Bush positions himself, as a president of USA, with respect to the Islamic and Arabic world. They show that Bush positions himself as superior and talks from a position of power with respect to the Islamic and Arabic world. He shows that he is not interested in aligning or building solidarity with the Palestinians, but just with the Israelis and Arab people of the Gulf especially in Abu Dhabi and their leader, because of economical benefits. Hence, his ideology has been reflected, as the results of the first part of the analysis have illustrated, on his dialogical choices of the three domains of appraisal illustrated in **attitude** in his interest firstly in evaluation of things more than judging people and the way they behave. Within judgement, he shows approximate interest with Obama in the values of social networks, while he is not so interested in social sanction.

Within **engagement** he nearly allows for dialogistic alternatives as much as making no reference to other voices, presenting a wide space in the communicative context as a single voice of only his own voice. On the other hand, in heteroglossia, although he has opened up the space for other alternative voices more than closed it down, he has avoided being explicitly subjective in his

options for assessments. Instead, he disassociates the propositions from his authorial voice to some external sources avoiding responsibility. Therefore, he shows less commitment and solidarity than Obama does and this answers to why Bush's speech fails to engage his addressees as much as Obama's does.

Furthermore, on Obama's part, the results have provided an answer to the question of how Obama positions himself linguistically, as a president of USA, with respect to the Islamic and Arabic world. They show that he positions himself as a very friendly and humble president who wants to align with and get solidarity of all people without exception. He tries all his best to be close to all people insisting on equality of human beings. He appreciates humanity first and before religions. He shows his desire to build a world in which all people form one body each part of which belongs to the other and responsible of the other. A world which is full of love, peace and respect *where all the children of Abraham mingle peacefully together*, as he puts it. A world which is in some way little bit imaginative especially nowadays. Thereby, his ideology has been reflected, as the results of the first part of the analysis has illustrated, on his dialogical choices of the three domains of appraisal illustrated in **attitude** in his interest firstly in judging people and the way they behave. He demonstrates a special interest in social sanction; the values of civic duty and religious observances, whereas evaluation of things is his second interest.

Within engagement Obama's speech nearly opens up the space for dialogistic alternatives as much as he closes it down. He invests himself strongly into the propositions being advanced, by his wide choice of explicitly subjective options of assessment. He aligns with those who share the value positions being referenced to and at the same time he provides for the possibility of solidarity with those who hold contrary positions. Trying to be close to his audience, he makes more salient his subjective role by Pronouncing or insisting upon some value positions.

Within **graduation** Obama more than Bush, even though not with a big difference, is maximally committed to the value positions being advanced and consequently, creates a relation of alignment and solidarity with his audience more strongly than Bush. All these results answer to how Obama engages his addressees more explicitly than Bush.

These differences of the two presidents' choices do not exclude some similarities in results relating to both speakers' concerns. Both are concerned more with the institutionalised feelings more than with emotions. As politicians, they don't focus much on emotions or feelings, but just on security as one sub-category of affect. Both presidents show similar interest in the values of social networks especially capacity. Both presidents present high frequency of explicit inscribed attitude- types against low frequency in invoked. Both presidents show high frequency of positivity against negative in both speeches. To align their addressee and get solidarity both presidents have used the same types of denial; the corrective rather than confrontational and the one directed outwards and away from their current relation with their audience.

Thus, for all the results stated above, it can be concluded that first, my hypothesis to find higher frequency of appraisal resources in president Obama's speech has been confirmed. However, the higher frequency has not been the only reason beyond the difference in the audience' reaction towards the two speeches, although sometimes it has helped in creating that difference like in the case of negative, as mentioned before. Second, to give a comprehensive view of appraisal analysis, it has been crucial to apply the two parts of the analysis, as it appears above. Since, together, they help to explain the ideology and beliefs of the two speakers and consequently, help us understand why each one chooses to use a specific dialogical choice, but not the other, or why, for example, Bush chooses to judge or evaluate this but not that. In addition, together, they form the key to realise the aim of this study answering the questions that appear at its beginning.

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