



# Appraisal

GRADUATION -  
Force

# Appraisal theory

- + allows us to understand more complex ways in which we express our personal views and react to the views of others (White 2013)
- + has three resources in language: attitude, graduation and engagement
- + gives us the language to consider and answer questions about the intention of the writer/speaker

# Graduation

- + is concerned with the ways in which speakers/writers intensify and amplify meaning
- + involves resources of Force to grade and amplify meaning and Focus to sharpen and soften meaning

(McGuire 2008, p. 42)

# Force

- + can make a word or expression more intense or less intense
- + can be raised or lowered by choosing words with positive/negative meanings, including metaphors
- + can use repetition and synonymy with increasing intensity
- + can use intensifiers
- + carries the idea of more-or-less
- + often associated with gradable words or word with +ve/-ve alternatives

	Force
<b>intensifiers</b>	He still plays <b>well</b> ; he is a <b>very</b> powerful player.
<b>attitudinal lexis*</b>	The second part is <b>fantastic</b> .
<b>metaphors</b>	<b>ice</b> cold on a sweltering night
<b>swearing</b>	<b>Dammit</b> , there must be a clique.

\*Attitudinal lexis refers to the selection of vocabulary which communicates something of the writer's judgements or feelings about an issue (Davison, p 536)

# Force in academic writing

Examples:

Nature and culture are **highly** appropriate concepts in the teaching of conversational English and are **repeatedly** cited by **Carter himself (2001) and with McCarthy (2004) and Fung (2007)**.

Item: highly; repeatedly; Carter himself (2001) and with McCarthy (2004) and Fung (2007)

Graded items: appropriate; cited; *in-text citation*

force: intensifier

# References

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McGuire, R 2008, 'Grammar at the chalkface: an introduction to the grammar of Appraisal and its application in a Year 9 classroom' *mETApheor*, Issue 1, 2008, pp. 42-57.

White, PRR 2013, 'Systemic Functional Grammar: Appraisal', *An Introduction to Appraisal*, ASLA.