



# Appraisal

GRADUATION -  
Focus

# 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)

# Focus

- + is concerned with 'class membership'
- + is strengthened (the meaning is more precise) or weakened (less precise)
- + is often associated with non-gradable words

	Focus
<b>sharpen</b>	a <b>true</b> guitar legend
	a <b>real</b> friend
<b>soften</b>	a <b>part-time</b> blues fan
	<b>kind of</b> a friend

# Force in academic writing

Examples:

**Perhaps** what is more important to consider in the context of Hong Kong are cultural factors ...

Item: perhaps

Graded items: *the whole clause*

focus: soften

I **would** argue that students are more motivated to use authentic conversational English

Item: would

Graded item: argue

focus: soften

# 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' *mETaphor*, Issue 1, 2008, pp. 42-57.

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