

Attitude in Students' Argumentative Writing: A Contrastive Perspective

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This article reports on a case study that investigated the use of evaluative language in one Chinese EFL student's argumentative writing in both English and Chinese by drawing on Appraisal Theory. This article focuses on ATTITUDE, one of the three subsystems within the Appraisal Theory, in the student's English and Chinese writing and explores differences or similarities in the distribution of attitudinal values. The study finds roughly similar patterns in the use of APPRECIATION items but clear differences in AFFECT and JUDGEMENT ones in the student's English and Chinese essays and proposes the necessity of multiple linguistic and socio-cultural perspectives to explain EFL/ESL students' use of evaluative language in their L1/L2 writings.

1. Introduction

For writers, one of the main functions of language is to express their opinions or attitudes towards people or things. Through written text, they construct solidarity and alignment with potential or target readers (Thompson 2001). This kind of evaluation and interaction has been a well established research area in academic context and different scholars for different purposes employ different terms to account for these phenomena, such as *attitude* (Halliday 1994), *stance* (Biber & Finegan 1989; Hyland 1999), *evaluation* (Hunston & Thompson 2000), *metadiscourse* (Crismore 1989) and *appraisal* (Martin 2000).

Previous studies on evaluation and interaction in academic writings have predominantly focused on 'expert' texts (Hyland 2005b) while less attention is given to EFL/ESL students' writings (Coffin & Hewings 2004) though the manipulation of this kind of interpersonal meaning could "pose a considerable challenge to non-native English speaking undergraduates" (Hyland 2004: 7). What we will report is a case study of one Chinese university EFL student's argumentative writings by drawing on Appraisal Theory to address the paucity of the linguistic studies on interpersonal meanings in EFL students' writing.

The reason for using Appraisal Theory is twofold. Firstly, previous approaches to the study of interpersonal meanings in writing are fragmentary but what we need is a rather comprehensive framework to deal with this issue. Appraisal Theory is one such tool which is regarded as the "most systematic" because it "offers a typology of evaluative resources available in English" (Hyland 2005a: 174). Secondly, previous studies in this regard have focused on lexico-grammatical resources while little attention is "paid to the semantics of interpersonal meaning ... that is, to how meanings are realized through the positioning and co-articulation of interpersonal resources across phases of text" (Hood 2004a: 25).

Appraisal Theory provides a discourse-semantic approach to the study of interpersonal meaning and has "the potential to be more specific than general, to be more closely tailored to the communicative concerns of a particular context of situation" (White 1998: 73). Studies of students' academic writings based on Appraisal Theory have recently attracted increasing interest (Hood 2004b; Lee 2006, 2008; Mei 2007, 2008).

Unlike previous research, which compared English writing in non-native English speakers and native speakers, however, the current paper takes a within-subject contrastive approach to investigate the use of appraisal resources in EFL student's L1 and L2 text. Connor (1996) has criticized contrastive rhetoric studies for generalizing data from L2 to L1 writing behaviour by comparing non-native speakers' L2 writings in English with native English-speakers' ones and thus calls for research on L1 and L2 writings among non-native writers of English. This within-subject method could shed some unique light on the relation between L1 and L2 writing and has been used by some studies (Hirose 2003; Kubota 1998b; Wu 1998). It is thought to be "the most appropriate for investigating transfer" between L1 and L2 writing than between-group comparisons (Kubota 1998b: 75). A within-subject comparison of L1/L2 texts might also provide a direct way to examine how L1 and L2 interact in EFL students' writing.

2. Appraisal Theory

Since Appraisal Theory is relatively new, we will present a brief introduction of the framework (see Figure 1).

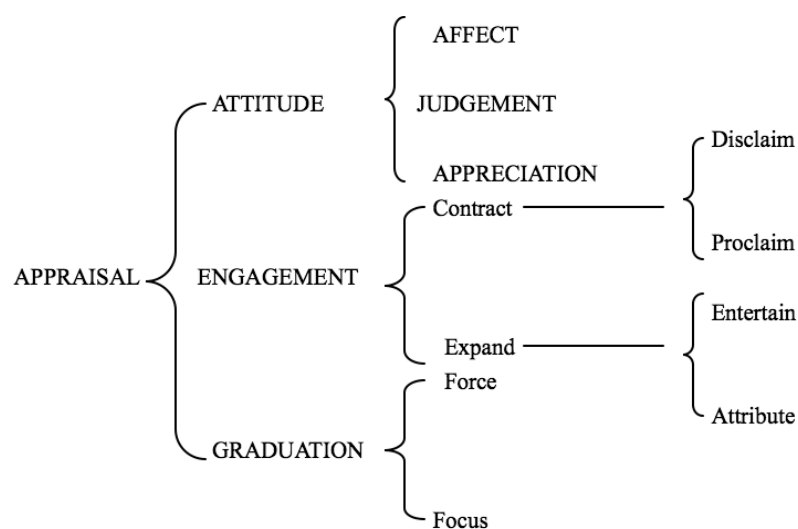


Figure 1. Overview of APPRAISAL systems.

Appraisal Theory (Martin 2000; Martin & Rose 2003; Martin & White 2005), developed within SFL, is the framework aiming to describe the various ways of linguistic realization of interpersonal meanings in language use. It has three subsystems and each subsystem has a few subcategories.

ATTITUDE is the major subsystem in appraisal framework and is the superordinate term for evaluative language in attitudinal positioning in text. It has three sub-systems: AFFECT (emotional response – *like, fear* etc), JUDGEMENT (evaluation of human behaviour – *corruptly, skilfully* etc.), APPRECIATION (evaluation of entities – *beautiful, striking* etc.) (White 1998).

Since this study mainly looks at the ATTITUDE values in student's writing, we present a little bit more about it. ATTITUDE has three subcategories: AFFECT, JUDGEMENT and APPRECIATION (see Figure 2).

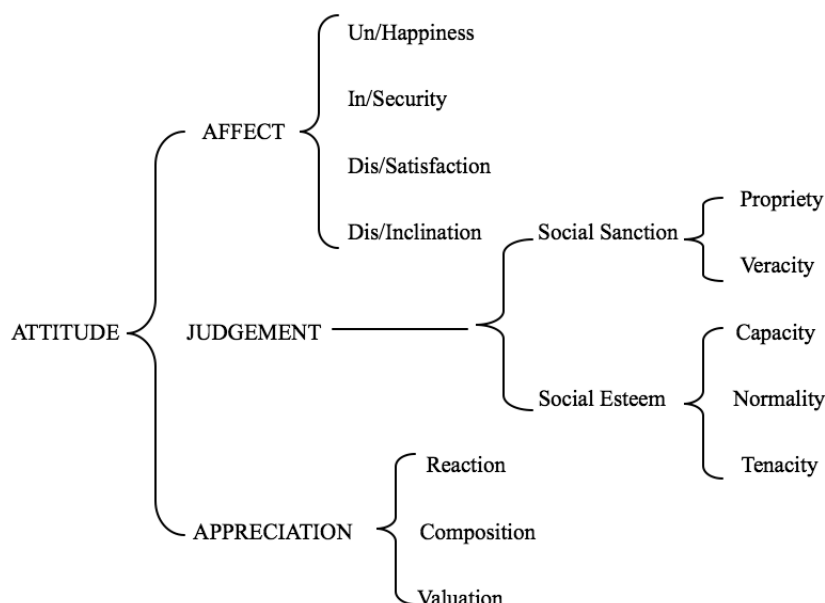


Figure 2. Typology of attitude subsystems.

AFFECT is the emotional response to the person, thing, happening or state of affairs and is indicated through various lexical items as verbs of emotion, adverbs and adjectives of emotion, and nominalization. It can be positive or negative; explicit or invoked. It has four major sets of emotions (Korner 2000): happiness/unhappiness; security/insecurity; satisfaction/dissatisfaction; desire/inclination.

JUDGEMENT is the negative or positive attitudinal evaluation of human behaviour by reference to social norms or rules. Five major categories are classified which is aligned to the modal system in English. The table below illustrates the JUDGEMENT value subsystem:

Social Esteem	positive [admire]	negative [criticise]
normality (custom) 'is the person's behaviour unusual, special, customary?'	standard, everyday, average...; lucky, charmed...; fashionable, avant garde...	eccentric, odd, maverick...; unlucky, unfortunate...; dated, unfashionable ...
capacity 'is the person competent, capable?'	skilled, clever, insightful...; athletic, strong, powerful...;	stupid, slow, simple-minded...; clumsy, weak, uncoordinated...; insane, neurotic...
tenacity (resolve) 'is the person dependable, well disposed?'	plucky, brave, heroic...; reliable, dependable...; indefatigable, resolute, persevering	cowardly, rash, despondent...; unreliable, undependable...; distracted, lazy, unfocussed...
Social Sanction	positive [praise]	negative [condemn]
veracity (truth) 'is the person honest?'	honest, truthful, credible...; authentic, genuine...; frank,	deceitful, dishonest...; bogus, fake...;deceptive,
propriety (ethics) 'is the person ethical, beyond reproach?'	good, moral, virtuous...; law abiding, fair, just...; caring, sensitive, considerate...	bad, immoral, lascivious...; corrupt, unjust, unfair...; cruel, mean, brutal, oppressive...

Table 1. JUDGEMENT subsystem (White 1998: 104).

APPRECIATION is the subsystem of resources for aesthetic evaluation of objects, artifacts, entities, presentation, etc. It has positive and negative dimensions. APPRECIATION has three subtypes: reaction, composition and valuation.

AFFECT, JUDGEMENT and APPRECIATION constitute an interconnected and interactive system of evaluation. They are all motivated by affectual response with JUDGEMENT institutionalizing affectual positioning with respect to human behaviour and APPRECIATION institutionalizing affectual positioning with respect to product and process. This interaction among the three attitudinal categories is illustrated in the following figure.

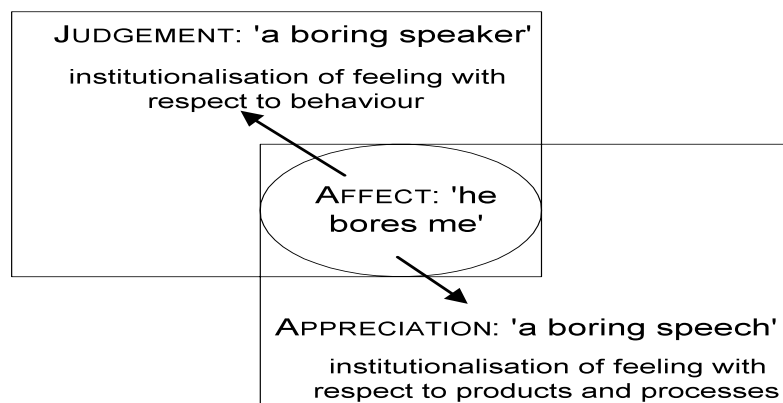


Figure 3. Semantic interconnection among ATTITUDINAL values (White 1998: 108).

Besides the above-mentioned ATTITUDE system, Appraisal Theory has two other subsystems: ENGAGEMENT and GRADUATION.

ENGAGEMENT is concerned with the diverse range of linguistic resources whereby writers adjust and negotiate the arguability of their utterances, and its includes various values widely discussed in previous literature under such headings as attribution, modality, polarity, concession, evidentiality, hedging and metadiscursives and so on. Resources in ENGAGEMENT are dialogic in nature. The writer employs ENGAGEMENT resources to either contract or expand the dialogic space with potential readers.

GRADUATION has two sets of resources: Force and Focus. Force refers to the system of resources to scale the intensity of meanings from low to high or 'turning the volume up and down' and includes such words as very/really/extremely, happy/delight/ecstatic (Martin & Rose 2003). Focus can be understood as the system of resources to broaden or narrow terms which symbolizes a particular category membership (Korner 2000).

What we will report next is a pilot analysis for a larger project in which the use of appraisal resources will be compared in both Chinese and English essays produced by a larger cohort of Chinese EFL students.

3. The study

3.1. The student writer and writing task

The participant Frank, a current English major in a Chinese university, has studied English for nine years. His overall English proficiency could be regarded as upper-intermediate. Frank was asked first to write an English essay with a given topic and a week later a Chinese essay with the same topic.

English title

In some societies, sports and entertainment professionals have much higher income than such people as doctors and teachers. How would you like to think of this phenomenon? Write an essay for no less than 500 words with your analysis and discussions.

Chinese title

在某些国家或地区,从事体育和娱乐业的专业人员的收入比其他职业如医生和教师的收入高的很多.对于这种现象,你如何看待?写一篇500字左右的议论文,分析并讨论你的观点.

This order is considered to pose the least translation influence between the two writing tasks (Hirose & Sasaki 1994; Kubota 1998b; Hirose 2003).

3.2. Methods for appraisal coding

Since the interpretation of evaluative meaning is highly culturally- and ideologically-oriented, it is essential for the analyst to state his/her reading position (3.2.1), before starting to do discourse analysis (3.2.2/3.2.3).

3.2.1. Reading position

It has been acknowledged that attitudinal meanings can be indicated explicitly but can also be 'evoked' in an implicit way and thus it is up to readers to interpret what are presented in the evaluative terms (White 2005a). This practice might seem to introduce "an undesirable element of subjectivity into the analysis" but "avoiding invoked evaluation of this kind" actually constitutes "a position we find untenable" (Martin & White 2005: 62). Thus Martin and White (2005: 62) point out that "when analyzing invoked evaluation it is certainly critical to specify one's reading position as far as possible". They classify three types of reading positions: compliant, resistant or tactical reading and explain them in the following way:

By a tactical reading we refer to a typically partial and interested reading, which aims to deploy a text for social purposes other than those it has naturalized; resistant readings oppose the reading position naturalized by the co-selection of meanings in a text, while compliant readings subscribe to it.

(Martin & White 2005: 62)

For the current study, the first author coded the student's English and Chinese essays. The first author takes a compliant reading of students' texts. As a native Chinese speaker, the first author has shared culture and value systems with these EFL students. As an English teacher who taught English for four years at the tertiary level, the first author is aware of the challenges Chinese EFL learners encounter and understand the way they are thinking while writing in English.

3.2.2. Top-down or bottom-up

Like other discourse analysis, there are two ways to start coding appraisal values. One is from the above, that is, starting by interpreting the attitudinal meaning from higher order semantic functions and then working down to lexis. The opposite approach is to focus on the lexical expression of attitude and the analyst comes up with a pattern of attitudinal patterns during the process. In this study, the second approach will be used.

3.2.3. Double coding

The need for double coding of appraisal values can be understood from two aspects. First, due to the fact that Attitudinal items are semantically interconnected (See Section 2: Semantic Interconnection among ATTITUDINAL values), the same lexis or clause can be interpreted differently according to different reading positions. Secondly, there might be some incongruent language usages in students' writing which evoke different evaluative meanings (an item coded simultaneously as two attitudinal categories) at different levels (evoked attitudinal coding at both lexical and clausal levels).

In short, as a native Chinese-speaking EFL teacher, the first author read in a compliant way Chinese EFL learners' writing in both English and Chinese. He takes a 'bottom-up' approach to analyze these essays. For evoked or implicit attitudinal meanings, double coding will be used.

4. Contrastive analysis of attitudinal values

In this section, we will make a comparison of the use of appraisal resources in the student's English and Chinese essays. EN stands for the English essay and CH stands for the Chinese essay.

	ATTITUDE					
	AFFECT		JUDGEMENT		APPRECIATION	
	EN	CH	EN	CH	EN	CH
Positive	9	0	32	12	20	19
Negative	9	2	17	8	17	8
Explicit	11	1	29	7	26	20
Implicit	7	1	20	13	11	7

Table 2. Overview of the ATTITUDE subsystem.

Table 2 clearly shows that in the English essay, among the three subsystems of ATTITUDE, the student writer employed many more JUDGEMENT and APPRECIATION items than AFFECT ones (JUDGEMENT: 47.1%; APPRECIATION: 35.6%; AFFECT: 17.3%). This pattern in the use of attitudinal resources is regarded as being characteristic of the argumentative genre (Lee 2006). Statistically, the attitudinal values tend to be encoded more in a positive (58.7%) and explicit (63.5%) way rather than the negative (41.3%) and implicit (36.5%) one.

Example 1 is the thesis statement of the essay and the positive and explicit Affect value [+ affect: satisfaction] together with positive and explicit Judgement values laid the strong emotional support for stars' high income. In Example 2, another explicit and positive Affect [+affect: happiness] exhibited the writer's emotional alignment with stars. In both examples, the Affectual values helped evoke JUDGEMENT related values which altogether builds the emotional and ethical basis for the writer's argument for stars' high income. It is obvious that the student writer made full use of affectual resources to interact with other attitudinal resources such as JUDGEMENT to provide emotional and moral support for the thesis. Hence, a strong sense of persuasion is achieved.

- (1) *For my part, it is reasonable* [+ judgement: normality] *for those "stars" to enjoy* [+ affect: satisfaction] *the high* [force: grader] *incomes*. [t, + judgement: capacity]
- (2) *To begin with, like any* [force: amplifier] *other elites* [+ judgement: normality] *in other fields, they work hard* [+ judgement: propriety] *and sacrifice* [+ judgement: propriety] *a lot* [force: measure] *for their beloved* [+affect: happiness] *career*. [t, + judgement: propriety]

Lee (2006) reported that the high-rated essays in her study showed an impersonalized and backgrounded use of affectual resources and the AFFECT was represented by nominalised or abstract things. However, though there are some nominalised nouns such as *happiness, pleasure, risk, poverty*, the affectual meanings in this essay are mostly construed by behaviour surge or surge of feelings as *enjoy, are willing to, beloved, ensured, envy, sweet-sounding, intend, are involved in*. Unlike nominalised state of feelings whose agent is unclear, the evaluated agents in these behaviour surges or surges of feelings are present and foregrounded. This kind of foregrounded Affect has the potential to position readers attitudinally and provokes their emotional response to actions evaluated by the writer.

Table 3 shows that 44% of total Affect values are Authorial Affect which indicates that the writer takes responsibility for the attitudinal value assessment:

AFFECT				
	Un/happiness	Dis/satisfaction	In/security	Dis/inclination
Authorial Affect	1	4	2	1
Un-authorial Affect	3	6	0	1

Table 3. AFFECT subsystem in the English essay.

Table 3 also shows that most Authorial Affect are dis/satisfaction and In/security values as indicated in Example 3 and Example 4. In both examples, the writer explicitly encodes his feelings and the evaluated agents are both “stars”. Their income or success can not be always guaranteed and the writer’s sense of insecurity [- affect: insecurity] provokes readers’ sympathy for stars’ life [t, - appreciation: reaction]. Consequently, readers are aligned with the writer for the thesis of the essay that stars deserve high income. However, some stars tend to live a vulgar life (Example 4) which projects an explicit unsympathetic response in the writer [- affect: dissatisfaction] and the writer hopes to align with readers on this point that stars’ behaviours are condemned [t- judgement: propriety]. In this way, the writer lends force to anti-arguments of the main thesis of the essay which opens the room for arguability. In both examples, persuasion is achieved through Affect-invoking JUDGEMENT or APPRECIATION in arguments and anti-arguments.

- (3) *it is not ensured* [- affect: insecurity] *that they will earn* [+ judgement: capacity] *a wealth of* [force: measure] *money*. [t, - appreciation: reaction]
- (4) *They are often* [force: measure] *involved in* [- affect: dissatisfaction] *the scandals of drugs* [- appreciation: valuation] *and sex harassment* [- appreciation: valuation]. [t- judgement: propriety]

Table 2 also shows the overall distribution of attitudinal items in the Chinese essay. As in the English essay, the attitudinal meanings in the Chinese essay are encoded more in a positive (63.3%) and explicit (57.1%) way than a negative (36.7%) and implicit (42.9%) way.

There are two distinct features in the patterns of attitudinal resources in the Chinese essay. One is the relatively small number of AFFECT items which constitutes only 2 (4.1%) among all attitudinal items 49. Compared with the use of AFFECT in English essay which accounts for 17.3% of total attitudinal items, the Chinese essay is encoded with the least amount of affectual values which makes the Chinese essay sound less personal. Another is there are more APPRECIATION items 27 (55.1%) than those of JUDGEMENT 20 (40.8%) which is different from the distribution pattern in the English essay in which JUDGEMENT items (47.1%) are more than those of APPRECIATION (35.6%).

So, there are fewer AFFECT and JUDGEMENT items in the Chinese essay which means there are less disclosure of personal emotions and the avoidance of direct ethical or moral evaluations respectively. This student’s writing style in Chinese might well reflect the traditional Chinese rhetoric which, differing from western philosophical emphasis on argumentation and obtaining agreement from readers, emphasizes on the use of language and rhetoric to achieve social harmony (Bloch & Chi 1995: 259).

In view of the fact that the Chinese and English essays are produced by the same student, we might get to the tentative understanding that the student could write according to target cultural rhetoric requirements and there is not the cultural interference or negative rhetoric transfer for his writing in terms of affectual expressions and critical stances.

Table 4 shows a clear contrast in the number of occurrences in JUDGEMENT items in the English and Chinese essays. Consistent with previous studies (Lee 2008; Mei & Allison 2003), the English essay shows the same pattern of JUDGEMENT use, that is, the predominance of Capacity (57.1%) and Propriety (22.4%) and irrelevance of Tenacity (2.0%) and Veracity (2.0%):

	JUDGEMENT									
	Social Esteem						Social Sanction			
	Normality		Capacity		Tenacity		Veracity		Propriety	
	EN	CH	EN	CH	EN	CH	EN	CH	EN	CH
Positive	7	4	21	7	0	1	1	0	3	0
Negative	1	0	7	3	1	3	0	1	8	1
Explicit	6	3	18	3	0	0	0	1	5	0
Implicit	2	1	10	7	1	4	1	0	6	1

Table 4. Overview of JUDGEMENT subsystem.

Another prominent feature of the English essay is that most Capacity values are expressed in a positive (75.0%) and explicit (64.3%) way. Example 5 shows interplay of attitudinal values among AFFECT, GRADUATION and JUDGEMENT. A positive evaluation of stars' ability is triggered after demonstrating in an intensive manner the fame and wealth stars possess. The writer infers that people would not accredit this phenomenon and instead evaluate it in an ethically negative way, which constitutes the basis for the anti-argument in the essay.

- (5) *Meanwhile, they enjoy* [+affect: satisfaction] *high* [force: grader] *reputation* [+ judgement: capacity], *standing and incredibly* [force: amplifier] *high* [force: grader] *incomes* [t, + judgement: capacity] *which is as hundreds of times as* [force: measure] *doctors and teachers who receive relatively* [focus: down] *high* [force: grader] *education.*[t, + judgement: capacity]

The Propriety items in the essay are expressed more in a negative (72.7%) way. Example 6 and 7 show that it is stars who are the targets of most negative propriety valuations. Their vulgar life and amoral behaviours are explicitly condemned as ethically wrong, which provokes potential negative ethical response from readers [t - judgement: propriety]. The two examples thus constitute the two strong refusals to the ethnicity of stars' high income. Again, there are interactions among AFFECT, JUDGEMENT and GRADUATION which altogether construe emotions and ethics "co-create high order meaning complexes" (Lee 2008: 51).

- (6) *They squander* [- judgement: propriety] *their money for luxurious* [t, force: high] *and squalid* [t, force: high] *lives* [- appreciation: valuation].[t - judgement: propriety]
- (7) *They are often* [force: measure] *involved in* [- affect: dissatisfaction] *the scandals of drugs* [- appreciation: valuation] *and sex harassment* [- appreciation: valuation]. [t- judgement: propriety]

Table 4 clearly shows that in the Chinese essay, the majority of the JUDGEMENT items fall into the Social Esteem category (90.0%) while only 2 (10.0%) items concern about Social Sanction. This pattern of JUDGEMENT values presents a sharp contrast with that in the English essay in which the Social Esteem accounts for 75.6% and Social Sanction 24.4% of total JUDGEMENT items.

Another feature in the Chinese essay is the predominance of the Capacity values in the JUDGEMENT system which account for 50%. However, the Propriety items, which are thought to be among the most employed evaluative devices in argumentative writings, only constitute 5%. This pattern is also greatly different from that in the English essay in which Capacity accounts for 57.1% and Propriety 22.4%. Finally, in the Chinese essay, 65% of JUDGEMENT values are encoded implicitly while in the English essay 40.8% items are 'evoked'.

In the Appraisal system, Social Esteem items encode the writer's personal judgement of admiration or criticism and the person judged could be raised or lowered in the esteem system in the target discourse community. Unlike the Social Sanction items which involve the moral judgement of praise or condemnation, the Social Esteem items do not indicate much religious or legal or moral implication.

As indicated above, Ethical JUDGEMENT is not a concern of the Chinese essay. Instead, more Social Esteem values are encoded to show the writer's evaluation of stars' capacity and intellectuals' behaviour. What's more, without explicitly inscribed JUDGEMENT values, readers are delegated with more responsibility to read the meaning evoked. The following example shows that through intensive co-articulation of GRADUATION: Force/Focus and JUDGEMENT: Capacity, a positive evaluation of stars' capacity is triggered.

- (8) 现在小沈阳整天 [force: amplifier] 忙于 [+judgement: capacity] 到处 [force: amplifier] 演出, 当然了收入也是大幅度 [force: amplifier] 增加; [t + judgement: capacity] 再如姚明进入 NBA后, 签约收入和广告收入达到 [focus: up/t + appreciation: reaction] 每年 [force: amplifier] 几千万 [force: quantification: amplifier] 。 [t + judgement: capacity]

TRANSLATION: *Now, Xiao Shenyang is busy with [+judgement: capacity] performing everywhere [force: amplifier] all day long [force: amplifier] and of course, his income has greatly [force: amplifier] increased [t + judgement: capacity]; taking Yao Ming for example, after joining the NBA, his contract and advertisement income reached [focus: up/t + appreciation: reaction] tens of millions [force: quantification: amplifier] of pounds per year [force: amplifier]. [t + judgement: capacity]*

Example 9 below contains verbal phrases indicating good quality, such as 耐得住 (endure), 刻苦钻研 (work hard and explore), 厚积薄发 (succeed from solid foundation). But with modal verbs 应该 (should) and 要 (should) in the sentence, the implied meaning of the sentence turns into that some intellectuals are induced to make money instead of concentrating on research when these intellectuals find that stars make fortunes. So, in this sentence, 耐得住 (endure), 刻苦钻研 (work hard and explore), and 厚积薄发 (succeed from solid foundation) are consequently encoded as negative JUDGEMENT: tenacity which means that intellectuals should not be distracted by material temptations in the society and their responsibility is to focus on research and make scientific contributions to the society.

- (9) 作为广大 [force: measure] 知识分子应该耐得住 [t, -judgement: tenacity] 寂寞 [- affect: insecurity], 要刻苦钻研 [t, -judgement: tenacity], 厚积薄发 [t, -judgement: tenacity]

TRANSLATION: *The vast number of [force: measure] intellectuals should endure [t, - judgement: tenacity] loneliness [- affect: insecurity], should work hard and explore unknowns [t, -judgement: tenacity] and try to succeed from a solid foundation [t, -judgement: tenacity].*

The lack of ethical JUDGEMENT: propriety and the dominance of implicit JUDGEMENT values in the student's Chinese essay might probably be attributable to the influence of Chinese Confucianism which advocates harmony and peace among people and prefers not to criticize others harshly or explicitly (Taylor & Chen 1991). Whereas in Western culture, individualism is heralded and argumentation is cultivated; therefore, presenting individual viewpoints and criticizing others' stance do not necessarily constitute face-threatening behaviours (Bloch & Chi 1995).

The different patterns in the use of JUDGEMENT items might imply that the student could shift his writing styles freely in Chinese and English in accordance with target cultural context. It might also indicate that there is not much interference between L1 and L2 rhetoric in the students' English and Chinese essays.

Table 5 shows a predominance of APPRECIATION: valuation in the English essay which constitutes 70.3%, followed by Reaction (18.9%) and Composition (10.8%):

	APPRECIATION					
	Reaction		Composition		Valuation	
	EN	CH	EN	CH	EN	CH
Positive	4	8	2	0	14	11
Negative	3	1	2	2	12	5
Explicit	3	7	3	1	20	12
Implicit	4	2	1	1	6	4

Table 5. Overview of APPRECIATION subsystem.

One distinct feature of the use of appreciation values in the essay is what Lee (2008: 52) called “appreciation-invoking judgment pattern”. In the following example, the appraised item is ‘human civilization’ and its capacity of development is positively acknowledged. The interplay of AFFECT, GRADUATION and APPRECIATION leads to a positive evaluation of a human being’s capacity:

- (10) *With the amazingly* [+ appreciation: reaction/force: amplifier] *fast* [force: measure] *pace of modernization* [+appreciation: valuation], *the human civilization* [+ judgement: capacity] *is now enjoying* [+ appreciation: valuation/t, + affect: satisfaction] *its unprecedented* [force: amplifier] *prosperity* [+ appreciation: valuation]. [t, + judgement: capacity]

Example 11 shows the GRADUATION-invoked negative APPRECIATION triggers a negative ethical evaluation of stars’ behaviours [t – judgement: propriety]:

- (11) *In my opinion, such* [t, force: high] *kind of* [focus: down] *stars* [t – appreciation: valuation] *should contemplate* [t, force: high] *that who gives them what they have now and do something more* [force: measure] *for the society* [t – judgement: capacity]. [t – judgement: propriety]

The English essay also features a wide use of Appreciation: Reaction values. In the example 12, such adjectives as *sweet-sounding* and *wonderful* contribute to encode the writer’s positive affectual reactions to stars’ quality performance and foreground his subjective voice, which helps build his supportive stance on the thesis of the essay.

- (12) *The high* [force: grader] *income is the encouragement* [+ appreciation: valuation/ t + affect: satisfaction] *of the “star” so that they can break the record* [+ judgement: capacity] *in the stadium and provide us with more* [force: measure] *sweet-sounding* [+ appreciation: reaction/t, + affect: satisfaction] *music and wonderful* [+ appreciation: reaction] *performances in the movie.* [t, +judgement: capacity]

Table 5 also reveals a similar pattern in the use of Appreciation resources in the Chinese essay which features a dominance of Reaction (33.3%) and Valuation (59.3%) items and irrelevance of Composition items.

Similar to the English essay, the Chinese one also exhibits an Appreciation-invoking JUDGEMENT pattern. The following example exhibits that a series of Appreciation: valuations trigger the negative JUDGEMENT of some science talents’ ability to make great contributions to the society.

- (13) 一般的 [- appreciation: valuation] 科技人才 [+ appreciation: valuation] 是为社会作出了贡献 [+ appreciation: valuation], 但绝 [force: amplifier] 大多数的 [force: grader] 贡献 [+ appreciation: valuation] 也只是 [focus: down] 一般的 [- appreciation: valuation], [t, - judgement: capacity]
TRANSLATION: *Some ordinary* [- appreciation: valuation] *science talents* [+ appreciation: valuation] *do make a contribution* [+ appreciation: valuation] *to the society, but the vast* [force: amplifier] *majority of* [force: grader] *their contributions* [+ appreciation: valuation] *are also just* [focus: down] *ordinary* [- appreciation: valuation]. [t, - judgement: capacity]

One example of Appreciation: valuation in the Chinese essay might seem typical to Chinese writing. The use of exclamation 吧 in the sentence indicates the writer's acknowledgement of Yao Ming's hard work and success and thus inscribes [+ appreciation: valuation]. In Chinese, the exclamation 吧 carries writers/speakers' strong emotion and consequently indicates personal feelings towards entities or behaviours.

(14) 就说姚明吧 [+ appreciation: valuation]

TRANSLATION: *Just take Yao Ming for example* (with a positive evaluative exclamation) [+ appreciation: valuation]

5. Conclusion

By drawing on APPRAISAL Theory, this paper made a within-subject contrastive study of attitudinal meanings in a Chinese EFL university student's argumentative writing in both English and Chinese. The case study finds the student's English essay contains a variety of attitudinal items with JUDGEMENT constituting the highest percentage; AFFECT values exhibit the Affect-invoking JUDGEMENT or APPRECIATION patterns. This pattern in the use of attitudinal resources is reported to be characteristic of argumentative genre (Lee 2006, 2008). Quite unlike the English essay, the Chinese one employs the least number of AFFECT items and more APPRECIATION than JUDGEMENT ones. This kind of differences might be due to the student's relatively high level of language proficiency and the difference between western and traditional Chinese writing rhetoric (Wu & Rubin 2000; Lee 2008).

Due to the explanatory nature of the case study, the results of the investigation are better interpreted as a prelude to large-scale studies of significant areas. Firstly, in view of the fact that the student writer in this case study has an upper-intermediate English proficiency, we would like to hypothesize that there would be a developmental trend in the use of appraisal resources in EFL/ESL students' L1/L2 writings. Many studies have demonstrated the influence of L2 proficiency upon EFL/ESL students' cognitive strategies in composing processes as well as textual features in the written product (Mohan & Lo 1985; Wang & Wen 2002; Wang 2004; Liu & Braine 2005). Secondly, we believe that L1 literacy and the teaching of L2 writing (Liebman 1992; Kubota 1998b) play an important role in forming EFL/ESL students' L1/L2 writing practices. Therefore, it would be more revealing to investigate the relation between 'small culture' (Connor 2004) or the culture of learning (Cortazzi & Jin 1996) and EFL/ESL student writers' textual features. In all, an appraisal analysis of a larger cohort of students' writings from a multiple perspectives is needed to better reveal EFL/ESL students' use of evaluative language in their L1/L2 writings.

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