

Preliminary Investigation into the Affordances of Evaluative Resources in Multimodal Texts of an Established Textbook Series in Vietnam

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ABSTRACT

Keywords: Appraisal, Visual Appraisal, attitudinal expressions, multimodal texts, textbooks

The paper aims to initially examine the deployment of Attitude in multimodal reading texts in *Solutions* (Falla & Davies, 2013), an English textbook series being used as textbooks in most universities in Vietnam. To reach its aim, it first deployed the Appraisal framework proposed by Martin and White (2005) to examine evaluative resources in the fifteen verbal texts of the five genres of Anecdote, Biographical recount, Exposition, Narrative, and Review (Rose & Martin, 2012). A closer examination of how images contribute to articulating evaluation is then conducted on five of these multimodal reading texts in light of the Visual Appraisal frameworks suggested by Economou (2009) and White (2014) and the terms Convergence and Divergence proposed by Painter, Martin and Unsworth (2013). It was found that various aspects of Attitude are exploited with a range of frequency in different genres. It was also indicated that Convergence tends to be more frequently deployed than Divergence. In the same multimodal text, both cases of Convergence and Divergence may occur or only one of the two types. In any way, they all have the function of co-articulating attitude. The paper concludes by highlighting the necessity of selecting appropriate images in textbooks among editors and deploying images in effectively teaching multimodal texts among lecturers and teachers.

Introduction

It is undeniable that learning how to express attitude efficiently is a concern to most language teachers and learners. The issue is even more significant in the context of Vietnam's participation in the World Trade Organization (2006), the ASEAN Economic Community (2015), and the Trans-Pacific Partnership (2016), where critical thinking and expression are frequently required. However, it has been observed that most Vietnamese learners of English, despite their academic language proficiency, have a limited attitudinal language repertoire to appropriately express their opinions, attitudes, or even their normal feelings (Ngo, Unsworth,

& Feez, 2012; Nguyen, 2017, 2020).

One important aspect of enhancing English teaching renovation in Vietnam is to focus on expanding English learners' evaluative language repertoire through the improvement of textbooks to foreground evaluative resources (Ngo, Unsworth, & Feez, 2012, Nguyen, 2017, 2020). This study was conducted with the aim to preliminarily examine the deployment of Attitude in *Solutions Pre-Intermediate*, *Solutions Intermediate*, and *Solutions Upper-Intermediate* textbooks, which are designed by Tim Falla and Paul Davies and published by Oxford University Press (2013) and are being used and the main teaching materials to English majors and non-majors at some universities in Vietnam, including Quy Nhon University.

Literature review

Genres

Originating from Systemic Functional Linguistics (SFL) (Halliday, 1994), genre theory was developed by a group of linguists at The University of Sydney led by Martin (Martin & Rose, 2008; Rose & Martin, 2012). The language choices employed to make meaning in any specific text are shaped by the immediate context of the situation and the more global context of the culture in which the language is being employed. The context of the situation (*register*) refers to what the text is about (*field*), the people involved and their relationship (*tenor*), and how the text is structured (*mode*). The context of culture consists of the values, beliefs, or behaviors of a particular culture, which affects how people shape texts. Text types or *genres* were developed to help people achieve social purposes (Martin & Rose, 2008), and different genres achieve different purposes. For example, the purpose of an anecdote is to share an emotional reaction to a story, whereas the purpose of an exposition is to argue for a point of view. Each genre is a "staged, goal-oriented, social process" (Martin & Rose, 2008, p. 20).

For the last three decades, Australian scholars have established a table of genres in schooling contexts, which consists of 7 groups with 22 different genres (Rose & Martin, 2012). Each genre includes different phases aiming to achieve different purposes. A procedure, for instance, comprises three phases of Purpose, Equipment, and Steps, while an anecdote starts with Orientation, then Remarkable event, and Reaction. Language users need to master particular language resources to control a particular genre because different genres are achieved through different language features (Humphrey, Droga & Feez, 2012; Humphrey, Love & Droga, 2011; Martin & Rose, 2008; Rose & Martin, 2012). The procedure genre, for instance, involves the employment of key grammatical features such as imperative clauses for interaction, action processes in theme position and circumstance, and dependent clauses as marked themes for creating cohesion, etc.

The Appraisal Framework

Initially proposed by Martin and White (2005) and refined by Hood (2010), the Appraisal framework offers resources for interpersonal meaning analysis under the three aspects termed *Attitude*, *Engagement*, and *Graduation*.

Attitude deals with our feelings, including emotional reactions (*Affect*), judgments of behavior (*Judgement*), and evaluation of inanimate phenomena (*Appreciation*). The attitudinal resources can be implicitly (invoked) or explicitly (inscribed) realized in a positive or negative way. Attitude can be explicitly expressed via a wide range of grammatical resources. Affect, for example, can be realized in various grammatical functions such as Epithet, Attribute, Circumstance, Process, Modal Adjunct, Subject, or Object. Attitude can also be implicitly expressed by three types of invocation termed Provoke, Flag, and Afford (Martin and White, 2005). Provoked Attitude is realized by lexical similes (e.g., "*like entering a cage*" = "*imprisoned*") and metaphors (e.g., "*a new horizon*" = "*a land with hope and happiness*"). A flagging Attitude may be realized by a non-core vocabulary that infuses intensification into a core word that has a similar lexical meaning (e.g., *whisper* and *scream* and *say*). As the most open to interpretation, Afforded Attitude is assessed by co-textual information (e.g., The attitudinal meaning of "*My dad will be here tonight*" might be interpreted as happiness, surprise or security depending on the position of the reader or listener.)

Engagement is about the play of voice, which enables readers to identify the extent of subjectivity and objectivity of an attitude and choices of monoglossic or heteroglossic resources.

Graduation includes language resources for intensifying Attitude. Attitudinal expressions can be assessed on a scale ranging from low to high via the application of Graduation resources. The Graduation system includes two scales labeled Force and Focus. Force is a means of assessing the degree of intensity (Intensification) and the amount (Quantification), whereas Focus is a non-gradable language resource that adjusts "the strength of boundaries between categories, constructing core and peripheral types of things" (Martin & White, 2005, p. 37).

The Visual Appraisal framework

Several studies have been conducted to deploy the interpersonal metafunction of SFL in construing non-verbal meaning systems in images (Bednarek & Caple, 2012; Caple, 2008, 2010; Economou, 2009, 2013; Macken-Horarik, 2003, 2004; Macken-Horarik & Isaac, 2014; Martin, 2001, 2004, 2008; Painter, Martin & Unsworth, 2013; Unsworth, 2015; Unsworth & Mills, 2020; Unsworth & Ngo, 2015; White, 2014). However, only a few of these take the verbal Appraisal framework as the point of departure to examine evaluative meaning in the visual-verbal text.

Economou (2009) claims that attitudinal meanings can be provoked by various choices in interaction, content, and composition in photos in the news from an Australian paper and a Greek paper. Realizing the potential of images to express attitudinal meanings, Economou argues that the Appraisal framework (Martin & White, 2005) can be employed to analyze visual images similarly to verbal texts. In the photo, attitude can be afforded by visual ideational tokens, flagged by visual graduation, provoked by visual ideational metaphor, and it can also be inscribed through a depiction of embodied attitude.

White (2014) also takes the verbal Appraisal framework as the point of departure to analyze all types of journalistic images ranging from journalistic photo images to pictorial arrangements, political cartooning, and illustrative artwork, seeking visual-verbal attitudinal analogues. He

argues that there are "visual analogues of verbal inscription and of verbal invocation of attitude" and "there are visual analogues of the more delicate sub-categories of verbal invocation, specifically of the mechanisms by which attitude is provoked, flagged and afforded" (White, 2014, p. 40). Based on such referential criteria as the salience of the author as an attitudinal agent, the stability of the expression in conveying a viewpoint across different contexts of use, and the degree of the reader's involvement in drawing attitudinal conclusions from the material included, he proposes a taxonomy of options for communicating attitude in images, which includes ways of inscribing, provoking, flagging or affording attitude (White, 2014, pp 38-39).

In a discussion of the relationship between image and language in articulating attitudes in children picture books Painter and her colleagues suggest the two terms of *Convergence* and *Divergence* (Painter et al., 2013). Convergence refers to the case when language and image work together to multiply the corresponding meaning. Divergence, on the other hand, occurs when the meanings of language and image differ, but it may also create new meanings at the intersection of image and language.

This study deploys the Appraisal framework developed by Martin and White (2005), the Visual Appraisal frameworks proposed by Economou (2009) and White (2014), and the notions of Convergence and Divergence suggested by Painter and her colleagues (2013) to examine how evaluative resources are deployed in some genres in the multimodal reading texts in the *Solutions* textbook series. In particular, it was seeking to answer the following research questions:

1. To what extent are evaluative resources deployed to convey evaluation in different genres in the reading texts of the *Solutions* textbooks?
2. How do image and language co-work to express attitudinal meanings in some of these multimodal reading texts?

Methods

Data sources

The data sources to answer the first research question are the fifteen reading texts from the three *Solutions* textbooks, including *Solutions Pre-Intermediate*, *Solutions Intermediate* and *Solutions Pre-Intermediate* (Falla & Davies, 2013a, 2013b, 2013c). The fifteen texts belong to five different genres, including Anecdote, Biographical recount, Exposition, Narrative and Review. The focus on these five genres is because of their quite high frequency of adopting the language of evaluation to achieve the writer's social purpose (Derewianka & Jones, 2012; Humphrey et al., 2012; Humphrey et al., 2011). The units for analysis are 568 sentences, which are coded from S1 to Sn in the order of the texts. The texts are coded in accordance with the abbreviation of the genres, such as A1, A2, A3, B1, B2, B3, E1, E2, E3, N1, N2, N3, R1, R2, and R3. Thus, E2S3 means the third sentence in the second reading of the Exposition genre.

The data for answers to the second research question are five of the fifteen multimodal reading texts, randomly selected based on the criteria of representing five different genres across the

three textbooks. The five texts for analysis are A3, B3, E1, N1 and R1, which represent the third text of Anecdote, the third of Biographical recount, the first of Exposition, the first of Narrative and the first of Review, respectively.

Data analysis

Analysis of evaluative meaning in verbal texts was conducted using the Appraisal framework (Martin & White, 2005) with the support of UAM Corpus developed by O'Donnell (2008). The results were coded with colors (e.g., red representing Affect, blue Judgement and Purple Appreciation) and could be extracted with the display requested, as shown in Figures 1 and 2 below.

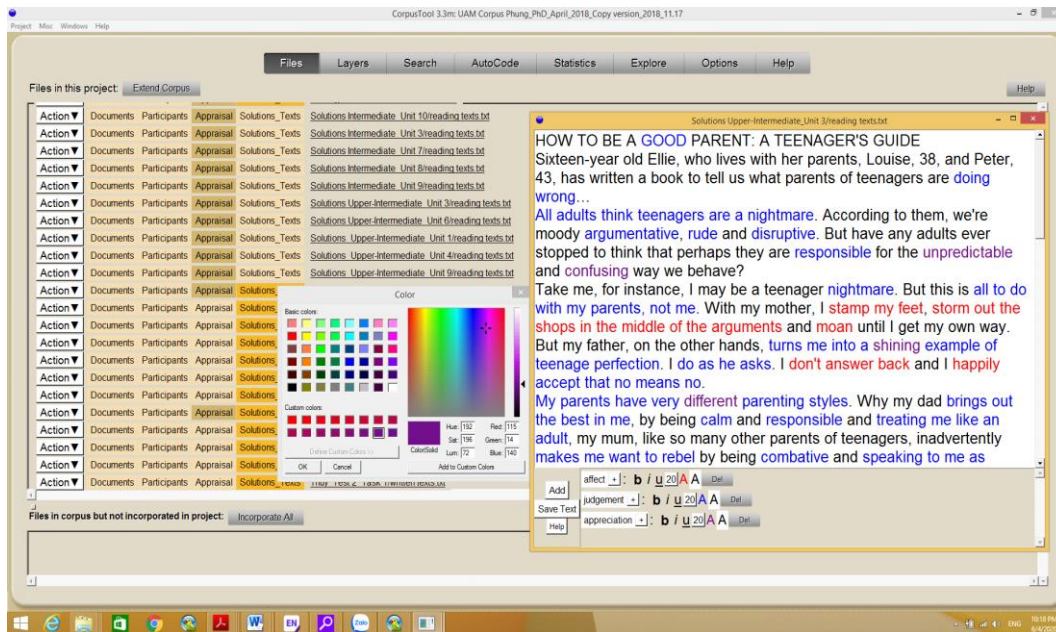


Figure 1. Colors displaying Affect (red), Judgement (Blue), and Appreciation (purple)

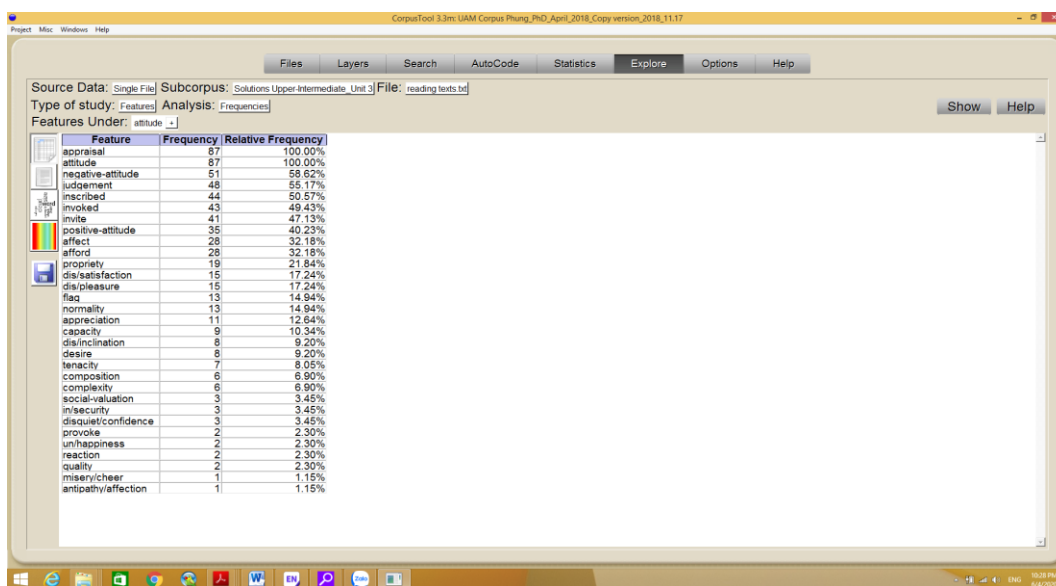



Figure 2. Statistics revealing numbers of Affect, Judgement, and Appreciation



In image, Affect can be realized through facial expressions, gestures and stance whereas Judgement of Social esteem can be evaluated via iconic gesture or stance (i.e. clapping hands with a smile maybe understood as an approval). However, there are very few ways of revealing explicit inscription of Judgement of Social sanction and no evaluation of Appreciation (Economou, 2009). To deal with this issue, Judgement of Social sanction and some cases of Judgement of Social esteem were examined regarding evaluative meanings implicitly understood through representation (Economou, 2009; White, 2014). Analysis of evaluative meaning in the accompanying images in the five selected multimodal texts proceeded to apply the frameworks suggested by Economou (2009) and White (2014). To conduct the analysis, a table was set up with five columns as demonstrated in Table 1.

Table 1. Example of Attitude analysis of images in the extract from Text E1 "How to be a good parent: A teenager's guide" (Falla & Davies, 2013c, pp. 18-19)

	Visual Item	Representation	Composition	Interaction	Attitude carried & afforded by representation
	Three people in one round, but while the man is attending to what the woman is saying with satisfaction, the woman is looking at different direction but straining to turn her head as far as she can to attend to the man from her original position to show consideration and worry to something, and the girl is showing ignoring of the man and woman's behaviours and feeling.	Material-Behaviorial process Circum: manner	Material (inter) action between Man-Woman is made salient Behavioural of Woman is made salient Behavioural of Girl is made most salient	Highest involvement with Girl's Reaction, followed by Woman's behaviour, then Man's emotion	JUDGEMENT: Relationship among three people target, Viewer appraiser Evoked Propriety: (conflict) and (discord). Although the man and the woman are attentive and interest in what they are talking about, the woman does not look the man. The girl does not look at the man and the woman

The final step was to examine evaluative meaning at the interface of language and image in multimodal texts. Table 2 displays the result of the analysis of Convergence and Divergence in one extract from Text E3.

Table 2. Convergence and Divergence between evaluative meaning constructed by language and image in the extract from Text E1 "How to be a good parent: A teenager's guide" (Falla & Davies, 2013c, pp. 18-19)

Image and co-occurring evaluative meaning in language	Visual evaluative meaning	Image-language relation
 <p>Language: My dad brings out the best in me, by being calm and responsible and treating me like an adult. Dad was fine with the idea of me going alone (to take a train to Portsmouth to see a friend), but it took two weeks of arguments before Mum agreed.</p> <p>Attitudinal meanings in language: Invoked Judgement of + Propriety</p>	<p>Body and facial expressions: gentle look on his face</p> <p>Attitudinal meanings: Evoked Judgement of +Propriety ('considerate' and 'attentive')</p>	<p>Convergence Both language and image deal with Judgement of +Propriety in relation to his satisfactory/ considerate thought towards the girl's idea of going to Portsmouth alone and his attentive gestures towards his wife in trying to persuade her to approve the girl's decision.</p>
 <p>Language: My mum inadvertently makes me want to rebel by being combative and speaking to me as though I'm still a child.</p> <p>Attitudinal meanings in language: Invoked Judgement of - Propriety</p>	<p>Body and facial expressions: looking to other direction with chin leaning on right hand, (maybe she is thinking of/ interested in an incident between herself and her daughter or her husband)</p> <p>Attitudinal meanings: Inscribed +Affect: (satisfaction: interest)</p>	<p>Divergence Language invokes Judgement of -Propriety whereas Image inscribes +Affect: consideration (interest) and -Affect: insecurity (worry)</p>

Findings

Question 1: To what extent are evaluative resources deployed to convey evaluation in different genres in the reading texts of the Solutions textbooks?

The results of data analysis indicate that attitudinal expressions occur with higher frequency in Exposition (i.e., 223 instances) than in the other four genres (i.e., from 122 to 157 instances). Details of instances of attitudinal expressions deployed in each particular genre are demonstrated in Table 3.

Table 3. Instances of attitudinal expressions in each genre

	Anecdote	Biographical recount	Exposition	Narrative	Review
Affect	33	29	58	79	15
Judgment	50	88	115	30	33
Appreciation	52	40	50	33	74
	135	157	223	142	122

A closer investigation into Table 2 revealed that there are broad differences among the number of instances conveying each particular type of Attitude in each genre. For example, Affect appears with the highest frequency in Narrative (i.e., 79 instances); Judgement is most favored in Biographical recount (i.e., 115 instances), whereas Appreciation tends to be most deployed in Review (i.e., 74 instances). Anecdote is the only genre with a quite approximate deployment of the three types of Attitude.

Deployment of Affect

The results of data analysis, as displayed in Table 4 demonstrate quite balanced employment of evaluative language of the four sub-types of Affect in Narrative and the most frequent use of attitudinal expressions of Dis/satisfaction across the five genres.

Table 4. Instances of four sub-types of Affect in each genre

	Anecdote	Biographical recount	Exposition	Narrative	Review
Un/happiness	6	6	4	21	4
Dis/satisfaction	21	18	24	24	8
In/security	3	4	9	13	1
Dis/inclination	3	1	21	21	2

Some expressions of Dis/satisfaction which can be found across the five genres are as below:

- *As a baby, Bethany liked to splash in the shallow water. (A3S20)*
- *In the legend, Robin Hood was angry at the injustice and decided to fight against it. (B3S9)*
- *With my mother, I stamp my feet, storm out of the shops in the middle of arguments and moan until I get my own way. (E2S6)*
- *Mr Usher was disappointed with the price, but he accepted it. (N3S9)*
- *And many actors prefer to do their own stunt. (R3S22)*

Deployment of Judgement

The number of expressions of Judgement in the fifteen texts is demonstrated in Table 5.

Table 5. Instances of five types of Judgement in each genre

	Anecdote	Biographical recount	Exposition	Narrative	Review
Normality	14	26	31	8	29
Capacity	26	52	14	2	2
Tenacity	5	8	15	5	1
Propriety	5	2	52	15	1
Veracity	0	0	3	0	0

As can be seen in Table 5, different aspects of Judgement are exploited with various frequencies in different genres. In particular, Judgement of Capacity and Normality is employed in the largest number of Biographical recounts and Anecdote to illustrate the ability and outstanding features of the characters being described. For example, to demonstrate the talent of a maths genius named Cameron which was recognized at the age of four, several attitudinal expressions of Capacity or Normality are in use, such as *"The test was out 140; Cameron scored 141."* (B2S4) *"I broke the system."* (B2S5), *"He passed two GCSEs at the age of eleven and then got the highest grade in his maths A-level before the end of that same academic year."* (B2S7), or *"He is now fourteen years old and studying for a degree in maths, a remarkable achievement bearing in mind his age."* (B2S8). These expressions work together to create prosody in evaluation, intensifying Cameron's special talent. This finding aligns with previous studies by Derewianka and Jones (2012), Hood (2010), and Humphrey et al. (2011).

Also taken into consideration is the dominant number of instances of Normality in Exposition and Review. Expressions of these two types are favored to judge whether the descriptive characters are normal, abnormal or outstanding, etc. The extreme fortune of an eighty-one-year-old man called Selek, for instance, is conveyed via a series of evidence, starting from *"Throughout his long life, he has survived 7 disasters, all of which could have killed him"* (RIS2) and ending with *"He won the lottery, and he met his fifth wife"*. (RIS31). The finding also resonates with previous studies conducted by scholars from the SFL Sydney school (Derewianka & Jones, 2012, Hood, 2010, Humphrey et al., 2011).

It is also noteworthy that expressions of Judgement of Propriety are outnumbered in Exposition to make Judgment of the people in description. To indicate her mother's improper behaviors, the sixteen-year-old girl named Ellie deploys plenty of expressions that express her Judgement of the mother's actions, such as *"She is responsible for the unpredictable and confusing way we behave."* (E2S3), *"My mum inadvertently makes me want to rebel by being combative and speaking to me as though I'm still a child."* (E2S8), *"Dad was fine with the idea of me going alone, but it took weeks of arguments before Mum agreed."* (E2S21), or *"She instantly banned me using the Internet, and we ended up having a huge row."* (E2S24).

Deployment of Appreciation

It is interesting to note from the data analysis presented in Table 6 that there are a few considerable differences in the number of expressions of three sub-types of Appreciation across the five genres. Perhaps the only distinguishing feature is the outnumber of attitudinal

expressions of Valuation in the genre of Review (i.e., 43 instances) to evaluate the value of issues under examination.

Table 6. Instances of three types of Appreciation in each genre

	Anecdote	Biographical recount	Exposition	Narrative	Review
Reaction	15	20	6	18	15
Composition	19	11	14	12	16
Valuation	18	9	30	3	43

Examples of some expressions of Appreciation are as follows.

Expressions of Reaction:

- *If it isn't stopped, it will crash into the Pacific Ocean, creating a devastating tsunami. (E3S3)*
- *The really incredible thing about Bethany is that only ten weeks later she was surfing again in a competition. (A3S24)*

Expressions of Composition:

- *When a British 16-year-old paid £95 on eBay for a second-hand PlayStation 2 console and two games, he wasn't sure if it was a bargain. (N3S23)*
- *My parents have very different parenting styles. (E1S9)*

Expressions of Valuation:

- *The impact would cause massive destruction – imagine colliding with a rock as big as a mountain that is travelling at 20km/s. (E3S9)*
- *Nobody has lived in the town for years. (N3S21)*

Question 2: How do image and language co-work to express attitudinal meanings in some of these reading texts?

The data analysis of the five selected multimodal texts demonstrates eleven image-language relations in constructing evaluative meaning. It is interesting to note that the number of Divergence accounts for approximately half of the cases of Convergence. Details of the analysis can be seen in Table 7.

Of special interest in the analysis is the finding that Convergence and Divergence do not necessarily occur at the same time in a particular text.

Table 7. Relation between image and language in the construction of evaluation in multimodal texts coded A3, B3, E1, N1, R1 (Falla & Davies, 2013a, 2013b, 2013c)

Text	Title	Main Content	Evaluative meaning in language	Evaluative meaning in image	Image-language relation
A3	Surfing superstar	The 13-year-old girl Hamilton won first place in a surfing competition in Hawaii after a serious accident in which a tiger shark bit her left hand	Inscribed positive Judgement of Capacity; Invoked positive Judgement of Capacity	Evoked positive Judgement of Capacity	Convergence
			Inscribed positive Judgement of Capacity; Invoked positive Judgement of Tenacity	Evoked positive Judgement of Capacity and Tenacity	Convergence
B3	The legend of Robin Hood	The brave legend Robin Hood led his band of outlaws to fight against injustice	Inscribed positive Judgement of Tenacity	Evoked positive Judgement of Tenacity	Convergence
			Inscribed positive Judgement of Capacity	Evoked positive Judgement of Capacity	Convergence
E1	How to be a good parent: a teenagers' guide	The 16-year-old girl Ellie is judging parents' behaviours to teenagers	Invoked positive Judgement of Propriety	Evoked positive Judgement of Propriety	Convergence
			Invoked negative Judgement of Propriety	Inscribed Affect of Satisfaction	Divergence
			Inscribed negative Affect of Satisfaction	Inscribed Affect of Dissatisfaction	Convergence
			Inscribed Affect of Girl's Satisfaction toward Father; Inscribed Affect of Girl's Dissatisfaction toward Mother; Invoked negative Judgement of Propriety among the family members	Evoked negative Judgement of Propriety (conflict and discord) among three people	Convergence
N1	Travelling with friends	Young people may face some potential problems when they are travelling with friends instead of with families	Inscribed Affect of Unhappiness	Inscribed Affect of Happiness	Divergence
			Invoked Affect of Insecurity	Inscribed Affect of Happiness	Divergence
R1	The world's luckiest man	The 81-year-old man Selak is known as the world's luckiest man, but winning the lottery does not necessarily make him happy	Inscribed Affect of Dissatisfaction	Inscribed Affect of Satisfaction	Divergence

Convergence only in the same multimodal text

The first case is when only Convergence occurs in multimodal texts. In the text *"Surfing superstar"* (Tim & Falla, 2013a), for example, several sentences are used to judge the talent of a 13-year-old Hamilton, such as *"By thirteen, she was one of the best surfers in the world"* (inscribed positive Judgement of Capacity), *"Before the accident, a lot of professional surfers thought that Bethany was going to be the women's world champion one day"* (invoked positive Judgement of Capacity). These verbal evaluative meanings are convergent with the evoked positive Judgement in the accompanied image (Image 1 in Figure 3) where Hamilton with determined facial features, is surfing and stretching postures of limbs to keep balance on waves. The second image (Image 2 in Figure 3) evokes readers' positive Judgement of Capacity and Tenacity to Hamilton when it displays her surfing on very high waves with postures of two legs and only one hand together with much more determined facial features. These visual evaluative meanings are again convergent with the verbal Judgement of her positive capacity and tenacity in the texts such as *"Less than a year later, she won first place in a surfing competition in Hawaii"* (inscribed positive Judgement of Capacity) and *"After the accident, they (a lot of professional surfers) haven't changed their minds (thought that Bethany was going to be the women's world champion one day)"* (invoked positive Judgement of Capacity and Tenacity).

Image 1



Image 2

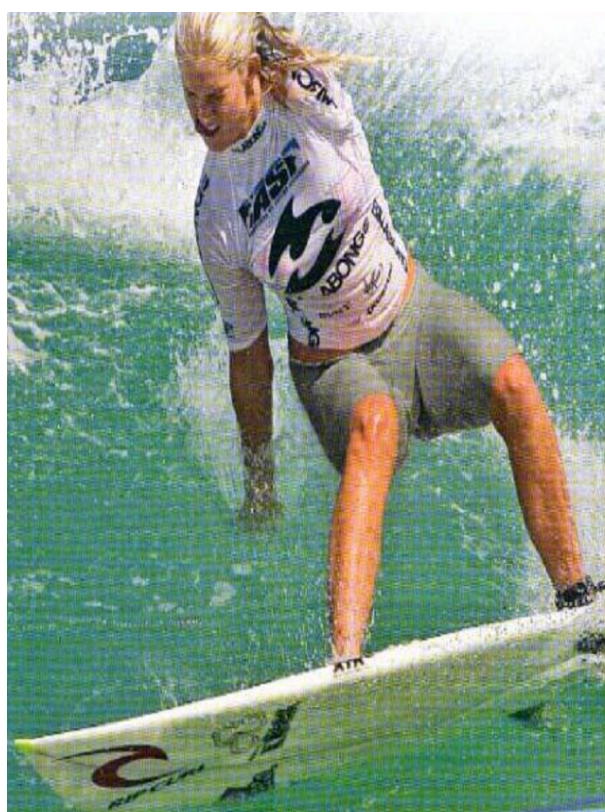


Figure 3. Images in Text B3 "Surfing superstar" (Tim & Falla, 2013a, pp. 18-19)

Divergence only in the same multimodal text

There is another case when multimodal texts afford only Divergence, which is clearly illustrated in the text *"Travelling with friends"* (Tim & Falla, 2013b). The verbal text explains potential problems facing young people when travelling with friends instead of family with a number of sentences such as *"Disagreements can often happen"* (Invoked Affect of Insecurity), *"This might be the first time you've had lots of money to spend on yourself. But don't forget that this money is supposed to last your whole holiday"* ((Inscribed Affect of Happiness, Invoked Affect of Insecurity), *"Personal hygiene still matters - and if it doesn't matter to you, it will to your friends"* (Invoked Affect of Insecurity), *"Right now you might not think you'll miss home, but you may feel differently when you are hundreds of miles away"* (Invoked Affect of Insecurity). However, the images that accompany the verbal text include no affordance of the meaning of insecurity. Instead, they inscribed the evaluative meaning of happiness and worry-free or care-free feelings of the two young couples in Images 3 and 4 in Figure 4. It can be concluded in this case that the images are divergent with the verbal text in articulating the overall evaluative meanings of Insecurity that the author is aiming at throughout the text (Painter et al., 2013).

Image 3



Image 4

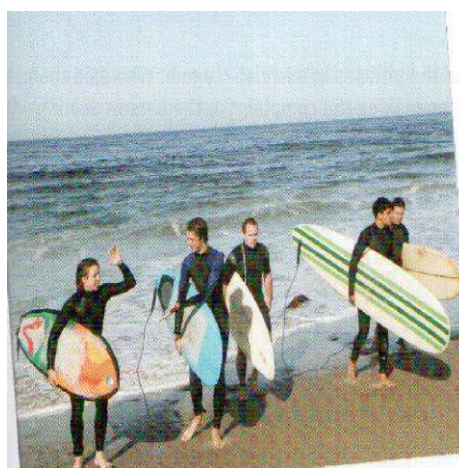


Figure 4. Images in Text N1 *"Travelling with friends"* (Tim & Falla, 2013b, pp. 78-79)

Convergence and Divergence in the same multimodal text

Interestingly, there still exists a special case when Convergence and Divergence both occur in the same multimodal text. When a 16-year-old girl Ellie, for example, is judging her parents' behaviours, she is trying to express her positive attitude to her father and her negative attitude to her mother. The positive attitude to her father is thanks to his consideration and attention to her. The positive Judgement of Propriety towards the father can be evaluated via such sentences in the verbal text as *"My dad brings out the best in me, by being calm and responsible and treating me like an adult"* (Invoked positive Judgement of Propriety) or *"Dad was fine with the idea of me going alone (to take a train to Portsmouth to see a friend)"* (Invoked positive Judgement of Propriety). These are convergent with the image showing the father's care and consideration in Image 5 (Figure 5 below).



Figure 5. Images in Text E1 "How to be a good parent: A teenager's guide" (Tim & Falla, 2013c, pp. 30-31)

The negative attitude to her mother is due to the negative Judgement of Propriety towards her mother, which can be invoked from sentences in the verbal text such as "*My mum inadvertently makes me want to rebel by being combative and speaking to me as though I'm still a child*" or "*it took two weeks of arguments before Mum agreed (to allow me to take a train to Portsmouth to see a friend)*". Although the verbiage invokes negative Judgement of Propriety toward the mother, the image of the mother in Image 6 (Figure 5) explicitly express positive Affect of Satisfaction. This type of Affect is inscribed via the mother's body and facial expressions such as her look to other direction with chin leaning on hand; perhaps, she is interested in an incident between herself and her daughter/husband about the daughter's suggestion about taking a train to Portsmouth to see a friend. The visual evaluation from image is, therefore, divergent with the evaluative meaning invoked from the accompanying text.

With regard to the daughter's feeling, Convergence is adopted to articulate evaluation in image and language. As can be seen in Image 7 (Figure 5) showing the girl with chin leaning against her left hand staring, showing ignorance of her parents' behaviours and feelings, the girl Ellie is expressing her dissatisfaction toward the conflict in her family. This aspect of evaluation is convergent with the accompanying texts such as "*They (parents) are responsible for the unpredictable and confusing way we behave*" (invoked Affect of Dissatisfaction) and "*I may be a teenager nightmare. But it is all to do with my parents, not me*" (invoked Affect of Dissatisfaction).

Discussions and Conclusions

The findings of this study shared many commonalities with previous ones. It can be seen that Anecdote, Biographical recount, Exposition, Narrative and Review are the genres in which evaluative language is deployed with high frequency (Derewianka & Jones, 2012; Humphrey et al. 2012; Humphrey et al., 2011). However, the scopes and sub-categories of Attitude are not delicately covered.

In terms of evaluation in language, various aspects of Attitude are exploited with a range of frequency in different genres. This echoes previous studies of Humphrey and her colleagues (Humphrey et al. 2012; Humphrey et al. 2011). Moreover, some evaluative resources work together prosodically to build up and intensify the evaluative stance that the author is aiming at (Hood, 2010, Humphrey et al., 2011).

With regard to the relationship of language and image in shaping evaluation, Convergence tends to be more frequently deployed than Divergence. Of particular interest is the finding that both cases of Convergence and Divergence may occur in the same multimodal text or only one of the two types. In any way, they all work together to build up and intensify an evaluative stance (Painter et al., 2013, Nguyen, 2020) and have the function of co-articulating attitude (Martin, 2001).

It is hoped that the results of this study will provide linguists, educators, lecturers, teachers, and students with an overview of Attitude sub-types and resources which are frequently deployed in a particular genre. The study also highlights the role of images in working with language in articulating attitude, thus emphasizing the necessity of using appropriate images in textbooks among editors and efficiently exploiting images in teaching multimodal texts among lecturers and teachers.

Despite positive contributions, this study remains a couple of limitations. Within the limit of an article, it is impossible for the study to encompass all aspects of evaluation in all genres. The aspects of evaluation not included are Engagement and Graduation. Additionally, the data for analysis include only fifteen out of thirty multimodal reading texts in the three *Solutions* textbooks. These limitations shed light on suggestions for further research, which is expected to be conducted by the author and/or others in the future.

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