

## CHAPTER 4

### RESEARCH FINDINGS

#### 4.0 INTRODUCTION

In this chapter the statistical results obtained in the testing of Hypothesis 1 are presented and described first, that is, findings relating to the relative 'involvement' of Unisa study guides. I do so by presenting and describing the overall count for features of 'involvement' in the old and new study guides under analysis. I then present and describe the most significant findings relating to each of the study guides individually. The significance of the findings is then interpreted and explained as I again first discuss the implication of the overall 'involvement' of old and new study guides and then discuss and explain the implication of research results relating to each of the study guides individually.

After having reported the research findings relating to Hypothesis 1, I describe, interpret and explain the research findings relating to Hypothesis 2. I do so by appraising the most significant 'involvement' features of each of the individual study guides in terms of the Appraisal subsystems of ATTITUDE, GRADUATION and ENGAGEMENT. I then interpret and explain the research results in terms of student-centredness.

#### 4.1 HYPOTHESIS 1

In this section I report on the testing of Hypothesis 1, which is restated below:

Hypothesis 1: Distance education study guides developed with a student-centred approach to teaching are more 'involved' than study guides developed with a content-centred approach.

It has been mentioned (cf. 1.2 and 2.1) that this hypothesis is informed by the view that student-centred guides are developed with a consideration of the principles underlying Transformative Theory, constructivism, whole-person learning and cooperative inquiry. Of paramount importance in this regard is the view that learning is best facilitated when the social presence of students is acknowledged in the knowledge construction process. In this regard, Short *et al.* (1976) see social presence as a subjective quality of a communication medium and propose

that signification of the social presence of discourse participants in the discourse situation is signalled by features such as personal address, personal topics of conversation and emotive language.

It has also been mentioned (cf. 1.3 and 2.2.1) that Biber (1988) determined that features such as personal address, personal topics of conversation and emotive language occur in discourses that are 'involved' as opposed to informational. An association has resultantly been made in the present study between the notion of student-centredness, and 'involvement'. As a result, my point of departure is that a move from content-centredness towards student-centredness shows up most clearly in the extent to which relevant discourse becomes more 'involved'.

Below (cf. 4.1.1), I report on the research results obtained by testing Hypothesis 1. I do so by first giving a general overview of the research results obtained by comparing all the old and all the new guides under analysis in terms of their relative 'involvement'. I then report (cf. 4.1.1.1, 4.1.1.2 and 4.1.1.3) on the research findings obtained by comparing the old and new Industrial Psychology, Anthropology and Psychology study guides in terms of their relative 'involvement'. I also report (cf. 4.1.1.4) on the research findings obtained by comparing the total figures for the old and new guides.

#### **4.1.1 Discussion of results: general overview**

In this section I discuss the research results of the study guides under discussion for the purposes of the present study by considering the research results of the different sets of guides according to the academic department from which they originate. A conclusion is then drawn about the validity of Hypothesis 1 by considering the research results of all the departments together.

##### **4.1.1.1 Relative 'involvement': Industrial Psychology guides**

The following table gives a summary of the research results obtained from the analysis of the 'involvement' features of the Industrial Psychology study guides. Counts for each individual word associated with the features in this list are provided in Appendix A:

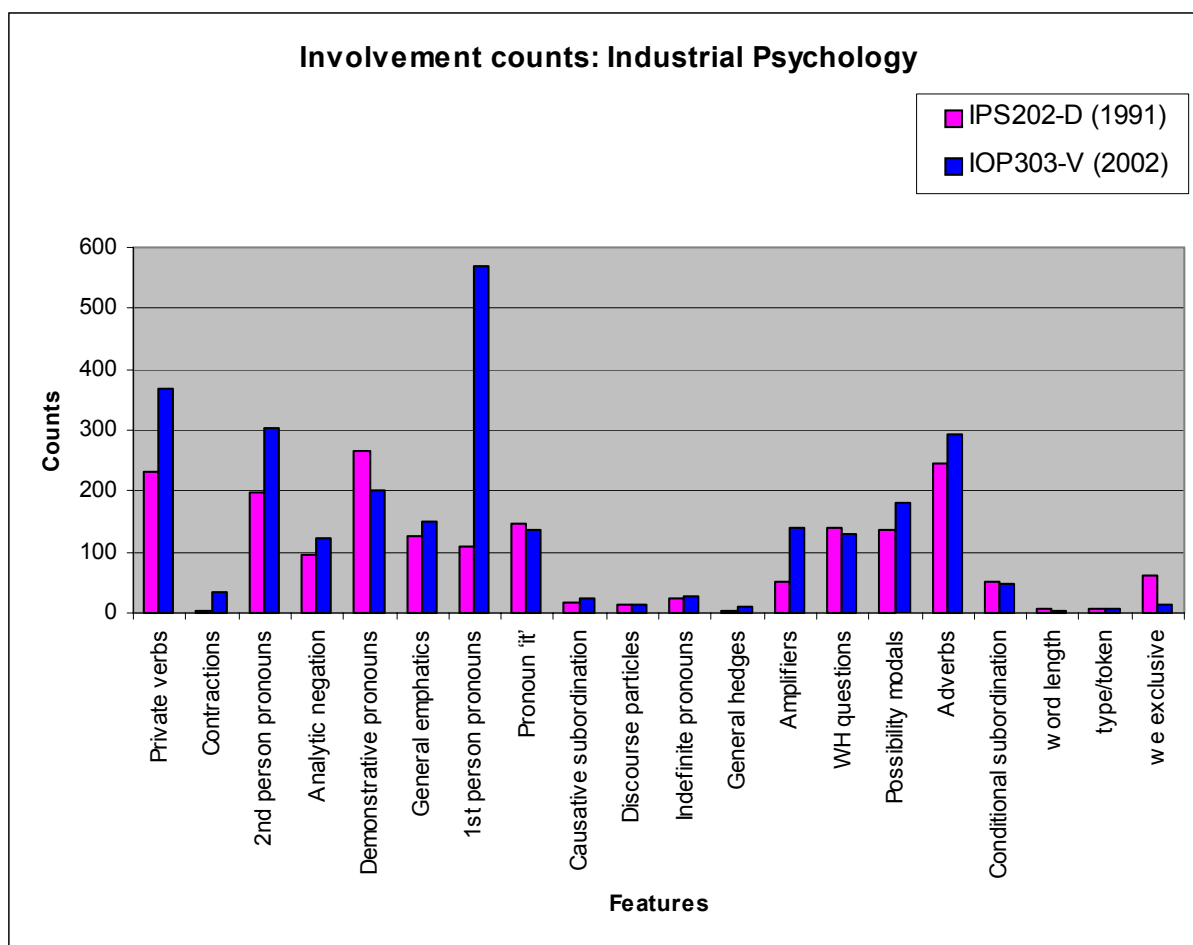
Table 4.1: 'Involvement' counts: Industrial Psychology

INVOLVEMENT COUNTS: INDUSTRIAL PSYCHOLOGY			
FEATURES	IPS202-D (1991)	IOP303-V (2002)	
Private verbs	231	369	**
Contractions	3	35	**
2 <sup>nd</sup> person pronouns	197	304	**
Analytic negation	97	122	
Demonstrative pronouns	91	** 54	
General emphatics	126	149	
1 <sup>st</sup> person pronouns	111	571	**
Pronoun <i>it</i>	146	137	
Causative subordination	17	25	
Discourse particles	13	15	
Indefinite pronouns	24	26	
General hedges	4	9	
Amplifiers	52	139	**
<i>wh</i> -questions	139	128	
Possibility modals	136	181	*
Adverbs	234	278	*
Conditional subordination	52	49	
<b>TOTAL</b>	<b>1674</b>	<b>2591</b>	<b>**</b>
<i>we</i> exclusive	60	** 12	
word length	6	5	
type/token ratio	42.06	42.48	

(Differences between the two guides were taken to be significant if the p value was smaller than 0.05 [\*:  $p \leq 0.05$ ], and as very significant when the p value was smaller than 0.01 [\*\*:  $p \leq 0.01$ ]).

As can be seen, Table 4.1 shows that the new Industrial Psychology (IOP) guide has very significantly higher counts for private verbs, contractions, second person pronouns, first person pronouns and amplifiers. Counts for possibility modals and adverbs are significantly higher in the new guide. The old guide (IPS), on the other hand, has very significantly higher counts for demonstrative pronouns and 'exclusive' *we*. The total count for the 'involvement' features of the new Industrial Psychology guide is very significantly higher. The figure given as a type/token ratio is the percentage new tokens per 1000 types. The difference in counts for the 'involvement' features of the old and new Industrial Psychology guides is demonstrated graphically in Figure 4.1 below:

Figure 4.1 'Involvement' counts: Industrial Psychology



#### 4.1.1.2 Relative 'involvement': Anthropology guides

The following table gives a summary of the research results obtained from the analysis of the 'involvement' features of the Anthropology study guides. Counts for each individual word associated with the features in this list are provided in Appendix B:

Table 4.2: 'Involvement' counts: Anthropology

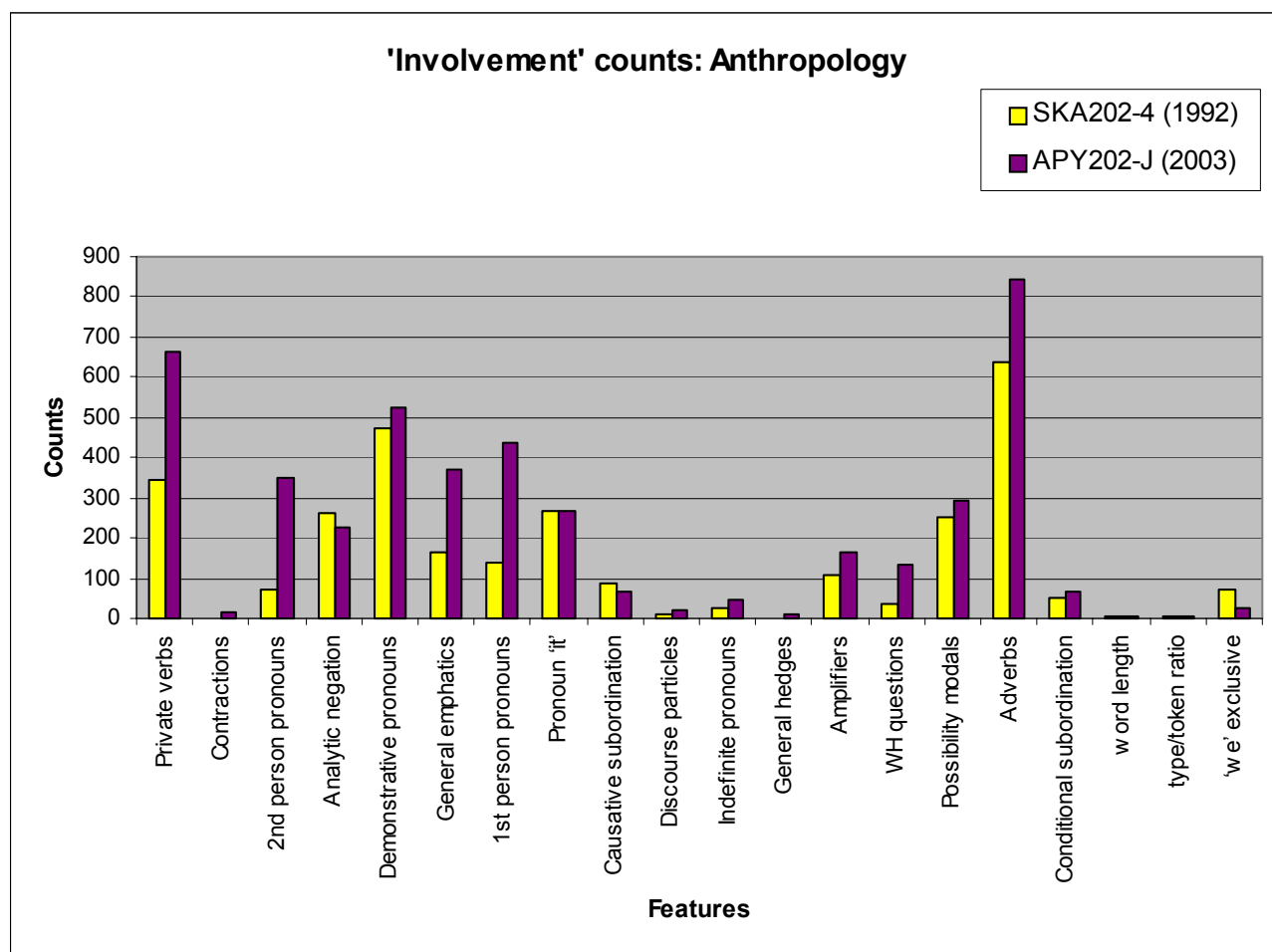
INVOLVEMENT COUNTS: ANTHROPOLOGY			
FEATURES	SKA202-4 (1992)	APY202-J (2003)	
Private verbs	343	666	**
Contractions	0	16	**
2 <sup>nd</sup> person pronouns	72	350	**
Analytic negation	260	225	

INVOLVEMENT COUNTS: ANTHROPOLOGY			
FEATURES	SKA202-4 (1992)	APY202-J (2003)	
Demonstrative pronouns	154	130	
General emphatics	163	368	**
1 <sup>st</sup> person pronouns	139	436	**
Pronoun <i>it</i>	267	268	
Causative subordination	86	66	
Discourse particles	8	21	*
Indefinite pronouns	27	46	*
General hedges	2	8	
Amplifiers	127	163	**
<i>wh</i> -questions	36	133	**
Possibility modals	251	291	
Adverbs	631	825	**
Conditional subordination	52	65	
<b>TOTAL</b>	<b>2618</b>	<b>4077</b>	<b>**</b>
<i>we</i> exclusive	72	** 28	
word length	5	5	
type/token ratio	40.33	42.94	

Table 4.2 above shows that counts for private verbs, contractions, second person pronouns, general emphatics, first person pronouns, amplifiers, WH questions and adverbs are very significantly higher in the new Anthropology guide (APY). Counts for discourse particles and indefinite pronouns are significantly higher in this guide. The old guide (SKA), on the other hand, has very significantly higher counts for exclusive *we*.

The total count for the 'involvement' features of the new Industrial Psychology guide is very significantly higher than the total count for the 'involvement' features of the old Industrial Psychology guide. The conclusion to be drawn is that the new guide is very significantly more 'involved' than the old guide. The 'involvement' counts of the new guide are illustrated graphically in Figure 4.2 below:

Figure 4.2 'Involvement' counts: Anthropology



#### 4.1.1.3 Relative 'involvement': Psychology guides

The statistical data obtained from analysis of the 'involvement' features of the Psychology guides is presented below in Table 4.3. Counts for each individual word associated with the features in this list are provided in Appendix C:

Table 4.3: 'Involvement' counts: Psychology

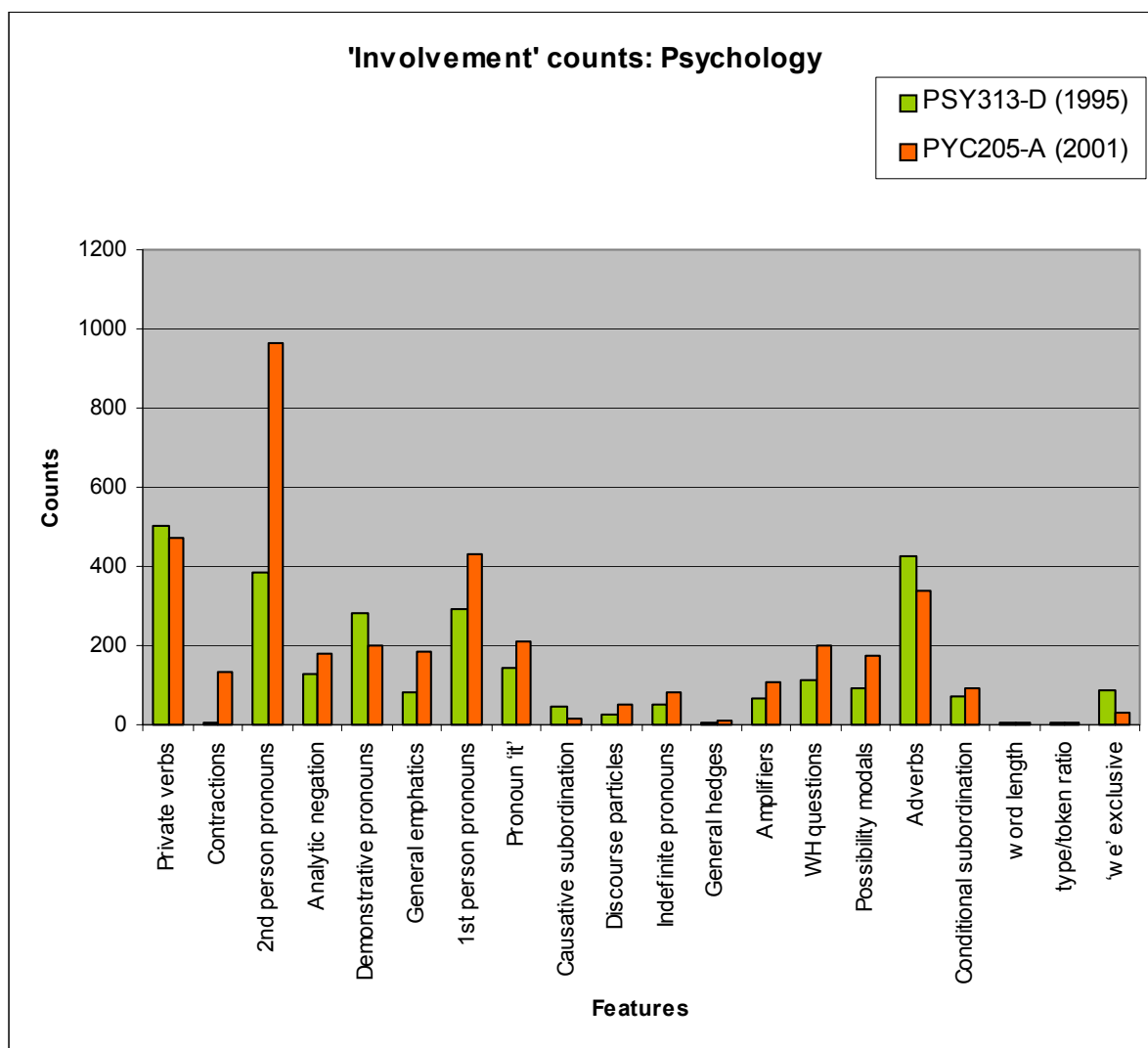
INVOLVEMENT COUNTS: PSYCHOLOGY			
FEATURES	PSY313-D (1995)	PYC205-A (2001)	
Private verbs	501	473	
Contractions	6	132	**
2 <sup>nd</sup> person pronouns	386	962	**
Analytic negation	128	179	**

INVOLVEMENT COUNTS: PSYCHOLOGY			
FEATURES	PSY313-D (1995)	PYC205-A (2001)	
Demonstrative pronouns	62	82	
General emphatics	82	183	**
1 <sup>st</sup> person pronouns	294	430	**
Pronoun <i>it</i>	144	210	**
Causative subordination	47	** 16	
Discourse particles	28	51	*
Indefinite pronouns	52	83	*
General hedges	6	12	
Amplifiers	65	107	**
<i>wh</i> -questions	111	201	**
Possibility modals	94	173	**
Adverbs	398	** 288	
Conditional subordination	71	92	
<b>TOTAL</b>	<b>2474</b>	<b>3674</b>	<b>**</b>
<i>we</i> exclusive	85	** 31	
word length	5	5	
type/token ratio	37.58	38.76	

This table shows that the new Psychology (PYC) guide has very significantly higher counts for contractions, second person pronouns, analytic negation, general emphatics, first person pronouns, pronoun *it*, amplifiers, WH questions, and possibility modals than the old guide. The new guide has significantly higher counts for discourse particles and indefinite pronouns. The old guide (PSY), however, has very significantly higher counts for demonstrative pronouns, causative subordination, adverbs and the use of exclusive *we*.

The total count for the 'involvement' features of the new Psychology guide is very significantly higher than the total count for the 'involvement' features of the old Psychology guide. The conclusion to be drawn is that the new guide is very significantly more 'involved' than the old guide. The 'involvement' counts of the new guide are illustrated graphically in Figure 4.3 below:

Figure 4.3 'Involvement' counts: Psychology



#### 4.1.1.4 Relative 'involvement': All study guides

Table 4.4 below shows the research results obtained by adding up the counts for the 'involvement' features of all the old versus new study guides reported on above.

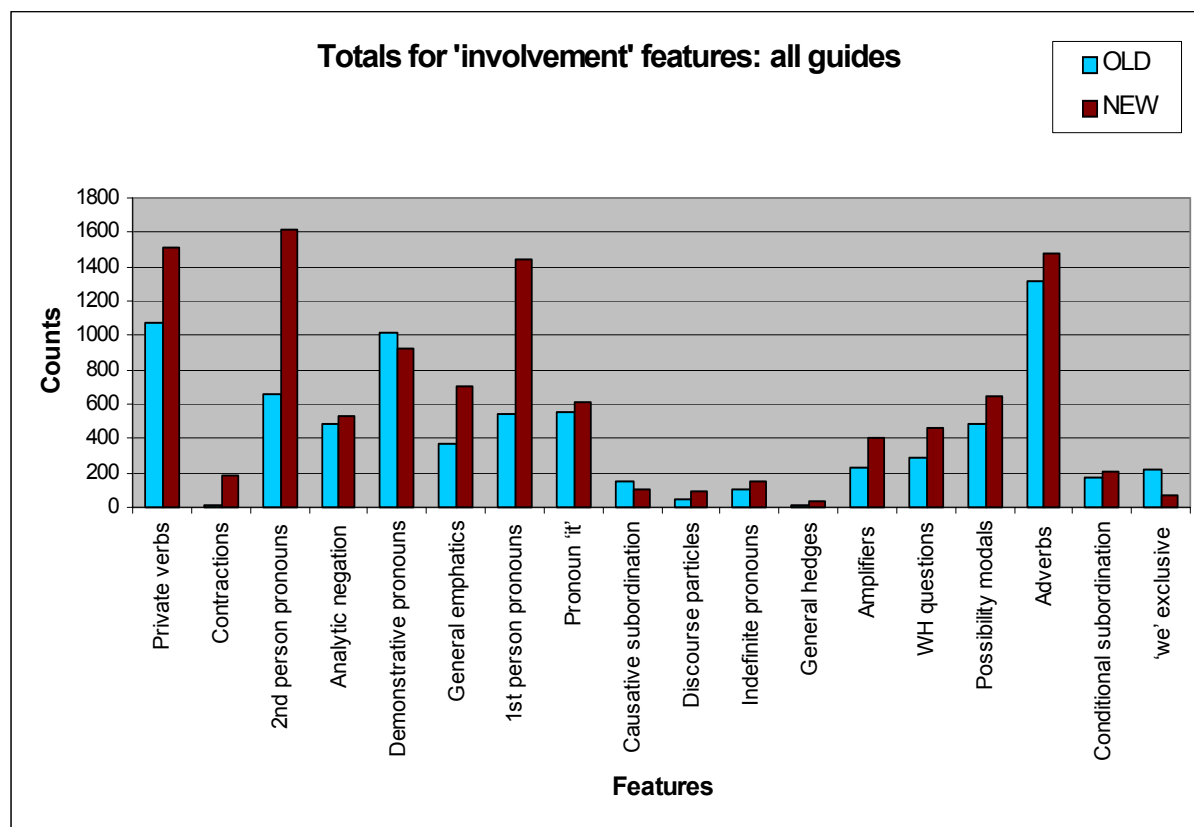


Table 4.4: 'Involvement' counts: all study guides

INVOLVEMENT COUNTS: ALL			
POSITIVE FEATURES	OLD GUIDES		NEW GUIDES
Private verbs	1076		1508
Contractions	9		183
2 <sup>nd</sup> person pronouns	654		1616
Analytic negation	486		526
Demonstrative pronouns	307	*	266
General emphatics	371		700
1 <sup>st</sup> person pronouns	543		1437
Pronoun <i>it</i>	557		615
Causative subordination	149	*	107
Discourse particles	48		87
Indefinite pronouns	103		155
General hedges	11		29
Amplifiers	244		409
<i>wh</i> -questions	287		462
Possibility modals	482		645
Adverbs	1263		1391
Conditional subordination	175		206
<b>TOTAL</b>	<b>6765</b>		<b>10342</b>
<i>we</i> exclusive	216	**	71

As can be seen from this table, total counts for the various features show that the new guides analysed have very significantly higher counts for private verbs, contractions, second person pronouns, general emphatics, first person pronouns, amplifiers, WH questions, possibility modals and adverbs. These guides have significantly higher counts for the pronoun *it*, discourse particles, and indefinite pronouns. In contrast, the old guides have very significantly higher counts for *we* used with exclusive reference, and significantly higher counts for demonstrative pronouns and causative subordination. The total count for 'involvement' features is very significantly higher in the new than in the old guides. This is illustrated graphically in Figure 4.4 below:

Figure 4.4 'Involvement' counts: all study guides



The data presented above shows that there is substantial support for the postulation of Hypothesis 1, namely that distance education study guides developed with a student-centred approach to teaching are more 'involved' than study guides developed with a content-centred approach. If the association between 'involvement' and student-centredness is considered, then the research data demonstrates clearly that the new Unisa study guides are very significantly more student centred than the old guides. These observations support the conclusion drawn by Hubbard (2001:232) that:

It would appear that macrosocial changes have affected the ethos of Unisa as a distance learning institution and that this changing ethos is being reflected in one of its most important discourses, namely that of its study guides.

Put differently, it could be said that the research results suggest that the new Unisa study guides have been developed with a consideration of the principles underlying Transformative Theory, constructivism, whole-person learning and cooperative inquiry. This is signified by the fact that

features associated with the signification of the social presence of interactants in the discourse is used very significantly more frequently in the new than the old Unisa study guides analysed.

Below I discuss the implication of the higher counts for some of the individual features associated with 'involvement'.

#### **4.1.2 Discussion of findings: some individual features**

In Chapter 3 (cf. 3.4) I made a distinction between features which I regard as relating to 'involvement' on semantic grounds, and those features which relate to 'involvement' as a result of their association with conversational use. It was pointed out that features such as private verbs, analytic negation, general emphatics, indefinite pronouns, general hedges, amplifiers, possibility modals and adverbs (excluding place adverbs) relate directly to Appraisal theory, because meanings coded by these features can be associated with values of ATTITUDE, GRADUATION and ENGAGEMENT. These features stand in contrast to features such as: second person pronouns, demonstrative pronouns, first person pronouns, pronoun *it*, causative subordination, discourse particles, WH questions, conditional subordination and type/token ratio. These features signify register distinctions as a result of their association with spoken language. However, they are not directly associated with the expression of stance.

Below (cf. 4.1.2.1, 4.1.2.2 and 4.1.2.3) I will focus on the interpersonal and pedagogic implications of such non-attitudinal features which relate to 'involvement' due to their association with conversational use. Because an in-depth analysis of the features relating to 'involvement' on lexico-semantic grounds is foundational to the testing of Hypothesis 2, the interpersonal and pedagogic implications of such features will be discussed later (cf. 4.2).

In discussing the non-attitudinal 'involvement' features, I group such features into three categories: features occurring very significantly more frequently in the new as opposed to the old guides; features occurring significantly more frequently in the new as opposed to the old guides; and features that do not distinguish between the two sets of guides in a significant way.

#### **4.1.2.1 Non-attitudinal ‘involvement’: very significant features**

In this section I discuss the non-attitudinal ‘involvement’ features occurring very significantly more often in either new or old Unisa study guides. These features include: personal pronouns, contractions, *wh*-questions and *we* use with exclusive reference. It is arguable that features such as these can associate with attitude, but given the focus of this study on APPRAISAL analyses, where the focus is on lexical-semantic resources (Martin, 2000:15) coding AFFECT, JUDGEMENT and APPRECIATION, the following features are treated as not explicitly attitudinal.

##### **(a) Personal pronouns**

It was pointed out (cf. 2.2.3 and 3.4.1) that second and first person pronouns can be associated with personal address, intimacy, contact (Brown and Gilman, 1960; Fortanet, 2003; Rounds, 1985), and with interactive discourse (Biber, 1988). Of particular significance to the present study is the importance of pronoun use in academia in order to establish more intimacy between lecturers and students (Rounds, 1988). Rounds observes that it is commonly assumed in university lectures that it is the subject matter that is important, while the relationships between the participants are only secondary; first and second person pronouns are thus rarely used in such settings. This observation highlights the significance of high counts for personal pronouns in student-centred texts. Below I report my research findings relating to the occurrence of second as well as first person pronouns. This is in keeping with Biber’s contention that second person pronouns are more prominent than first person pronouns with regard to ‘involvement’.

##### **(i) Second person pronouns**

Second person pronouns are one of the most significant features presented by Biber (1988) in a consideration of a text’s relative ‘involvement’. Second person pronouns are particularly important in a discussion of student-centredness as they not only signify closeness between the lecturers and students, but also directly inscribe the student’s presence in the text.

The following table sets out the counts for second person pronouns in the three sets of guides:

Table 4.5: Second person pronouns: all guides

2nd PERSON PRONOUNS: ALL GUIDES		
	OLD GUIDES	NEW GUIDES
Industrial Psych	197	304**
Anthropology	72	350**
Psychology	386	962**
TOTAL	655	1616**

Below I discuss the context in which second person pronouns occur in the new and old study guides.

### Second person pronouns: new guides

Second person pronouns occur in new Unisa study guides in contexts such as the following:

#### § 4.1 Second person pronouns: new guides

##### **IOP: second person pronouns**

1. Then write down the information that **you** think is relevant to you ...
2. ... write a brief autobiography from **your** childhood up to now.
3. ... reflect and think of "career advice" that **you** would like to give yourself ....
4. What are the types of plateauing, and can **you** think of people you know that ... ?

##### **APY: second person pronouns**

5. If **you** consider the above profile of the hungry in South Africa, what does each aspect of it tell you ...
6. We hope this Module will guide **you** in being aware of your own ways of thinking, feeling and acting, ...
7. What impact does **your** environment have on your everyday life?
8. Do **you** agree with the statement by Cvetkovich and Kellner that ...

##### **PYC: second person pronouns**

9. If so, how do **you** feel about these groups or sectors of society?
10. However, if **you're** a little wary of diving in at the deep end, we suggest you follow our suggestions
11. ... as far as **your** personal knowledge is concerned, you will realise that...
12. ... but we don't expect of **you** to find out everything about the community's history
- ...

As can be seen from these examples, high incidences of *you* give the student high prominence in the guides. This also results in the student's personal narrative being addressed (example 2: *your childhood*; example 7: *your environment*; example 11: *your personal knowledge*); the student's opinion being asked for (examples 4: *can you think of people you know ...?*; example 7: *What impact does your environment have ...?*; example 9: *how do you feel about these groups ....?*); and in the student being presented as the one performing tasks (Example 1: *you think*; example 5: *you consider*; example 9: *you feel*; example 12: *you find*).

A consideration of the contexts in which second person pronouns occur in the old guides reveals that such guides not only have very significantly lower counts for such pronouns, but also that the incidences of second person pronouns in the old guides do not necessarily centre around the student. The examples in §4.2 below show that the student is seldom addressed by means of questions in these guides, that low counts for collocations of second person pronouns and private verbs occur, and the student is often associated with passive constructions of verbs (example 1: *you were introduced*; example 4: *Greater academic demands will be imposed on you*; example 6: *If it is supposed that you wanted*). In addition, second person pronouns are largely used in the old guides to highlight the importance of the subject matter (example 2: *Make sure you understand all five ...*; example 4: *you will have to deal with the work more critically*; example 5: *your syllabus ... is indicated*):

#### Second person pronouns: old guides

Second person pronouns occur in old Unisa study guides in contexts such as the following:

#### § 4.2 Second person pronouns: old guides

##### IPS: second person pronouns

1. ... **you** were introduced to the model used in this course ...
2. Make sure **you** understand all five shortcuts and perceptual errors.

##### SKA: second person pronouns

3. ... basic ideas or principles are mentioned again and again and unless **you** master them ... **you** will have difficulty understanding the work ...
4. Greater academic demands will be imposed on **you** and **you** will have to deal with the work more critically.

##### PSY: second person pronouns

5. **Your** syllabus for the examination is indicated by these STUDY TASKS.
6. If it is supposed that **you** wanted to use a correlational method to investigate your hypothesis.

The two sets of examples presented above suggest that the high counts for second person pronouns in the new guides implicitly indicate a high degree of consciousness on the part of the lecturers of the students' presence in the learning process. Learners are regarded as real people with their own frame of reference and ability to perform tasks.

#### (ii) First person pronouns

Analysis of the first person pronouns of the old and new guides reveals that such pronouns occur very significantly more often in all the new guides. This is demonstrated in Table 4.6 below:

Table 4.6: First person pronouns: all guides

<b>1st PERSON PRONOUNS: ALL GUIDES</b>		
	<b>OLD GUIDES</b>	<b>NEW GUIDES</b>
<b>Industrial Psych</b>	111	571**
<b>Anthropology</b>	139	436**
<b>Psychology</b>	294	430**
<b>TOTAL</b>	544	1437**

As a result of the significance to the present study of the use of personal pronouns, I present in Table 4.7 below detail on the frequency with which first person pronouns are used in the singular or plural, with inclusive or exclusive reference, or, in the case of the singular, with reference to the lecturer, student, or another party.

Table 4.7: First person pronouns: diversified

<b>1st PERSON PRONOUNS: DIVERSIFIED</b>		
	<b>OLD GUIDES</b>	<b>NEW GUIDES</b>
<b>1<sup>st</sup> pers. sing.</b>	151	796**
<b>1<sup>st</sup> pers. plur.</b>	403	646**
<b>we exclusive</b>	216**	71
<b>1<sup>st</sup> pers. sing: lecturer</b>	9	3
<b>1<sup>st</sup> pers. sing: student</b>	52	253**
<b>1<sup>st</sup> pers. sing: other</b>	90	540**

As is shown in 4.7 above, the first person singular pronoun occurs very significantly more often in the new Unisa study guides than in the old guides. Against expectation, however, these pronouns do not refer to the lecturer or author of the study guide, but are used to give identity to the student, or to inscribe an individual other than the student into the text. Counts of the first person singular referring to the student or an entity other than the student are very significantly higher in the new than in the old guides.

Below I discuss the use of first person singular pronouns and first person plural pronouns separately to demonstrate the role played by these pronouns in humanising texts, signifying the social presence of authors and addressees in texts, and creating textual identities for discourse participants, and the role these pronouns play in interpersonal solidarity negotiation. The examples quoted in §4.3 and §4.4 show the general context in which first person pronouns occur in the new study guides. In §4.3, I quote examples of the use of the first person singular pronouns, while examples of the use of the first person plural pronouns are quoted in §4.4:

## First person singular pronouns: new study guides:

The examples quoted in §4.3 below show the general context in which first person singular pronouns occur in new Unisa study guides:

### § 4.3 First person singular pronouns: new study guides

#### **IOP: first person singular pronouns**

1. Nico: So **I** studied theology, but after 1 year **I** changed to psychology and English literature and obtained an honours degree in both. **I** worked as a psychometrician. After a year **I** was bored. **I** studied Law partly because at the time it included Latin, which **I** love and after having graduated **I** worked in a law firm for two years.

#### **APY: first person singular pronouns**

2. Student 2: '**I** doubt whether genuine free trade will ever be possible.

3. You might ask yourself 'how does the problem of over nutrition affect **me**'?

#### **PYC: first person singular pronouns**

4. Lettie: **I** certainly don't think that **I** am part of a 'community' in Pretoria. Yes, **I** have people that **I** interact with and that are part of **my** social circle, but as to whether we are a community or not, is another question altogether.

5. Do **I** really have to include so much diversity in the group? **I** don't know anyone who is disabled, gay or elderly. Where will **I** find these people?

6. Will **I** be required to know the entire book for the exam? No - only the chapters and parts of chapters indicated in this study guide or in the tutorial letters.

Examples 1, 2 and 4 of §4.3 above, demonstrate that the first person singular is often used in the new guides to refer to a person other than the lecturer or student. The quoted examples show that such a person is inscribed in the discourse by identification through a proper name (e.g. *Nico*, *Student 2*, *Lettie*). Examples 3, 5, and 6 demonstrate that the first person singular is also used in the new guides to refer to the student. Addressed in such instances are general issues concerning the student's life (e.g. example 3: '*how does the problem of over nutrition affect me*'?), or students' concerns about the learning process (e.g. *Do I really have to include ...?*; *Will I be required...?*). Where the first person pronoun singular is used to refer to the student, the identity created for the student is that of a 'whole person' (Heron, 1992; Dirks, 2001; Taylor, 2001; and Yorks and Kasl, 2002) with soul (affect), mind (cognition), and body (practical skills).

I mentioned (cf. 2.2.4.4) that White (1998) argue that by representing the proposition as grounded in the subjecthood of an external voice, as is done here, the textual voice represents the proposition as but one of a range of possible positions. It was also mentioned (cf. 2.2.4.4) that Hunston (2000) shows that such an attribution forms part of an interpersonal negotiation strategy whereby writers delegate responsibility for what is attributed to another person to protect solidarity between themselves and their readers.



The use of first person singular pronouns in the new Unisa study guides in examples such as the ones quoted above could be said to serve three purposes: the use of the first person pronoun with reference to the student increases the social presence of the student in the text; by using the first person singular pronoun to refer to students the lecturer also creates the opportunity to address students on an emotional level; the use of the first person pronoun with reference to an entity other than the student or author serves as a mechanism to personalise the texts by inscribing imagined people, with whom the student can associate, into the text; and it allows for the attribution of opinions to sources other than the interactants and thus protects the solidarity between lecturers and students.

#### First person singular pronouns: old study guides:

The examples quoted in §4.4 below exemplify the context in which first person singular pronouns occur in the old Industrial Psychology (IPS) and Psychology (PSY) study guides. (As is shown in Appendix B, negligible counts for such pronouns occur in the old Anthropology guide, and so no examples from this guide are thus quoted):

#### **§ 4.4 First person singular pronouns: old study guides**

##### **IPS: first person singular pronouns**

1. WHICH CHAPTERS DO I NEED TO STUDY?
2. WHICH CHAPTERS DO I NEED TO STUDY?

##### **PSY: first person singular pronouns**

1. You are now in a position to formulate a simple research idea at a theoretical level at least. **I** will give you the first step in the research idea:
2. Commentary Note the following in the material above: In the preceding sections **I** have used words such as "teach", "order" and "discourage". Why do **I** use these words?
3. **I** observe that my child is racist. **I** have a schema for behaviour which says: "You must not be racist." **I** react to my observation that my child is not behaving properly ...

Only 14 instances of the first person singular pronoun occur in the old Industrial Psychology guide (cf. Appendix A). All these pronouns occur in the same types of context as those quoted in examples 1 and 2 above. While the examples show that an attempt is made in the old guide to inscribe the student's social presence in the text, such pronouns are largely used to direct the student to the subject material. In the old Psychology study guide, the first person singular pronoun is largely used to refer to the lecturer (author of the study guide). I mentioned (cf. 2.2.3) that Chafe (1985) and Holland (2001) are of the opinion that the use of first person pronouns to refer to authors of texts indicates ego-involvement or narcissism. Used like this, the *I* signals the authoritative presence of the author in the text (e.g. example 1: *I will give you the first step in the research idea*, or example 2: *In the preceding sections I have used words such*

as "teach", "order" and "discourage". Why do I use these words?). I have also mentioned (cf. 2.2.3) that Fortanet (2004) asserts that the use of *I* instead of *we* signals power and creates distance between reader and writer.

Example 3, quoted in §4.4 above, shows how the hypothetical referent of *I* reflects on how to sensitise a child with regard to racism. In this example, *I* is used with generic reference to refer, in effect, to both the writer and the reader of the text. Used with vague reference like this, no real closeness is established between lecturer and student. This observation relates to Kamio's (1994, 2001) research, in which the vagueness that characterises the first person pronoun is associated with the distance between discourse participants (cf. 2.2.3).

#### First person plural pronouns: new study guides:

The examples quoted in §4.5 below show the general context in which first person plural pronouns occur in new Unisa study guides:

#### **§ 4.5 First person plural pronouns: new study guides**

##### **IOP: first person plural pronouns**

1. ... in the next section **we** are going to explore a model, which is based on the quest for personal development and fulfilment.

##### **APY: first person plural pronouns**

2. Where do **we** start looking for answers to the problems facing humanity? What perspectives can anthropology, with its focus on culture, diversity and human behaviour provide?

##### **PYC: first person plural pronouns**

3. It is one thing to record a community's history, but things get more personal when **we** start talking about our own family. Our feelings about our immediate and extended family are deeply entwined with our sense of belonging and our identity.

In analysing the use of *we* in the examples above, I considered the views of Round (1987), Tang (1999), Kamio (1994, 1997, 2001) and Fortanet (2004) on the use of personal plural pronouns (cf. 2.2.3). In this regard, it could be said that *we* is used with inclusive reference in all of the examples above. However, it is significant to note that in Example 1, only the lecturer and the student or reader is included in the reference of *we*. Thus, the territorial space of reference of *we* is relatively small with the result that there is some intimacy between the parties.

However, in examples 2 and 3 *we* is used with generic reference, that is, its territorial space of reference is much bigger. Resultantly less intimacy is created between lecturer and student.

However, as observed by Kamio (2001) *we*, *you* and *they* show a progressive move away from closeness and towards distance. In other words, although the use of *we* in examples 2 and 3 suggests that the contact created between lecturers and students by the use of the first person plural pronoun is not always intimate, contact is nevertheless created.

As the first person plural occurs very significantly more often in the new than the old guides, the implication is that there is more contact between lecturers and students in the new guides. Moreover, the very significantly higher counts for first person pronouns in the new guides suggest that the student's presence is often acknowledged in the new guides. High counts for these pronouns also suggest that the discourse style of the new guides is more personal. In referring to the use of *we* with inclusive reference, Fairclough (1989, 1992), for example, observes that inclusive *we* makes the reader or listener identify with the writer or speaker.

#### First person plural pronouns: old study guides:

The examples in §4.6 below exemplify the general nature of the use of the first person plural pronoun in the old Unisa study guides:

#### § 4.6 First person plural pronouns: old study guides

##### **IPS: first person plural pronouns**

1. **We** have summarised the most important points from Robbins ...
2. **We** have decided to give you feedback on only the first and last question.

##### **SKA: first person plural pronouns**

3. There are however, kinship and local groups, which as **we** explain later, have common interests.
4. For this paper **we** have selected the anthropological study of ...

##### **PSY: first person plural pronouns**

5. **We** expect you to master Kelley's theory, ...
6. To help you achieve the study objectives, **we** have divided this chapter into five logical study units.

As can be seen from the examples quoted above, *we* is used very often in the old Unisa study guides to refer to the lecturers. In such instances, the student is excluded from the reference and distance is created between lecturer and student. This 'us' (*we*) versus 'you' divide shines through in examples where the lecturers are presented as knowledgeable people and the student as an unenlightened party for whom the work needs to be *summarised* (example 1), who needs *feedback* (example 2), and for whom things need to be *explained* (example 3). The lecturers' authority is also apparent because they have the power to *select* the subject content (example 4), they *divided* the subject content according to their opinion (example 6) and they

expect the student to master Kelley's theory (example 5).

Not only do the low counts for the first person plural pronoun in the old guides confirm the content-centredness of these guides, Table 4.7 above, moreover, shows that the first person plural pronoun *we* is used very significantly more often with exclusive reference in the old guide. In other words, humans are rarely referred to in the old guides, but if such references indeed occur, it is the social presence of the lecturers rather than the students that is inscribed into the text. As a result, the student is projected as a secondary party in the knowledge construction process.

### (b) Contractions

Table 4.8 below gives a summary of the counts of contractions in the different study guides analysed:

Table 4.8: Contractions: all guides

CONTRACTIONS: ALL GUIDES		
	OLD GUIDES	NEW GUIDES
<b>Industrial Psych</b>	2	53**
<b>Anthropology</b>	0	16**
<b>Psychology</b>	6	132**
<b>TOTAL</b>	9	285**

As is shown in this table, contractions occur very significantly more often in the new than the old Unisa study guides. According to Biber (1988:243), contractions are 'dispreferred in formal, edited writing' and preferred 'least frequently in academic prose'. It has been pointed out (cf. 3.4.1.1) that in more informal discourses such as conversations, where there is close contact between discourse participants, there is also an increased use of contractions. Thus, the high counts for contractions in the new guides signify the presence of discourse participants who are in close contact with each other in an informal discourse situation. It also indicates that the discourse of new Unisa study guides is more informal than that of old guides.

#### Contractions: new study guides

The examples quoted in §4.7 below show the general context in which contractions occur in new Unisa study guides:

#### § 4.7 Contractions: new study guides

##### **IOP: contractions**

1. **I'm** the typist of the psychology department of a University. I love it and I'll stay here until my retirement. I **don't** feel I would like to retire.
2. As a DJ **I'm** public property. As an engineer I was only the property of the firm.

##### **APY: contractions**

3. Student 1: '**You're** a hopeless romantic!'
4. The man inclined his head, but the woman could not see it in the dark. 'Have you money?' 'No.' 'Huh. **You're** a queer one.'

##### **PYC: contractions**

5. May I use an organisation that **I'm** employed with for the purpose of my studies in this module? **You're welcome** to do so if this is an organisation working for the betterment of the community,
6. **I'm very unhappy** with my original map and story and want to start over. **You're** free to do that too, but do keep your original work as a record of how your thinking
7. Of course **you'd like to show off** some of your better and more interesting work ...
8. As this module celebrates diversity you will be exposed to many different ideas and viewpoints, but **you'll** find that we have placed quite a few route markers at crucial points ...

These examples illustrate that contractions are often used in the new study guides in conversation-like situations such as case studies where persons other than the lecturers and students are inscribed into the texts (compare examples 1, 2, 3, and 4). However, examples 5, 6, 7, and 8 demonstrate that contractions are also frequently used when there is interaction between lecturers and students. In such situations the contractions render the discourse informal and conversation-like.

The frequent collocation of contractions with expressions of attitude is of particular interest to the present study. Examples 1, 3, 4, 5, 6, and 7, for instance, show collocations with attitudinal expressions such as *love*, *hopeless romantic*, *queer one*, *welcome*, *like to show off*. Attitudinal expressions such as these will be referred to in the testing of Hypothesis 2 (cf. 4.2). It suffices here to point out that the collocation of contractions with the expression of attitude serves as a clear indication that contractions are used in the new study guides in 'guided didactic conversations' as referred to by Holmberg (1999). It was mentioned earlier (cf. 2.1) that Holmberg points out that in contrast to didactic conversations which promote student subordination and passivity and a one-way transmission of knowledge, guided didactic conversations have the character of a conversation. In guided didactic conversations of this nature, there is simulated interaction between students and teachers and an attempt is made to involve the students emotionally in the discourse and engage them in a development and exchange of views (Holmberg, 1999:59).

### (c) *Wh*-questions

Day and Park (2005:61) observe that '[i]n the last several decades, theories and models of reading have changed, from seeing reading as primarily receptive processes from text to reader to interactive processes between the reader and the text'. It is their opinion that this development is reflected in educational settings by the inclusion of interactive exercises and tasks in study material. They suggest that the use of questions is an integral aspect of such activities to help students interact with the text to create or construct meaning and think critically. Day and Park (2005:65) point out that *wh*-questions 'are excellent in helping students with a literal understanding of the text, with reorganizing information in the text, and making evaluations, personal responses and predictions'. Particular emphasis is placed by them on *wh*-questions such as *how* and *why* as they 'are often used to help students to go beyond a literal understanding of the text' as such questions are 'very helpful in aiding students to become interactive readers' (Day and Park, 2005:65).

The interactive nature of *wh*-questions is also highlighted by Biber (1988:105-106), who maintains that *wh*-questions are used primarily in interactive discourse where there is a specific addressee present to answer questions. Such questions are important indicators of a lecturer's perception of the presence of the student in the learning situation. The following counts are shown for *wh*-questions in the guides analysed:

Table 4.9: *Wh*-questions: all guides

<b><i>Wh</i>-QUESTIONS: ALL GUIDES</b>		
	<b>OLD GUIDES</b>	<b>NEW GUIDES</b>
<b>Industrial Psych</b>	139	128
<b>Anthropology</b>	36	133**
<b>Psychology</b>	111	201**
<b>TOTAL</b>	286	462**

As can be seen, the higher counts for *wh*-questions are very significant in the Anthropology and Psychology guides. The total counts for *wh*-questions in new guides are also very significantly higher. These counts thus suggest that students are more often addressed by means of questions in the new guides. *Wh*-questions occur in contexts such as those illustrated in §4.8 below:

#### §4.8 *Wh*-questions: new study guides

##### **IOP: *wh*-questions**

1. **What** does each aspect of it tell you about the possible causes of malnutrition? For instance, **why** are rural people more susceptible to hunger? **Why** are children, women and the elderly more vulnerable, etc?
2. The last letter hints at the controversy that surrounds the reintroduction of the death penalty in South Africa. **Why**, would you say, is this an issue in South Africa? **What** is your opinion on reintroduction of the death penalty in our country?

##### **APY: *wh*-questions**

3. **How** do you personally experience being a ..... (for instance, black person, woman, a gay person, elderly person, physically disabled person, Christian, Muslim, etc.) in this community?
4. **How** would it have been different if you hadn't shared your map with other people in the community? **How** would it have been different if you shared it with strangers rather than people you feel comfortable with?

The interactive nature of *wh*-questions is clearly illustrated. Not only do such questions assess the subject knowledge a student has acquired (e.g. example 1), but these also allow the lecturer to prompt the student to critically assess community issues (e.g. example 2), and to develop self-knowledge (e.g. examples 3 and 4).

#### 4.1.2.2 Non-attitudinal 'involvement': significant features

In this section I discuss the non-attitudinal 'involvement' features occurring significantly more often in new as opposed to old Unisa study guides. These features include: pronoun *it*, causative subordination and discourse particles.

##### (a) Demonstrative pronouns

In contrast to the other data reported above, the counts for demonstrative pronouns are very significantly higher in the old as opposed to the new Industrial Psychology guide. Yet no significant difference was established for such counts in the old Anthropology and Psychology guides. The overall count for demonstrative pronouns in old as opposed to new guides is significantly higher, as can be seen in Table 4.10 below:

Table 4.10: Demonstrative pronouns: all guides

DEMONSTRATIVE PRONOUNS: ALL GUIDES		
	OLD GUIDES	NEW GUIDES
Industrial Psych	91**	54

DEMONSTRATIVE PRONOUNS: ALL GUIDES		
	OLD GUIDES	NEW GUIDES
Anthropology	154	130
Psychology	62	82
TOTAL	307*	266

Demonstratives occurring with the highest significance in the old Industrial Psychology guide are *this* and *these*. A consideration of the contexts in which these pronouns occur, reveals that they are usually used to refer to a the text itself. In other words, they have a content-centred focus.

#### Demonstratives pronouns: old study guides

The examples quoted in §4.9 below show the general context in which demonstrative pronouns occur in the old Industrial Psychology study guide:

#### § 4.9 Demonstrative pronouns: old study guides

##### IPS: demonstrative pronouns

1. Institutionalisation produces common understanding between members about what is appropriate and fundamentally meaningful behaviour. **This** is exactly what organisational culture does.
2. See figure 14-3: The bureaucracy. **This** is a structure with highly routine operating tasks achieved through specialisation,...
3. Environment: **This** concerns those institutions or forces outside the organisation that potentially affect the organisation's performance.
4. Re-engineering work processes: **These** have to do with how things would be done if one could start from scratch.
5. Flexible manufacturing systems: **These** make possible the integration of computer-aided design, engineering and manufacturing to produce low-volume products at mass production costs.
6. Behavioural theories: **These** theories propose that specific behaviours differentiate leaders from nonleaders.

As can be seen from these examples *this* and *these* occur largely in contexts where reference is made to the subject content of the text. In example 1, *this* affirms what *institutionalisation* does. In examples 2 to 6, particular topics are introduced: *The bureaucracy* (example 2), *Environment* (example 3), *Re-engineering work processes* (example 4), *Flexible manufacturing systems* (example 5) and *Behavioural theories* (example 6). As was mentioned (cf. 3.4.1.1), Biber also found demonstrative pronouns to refer to a previous referent in the text itself (Biber, 1988:226). Of interest in the context of the present study, is that such pronouns are used significantly more often in the old Unisa study guides. As the social presence of students is not acknowledged in such guides to the same extent as it is done in the new Unisa study guides,



it is logical that demonstrative pronouns are more likely to refer to the subject content in the old guides.

**(b) Pronoun *it***

Only the new Psychology guide has very significantly higher counts for this pronoun. However, if the totals for all instances of the pronoun *it* in all the guides are added up, the counts in the new guides are significantly higher (cf. Table 4.11):

Table 4.11: Pronoun *it*: all guides

PRONOUN <i>it</i> : ALL GUIDES		
	OLD GUIDES	NEW GUIDES
<b>Industrial Psych</b>	146	137
<b>Anthropology</b>	267	268
<b>Psychology</b>	144	210**
<b>TOTAL</b>	557	615

It was pointed out earlier (cf. 3.4.1) that this feature is associated with inexplicit lexical content associated with spoken situations (Biber, 1988:225-226). Hubbard (2001) also associates it with reduced complexity in texts. High counts for this feature thus suggest that authors are approximating speech situations and thus creating the perception of closeness, which can be seen as relevant to student-centred texts. The significantly higher counts in the new Psychology guide for this feature suggest that the authors of the new guide are approximating speech situations to represent the counselling nature of Psychology. This is illustrated in the examples presented under §4.10 below:

**§4.10 Pronoun *it*: new Psychology study guide**

**PYC: pronoun *it***

1. How would **it** have been different if you hadn't shared your map with other people in the community? How would **it** have been different if you shared **it** with strangers ... ?
2. Could **it** be a true story? Yes, but **it's** probably best to change people's names in case they happen to read your story and don't like what you said about them! What do you mean by 'what **it** is like to live in my community'?
3. **It's** not as difficult as you imagine.

As is illustrated by all of these examples, the pronoun *it* very frequently occurs in the new Psychology guide in contexts resembling speech situations. Such situations often address the emotions and concerns of the addressee.

### (c) Causative subordination

A comparison of the differences between the individual old and new guides with regard to causative subordination reveals that the old guides have significantly higher counts for causative subordination than the new guides. This is shown in Table 4.12 below:

Table 4.12: Causative subordination: all guides

CAUSATIVE SUBORDINATION: ALL GUIDES		
	OLD GUIDES	NEW GUIDES
Industrial Psych	17	25
Anthropology	86	66
Psychology	47**	16
TOTAL	150*	107

Biber (1988:236) motivates the association of causative subordination with 'involvement' by pointing out that it gives justification for beliefs and actions. No significant difference could be found for the use of causative subordination in the old and new Industrial Psychology guides. The old Psychology guide, however, has very significantly higher counts for causative subordination than the new one. The total count for causative subordination in the old guides thus adds up to be significantly higher than the count in the new guides.

Causative subordination occurs in the old Psychology guide in examples such as those quoted in §4.11 below:

#### §4.11 Causative subordination: old Psychology study guide

##### PSY: causative subordination

1. Adolescents are the loneliest, because they have to detach themselves from their parents and enter into relationships outside the parental home.
2. The Kamikaze pilot phenomenon in World War II and other types of altruistic suicides might have occurred because of the genetic similarities in the society.
3. We expect you to master Kelley's theory, but you need only read that of Jones and Davis. We emphasise Kelley's because it is used more often.

As is shown here, the causative subordinator *because* is regularly used to justify beliefs or actions, for example: why *Adolescents are the loneliest* (example 1); why *The Kamikaze pilot phenomenon in World War II and other types of altruistic suicides might have occurred* (example 2); and why students are expected to *master Kelley's theory* (example 3).

No clear explanation can be given for the higher counts of causative subordination in the old as opposed to the new guides.

#### (d) Discourse particles

Significantly higher counts for discourse particles are found in the new Anthropology and Psychology guides; in both guides only the discourse particle *now* occurs. Table 4.13 shows the counts for *now*:

Table 4.13: Discourse particles: all guides

DISCOURSE PARTICLE <i>now</i> : ALL GUIDES		
	OLD GUIDES	NEW GUIDES
Industrial Psych	13	15
Anthropology	8	21*
Psychology	28	51*
TOTAL	49	87*

It was mentioned under point 3.4.1 that, due to their generalised discourse function, discourse particles are associated with contact between discourse participants (as in speech situations). It is significant to note that *now* is largely used in the new guides in instances where a summary is given of the nature of the teaching up to a particular point in the study guide (example 1); in instances where the student is directly addressed (examples 3 and 4), or in situations where the words of someone else are quoted (example 2). The use of the discourse particle *now* in the two new guides is illustrated below:

#### § 4.12 Discourse particle: new study guides

##### APY: discourse particle *now*

1. We have **now** analysed the different means of social control found in societies ...
2. Student 1: 'Oh, come on **now**! Surely advertisements or the media do not force anyone ...

##### PYC: discourse particle *now*

3. Remove things that **now** seem unimportant. Rearrange things. Colour things in ...
4. **Now** write a short story or describe an event where you were excluded from ...

It is clear from these examples that *now* serves the function of making the discourse informal, thereby securing contact with an addressee in terms of a virtual point in time.

#### 4.1.2.3 Non-attitudinal 'involvement': non-significant features

In this section I discuss the non-attitudinal 'involvement' features that do not reveal significant differences between new and old Unisa study guides. These features include: personal pronouns, contractions, *wh*-questions and *we* use with exclusive reference.

##### (a) General hedges

As is demonstrated by Table 4.14, general hedges do not occur with significantly higher counts in the new as opposed to the old study guides:

Table 4.14: General hedges: all guides

GENERAL HEDGES: ALL GUIDES		
	OLD GUIDES	NEW GUIDES
Industrial Psych	4	9
Anthropology	2	8
Psychology	6	12
TOTAL	12	29

Based on these figures, which show that hedges occur with small frequencies in Unisa study guides, it could be assumed that general hedges are not a significant indication of either content or student-centredness.

##### (b) Conditional subordination

No significant difference in the count of the individual sets of new versus old guides is shown. Table 4.15 shows the insignificant higher counts for conditional subordination in the new guides as a whole.

Table 4.15: Conditional subordination: all guides

CONDITIONAL SUBORDINATION: ALL GUIDES		
	OLD GUIDES	NEW GUIDES
Industrial Psych	52	49
Anthropology	52	65
Psychology	71	92
TOTAL	175	206

### (c) Word length and type/token ratio

It has been pointed out (3.4.1) that Biber (1988) associates shorter words with more 'involved' texts. The type/token ratio of conversational discourse is also lower than that of more informational texts. A consideration of the word length and type/token ratio of the old guides as opposed to the new is revealed in Table 4.16 below. The data reflected in the word length columns is the average number of letters per word in the different texts, while the data shown in the type/token column is the percentage of different words (types) occurring in each 1000-word (token) chunk of text:

Table 4.16: Word length, type/token ratio: all guides

WORD LENGTH, TYPE/TOKEN RATIO: ALL GUIDES						
	IPS	IOP	SKA	APY	PSY	PYC
word length	5.21	4.97	4.95	5.11	4.96	4.73
type/token	42.06	42.48	40.33	42.95	37.85	38.96

As can be seen, the average word length of the old Industrial Psychology guide is slightly longer than that of the new guide. There is, however, only a very slight difference in the type/token ratio of the two texts, with variety in words per 1000-word chunk of text being only marginally higher in the new text. A comparison of the Anthropology guides shows that the words of the new Anthropology guide are slightly longer than those of the old guide; the new guide also has a slightly higher percentage of different words per 1000-word chunk of text than the old one. The words of the old Psychology guide are slightly longer than those of the new guide and percentage for the type/token ratio is also slightly higher in this guide. Thus, the old guides have on average slightly longer words than the new guides, while the percentage of types against tokens is slightly higher in the new guides. However, the old and new guides do not differ significantly with regard to these features.

#### 4.1.3 Conclusion

In the sections above, I have reported on the statistical data obtained in the testing of Hypothesis 1. I also reported on the interpretation of the data. The significance of higher counts for the individual 'involvement' features was commented upon. In summary, it can be said that counts for the following features are very significantly higher in the new guides: private

verbs, contractions, second person pronouns, general emphatics, first person pronouns, amplifiers, *wh*-questions, possibility modals, and adverbs. Counts for the following features are significantly higher in the new guides: pronoun *it*, discourse particles and indefinite pronouns. In the old guides, counts for *we* used with exclusive reference are very significantly higher, while counts for demonstrative pronouns and causative subordination are significantly higher. There is no significant difference between old and new guides for analytic negation and demonstrative pronouns.

The fact that the total count for 'involvement' features is very significantly higher in the new than in the old guides suggests that distance education study guides developed with a student-centred approach to teaching are more 'involved' than those developed with a content-centred approach. The research data thus supports Hypothesis 1. It can, as a result, be concluded that new Unisa study guides have very significantly higher counts for features that can be associated with transformative learning theory, constructivism and whole-person learning. The research results thus suggest that Unisa has made a considerable move away from content-centredness towards student-centredness.

As Hypothesis 2 complements Hypothesis 1, the full implication of this move could only be appreciated once Hypothesis 2 was tested. Whereas the focus of Hypothesis 1 is on language features which distinguish discourses with an involved, interactive, affective focus, from discourse with a high informational focus, the focus in Hypothesis 2 is on attitudinal language and the negotiation of interpersonal solidarity. However, the language features used in the testing of Hypothesis 2 also relate to Hypothesis 1.

## **4.2 HYPOTHESIS 2**

In this section I report on the testing of Hypothesis 2, which is restated below:

Hypothesis 2: Study guides developed with a student-centred approach to teaching use more and different values of Appraisal than study guides developed with a content-centred approach.

It has been mentioned (cf. 1.2 and 2.1) that, in similar fashion to Hypothesis 1, this hypothesis is informed by the view that student-centred guides are developed with some consideration of the principles underlying Transformative Theory, constructivism, whole-person learning and cooperative inquiry. Of particular importance in this regard are the views of two groups of

scholars. The first group consists of educationalists such as Baumgartner (2001), Bruner (1960, 1966, 1973, 1986, 1990), Dirkx (2001), Heron (1992), Taylor (1998, 2001), Vygotsky (1962, 1978) and Yorks and Kasl (2002), who highlight the fact that a relationship of trust between teachers and students, and emotive involvement of students in the learning process, enhances learning. The second group comprises linguists such as Martin (1997, 2000, 2002, 2004) and White (1998, 2000, 2002, 2003), who focus on the analysis of attitude (emotive language) and its association with interpersonal solidarity negotiation.

Whereas Hypothesis 1 focuses on the extent to which there might be increased significations of the 'social presence' of discourse participants in the texts of new study guides (as through personal address, conversation-like features of language, and the expression of attitudes or feelings), Hypothesis 2 focuses on attitude and solidarity negotiation. It has been mentioned (cf. 3.3) that the advantage of extending Biber's perspectives on 'involvement' with the views advanced by scholars such as Martin (1997, 2000, 2002, 2004) and White (1998, 2000, 2002, 2003) is that this allows for an interpretation of Biber's 'involvement' features in terms of the potential of texts to establish a relationship between discourse participants. In the testing of Hypothesis 2, I am thus concerned with the way Unisa lecturers go about constructing certain degrees of evaluative contact with their students through the use of attitudinal language.

Below (cf. 4.2.1) I report on the research findings obtained by testing Hypothesis 2. I do so by first giving a general overview of the research results obtained by comparing all the old and all the new guides under analysis as a whole in terms of their relative interpersonal negotiation strategies. I then report on the findings obtained in comparing the old and new Industrial Psychology, Anthropology and Psychology study guides in terms of such strategies.

#### **4.2.1 Discussion of results: general overview**

In this section I consider the frequency and variety of Appraisal values in student-centred as opposed to content-centred texts. In this regard, the research results derive from analysing explicitly evaluative 'involvement' features in terms of the Appraisal subsystems of meaning relating to ATTITUDE, GRADUATION and ENGAGEMENT. As has been mentioned (cf. 3.4.2), such features include: private verbs, analytic negation, general emphatics, indefinite pronouns, general hedges, amplifiers, possibility modals and adverbs.

By focussing on attitudinal language and the way in which such language is used to negotiate interpersonal solidarity, I focus on what Bernstein (2000) categorises as the *horizontal* leg of

academic discourse. In his sociological analysis of pedagogical discourses, Bernstein (2000) refers to forms of knowledge that are characterised as everyday, common sense, or local as *horizontal discourse*. He contrasts this with *vertical discourse*, which he associates with specialised contexts and modes, and the recontextualisation of knowledge. In doing so, he observes that '*[h]orizontal discourse* may be seen as a crucial resource for pedagogic populism in the name of empowerment or unsilencing voices to combat the elitism and alleged authoritarianism of *Vertical discourse*' (Bernstein, 2000:157). He also states that it is through the use of *horizontal knowledge* that attention is paid to how students feel and the experiences which shape those feelings. According to him 'it is quite clear that it is crucial for students to know and to feel that they, the experiences that have shaped them, and their modes of showing are recognised, respected and valued' (Bernstein, 2000:174).

I have mentioned before (cf. 3.4.2) that as a result of the extensive nature of the data I analysed, every private verb, analytic negative, emphatic marker, indefinite pronoun, hedge, amplifier and possibility modal could not be analysed. Thus, I analysed the guides of a particular department by comparing the counts for each of the words representing these features (cf. Appendices A, B, and C). I then only analysed a feature by attributing an Appraisal value to the words occurring significantly more often in either the old or the new guides. Below (cf. 4.2.2) I demonstrate this procedure in detail. It is, however, of significance to note that Appendices A, B, and C serve as points of reference for the research findings reported on below.

#### **4.2.2 Discussion of results: attitudinal 'involvement' features**

In the following sections (cf. 4.2.2.1, 4.2.2.2 and 4.2.2.3) I focus on the interpersonal and pedagogic implication of 'involvement' features associated with the explicit expression of ATTITUDE, GRADUATION and ENGAGEMENT. In discussing the attitudinal 'involvement' features, I again group such features into three groups: features occurring very significantly more frequently in the new as opposed to the old guides; features that occur significantly more frequently in the new as opposed to the old guides; and features that do not distinguish between the two sets of guides in a significant way.

##### **4.2.2.1 Attitudinal 'involvement': very significant features**

In this section I discuss the attitudinal 'involvement' features occurring very significantly more often in new as opposed to old Unisa study guides (none of these features occurs very



significantly more often in old as opposed to new guides). These features include: private verbs, general emphatics, amplifiers, possibility modals and adverbs.

**(a) Private verbs**

It has been pointed out (3.4) that Biber (1988) finds high counts for private verbs very significant with relation to 'involvement'. The statistical data indicates that these new guides also have very significantly higher counts for private verbs than the old guides. Compare the results from the old and new guides in the three Departments in Table 4.17:

Table 4.17: Private verbs: all guides

PRIVATE VERBS: ALL GUIDES		
	OLD GUIDES	NEW GUIDES
Industrial Psych	214	356**
Anthropology	32	634**
Psychology	474	449
TOTAL	1013	1439**

I report below on the research data obtained by considering those verbs occurring significantly more often in either the new or the old guides. In analysing these verbs, my aim was to determine which values of Appraisal are utilised in the different study guides. Below I thus discuss the private verbs from the various departments separately.

**(i) Private verbs: Industrial Psychology guides**

It has been mentioned (3.4.2) that in the counting of private verbs I followed Quirk *et al.*'s (1985:1181, 1182, 1183, 1223) categorisation into *factual* verbs, *suasive* verbs, *emotive* verbs, and *hypothesis* (supposition) verbs. A comparison of the counts for these categories of verbs in the old and new Industrial Psychology guides revealed that the new guide has very significantly higher counts for factual verbs; there is no significant difference between the two guides for suasive, emotive and hypothesis verbs (these counts are reported in Appendix A). It is particularly interesting to note that none of the verbs categorised by Quirk *et al.* (1985) as emotive verbs (e.g. *depress*, *horrify*, *surprise*) occur in either of the two guides.

However, I will show below that an analysis of the factual verbs in Appraisal terms revealed that as a result of collocation some of these verbs are frequently associated with the coding of

emotion. Below I report on the research results obtained by analysing the private verbs of the old and new Industrial Psychology guides in Appraisal terms.

Private verbs: New Industrial Psychology guides

A consideration of the private verbs occurring with the highest counts in the new Industrial Psychology guide, reveals that verbs occurring most significantly more frequently in the new guide are: *think*, *feel*, and *find*. Verbs occurring with high significance in the old guide are: *see* and *require*. Counts for these private verbs are shown in Table 4.18 below:

Table 4.18: Private verbs: highest significance: Industrial Psychology

PRIVATE VERBS: Highest significance: Industrial Psychology		
	IPS	IOP
<b>think</b>	20	45**
<b>feel</b>	0	40**
<b>find</b>	0	25**
<b>see</b>	45**	18
<b>require</b>	22*	8

A consideration of the verbs listed in this table reveals that the verbs listed here can be associated with the Appraisal subsystems of ENGAGEMENT and ATTITUDE. Contexts such as those quoted below show that a verb such as *think* codes ENGAGEMENT, while verbs such as *feel* and *find* generally collocate with values of ATTITUDE (Appraisal values coded are presented within square brackets):

**§ 4.13 Contexts for *think*: IOP**

1. Do you **think** [ENGAGEMENT: entertain] the experiences of women differ from the experiences of members of racial/ethnic groups?
2. A table is provided at the end in which you can indicate the meanings of work that you **think** [ENGAGEMENT: entertain] apply to the individuals in the case studies.
3. I have learned quite a lot [JUDGEMENT: +capacity] about the use of psychology - at least I **think** [ENGAGEMENT: entertain] so!
4. How accurate are these stereotypes and how do you **think** [ENGAGEMENT: entertain] they were formed?
5. List the key factors of the late life/career stage that you **think** [ENGAGEMENT: entertain] apply to Nico.
6. I know all people are replaceable but all in all I **think** [ENGAGEMENT: entertain] I am an important link [APPRECIATION: +social value] in a department that has to function as a whole.

All of the examples presented above show that *think* codes tentativeness of opinion – a particular opinion is entertained rather than proclaimed. As a result, the Appraisal value coded is that of ENGAGEMENT. In some instances *think* is used to present the coding of a particular value of ATTITUDE as tentative. In example 3, for instance, *think* presents someone's JUDGEMENT about the capacity he or she acquired (*I have learned ... a lot*) as tentative. In example 6, someone's appreciation of his or her value at work (*I am an important link*) is presented as a tentative viewpoint. The presentation of propositions and values of ATTITUDE in tentative fashion like this relates to Bakhtin's (1981) notion of dialogism and the Appraisal views about interpersonal solidarity negotiation. As the propositions and values of ATTITUDE presented above are of a tentative nature, room is left for alternative viewpoints and interpersonal tension is unlikely to arise.

Examples of the contexts in which *feel* and *find* generally occur are presented in §4.14 and §4.15. The values of ATTITUDE these verbs collocate with, and the ENGAGEMENT expressed with such values, are presented within square brackets.

#### § 4.14 Contexts for *feel*: IOP

1. My bosses have all told me I am irreplaceable which makes me [ENGAGEMENT: attribution] **feel good** [AFFECT: +satisfaction]
2. However, I [ENGAGEMENT: attribution] **felt unsettled** [AFFECT: -security] and as if I belong nowhere ...
3. ...I [ENGAGEMENT: attribution] **felt** as if my career had been no better investment than a holiday job [AFFECT: -satisfaction].
4. After two weeks of learning things like sewing and blackboard writing I [ENGAGEMENT: attribution] **felt like going crazy** [AFFECT: - happiness].
5. I [ENGAGEMENT: attribution] **feel they accept me as I am** - [AFFECT: +security, +satisfaction] even when I tell naughty jokes.
6. I [ENGAGEMENT: attribution] **feel I can be myself** [AFFECT: +satisfaction]. There is not status discrimination.
7. Consider [ENGAGEMENT: entertain] yourself as the "top authority" [JUDGEMENT: +capacity] on yourself who knows best what you want out of life and what is required to attain that, even if [ENGAGEMENT: entertain] you do not really feel that way [AFFECT: -security] about yourself.
8. When completing this activity you might [ENGAGEMENT: entertain] have felt a bit exposed, [AFFECT: -security] ...

These examples demonstrate that *feel* (and its variants) regularly collocate with values of AFFECT. Such values relate to feelings of positive and negative satisfaction (examples 1: *feel good*; example 3: *felt as if my career had been no better investment than a holiday job*; example 6: *feel I can be myself*); they also relate to feelings of positive and negative security (examples 2: *felt unsettled*; example 5: *feel they accept me as I am*; example 7: *do not really feel like the 'top authority'*; example 8: *felt a bit exposed*); and to feelings of negative HAPPINESS (example

4: *felt like going crazy*).

The feeling demonstrated in the examples above relates pertinently to Hood's (2004) observation that values such as composition and social valuation, relating to the Appraisal subsystem of APPRECIATION, are the values mostly coded in academic texts. Against this background it is significant that feelings, which are not regularly associated with academic texts, are regularly inscribed in the new Industrial Psychology study guide. This relates pertinently to Martin's (2000:173) observation that the revealing of 'emotions, judgements, and appreciations' is a 'powerful strategy for building up a relationship'. The examples presented above suggest that the authors of the new Industrial Psychology study guide acknowledge the fact that the field of Industrial Psychology relates to the emotional impact that work has on people. Therefore, they position themselves as human beings who care, thereby also building a relationship with their students.

However, from an interpersonal perspective, the coding of values of ATTITUDE is volatile in that they have both a bonding as well as a schismatic power, and 'it is impossible to appraise without running the gauntlet of empathy and alienation' (Martin, 2000:166). By including values of attitude in their texts the authors thus risk alienating their students. Nevertheless they overcome this stumbling block by attributing the values of ATTITUDE expressed to a source (examples 1, 2, 3, 4, 5, and 6) in case studies in which people discuss their own work experience through first person narratives.

Example 7, however, demonstrates that emotion is sometimes also expressed as the feelings of the student. In this particular instance, the student is asked to entertain the idea that he or she is a *top authority*, that is, he or she has to evaluate himself or herself in terms of positive capacity. This proposition is only entertained (*consider*) and not proclaimed as a fact and this protects the solidarity between lecturer and student. The same strategy of entertaining a value without stating it as a fact is adopted in proposing that the student might perhaps *not really feel that way*. In example 8, the lecturers propose that the completion of a particular activity might have caused the student to feel *a bit exposed*. The possibility modal *might*, however, again suggests that the attitude expressed here is only entertained as a possibility. In all of these examples, the authors of the guide make a special effort to present evaluative propositions in a dialogic expansive way.

A consideration of the contexts in which the verb *find* occurs, reveals that this verb is generally used in the new guide in the form of questions to prompt students to evaluate something in

terms of ATTITUDE (for example, APPRECIATION and AFFECT). Compare, for instance, the following examples:

#### § 4.15 Contexts for *find*: IOP

1. Did you [ENGAGEMENT: attribution] **find it easy** [APPRECIATION:+impact] to list your talents and abilities?
2. I have realised more and more that I [ENGAGEMENT: attribution] **do find my work intrinsically rewarding** [AFFECT: + satisfaction] ...
3. Did you [ENGAGEMENT: attribution] **find compiling your own career development model challenging?** [APPRECIATION: -impact]
4. What have you [ENGAGEMENT: attribution] **found to be the discerning factors** [APPRECIATION: + social value] when making an organisational choice?
5. What factor(s) did you [ENGAGEMENT: attribution] **find the most interesting and/or beneficial?** [APPRECIATION: + impact]
6. Did you [ENGAGEMENT: attribution] **find it somewhat overwhelming and even confusing?** [APPRECIATION:-impact]

Examples 1, 3, 5, and 6 respectively demonstrate that *find* is often used in propositions that express the impact the course material has had on the student. This impact is expressed in terms of positive and negative APPRECIATION (*easy, challenging, interesting and/or beneficial, overwhelming and even confusing*). Example 2 demonstrates that *find* is also used in propositions where values of AFFECT are expressed. In this particular example, the AFFECT relates to somebody's feelings about his or her work (*intrinsically rewarding*). Example 4 demonstrates a kind of APPRECIATION often found in academic discourse (Hood, 2004), namely, appreciation for the social value of something (*discerning factors*). As the possible positive or negative values are expressed in the form of questions (examples 1, 3, 4, 5, 6), the student has the freedom to agree or to differ. Evaluation is thus of a dialogically expansive nature and solidarity is not at risk.

The examples presented above show that the private verbs occurring with the highest frequencies in the new Industrial Psychology guide often present propositions as tentative and often collocate with values of ATTITUDE. Against the background of Hood's (2004) views on semantic prosody, the repetitive occurrence of values of Appraisal suggests the authors of this guide regularly use Appraisal values to negotiate a position of solidarity with their students.

Below in Table 4.19 I present data relating to the frequency with which *think, feel* and *find* code values of Appraisal in the new Industrial Psychology guide. I also indicate how often these verbs collocate with personal pronouns.

Table 4.19: Private verbs: collocations with personal pronouns: Industrial Psychology guides

PRIVATE VERBS: COLLOCATIONS WITH PERSONAL PRONOUNS Industrial Psychology guides						
collocation	think		feel		find	
	IPS (20)	IOP (45)	IPS (0)	IOP (40)	IPS (0)	IOP (25)
<b>you</b>		26		4		12
<b>I</b>		10		21		4
<b>we</b>		4				2
<b>ATTITUDE</b>	2	14		40		13
<b>ENGAGEMENT</b>	5	45				

As can be seen, the verbs *think*, *feel*, and *find* are regularly used in contexts where they code values of Appraisal. All instances of *think* were found to code ENGAGEMENT, while all instances of *feel* were found to collocate with values of ATTITUDE. *Find* was found to be used regularly in questions. Not only do these verbs occur with very significantly higher counts in the new as opposed to the old guide, they also regularly collocate with personal pronouns in the new guide, while such collocations are non-existent in the old guide. *Feel* was found to collocate largely with the first person pronoun *I* and sometimes with the pronoun *you* in the new guide, while *think* and *feel* were found to regularly collocate with *I*. The implication is that the agents of private verbs occurring with the highest incidences in the new guide are either the students or an individual inscribed in the text and referred to by means of *I*.

It can thus be said that an analysis of the private verbs of the new Industrial Psychology guide suggests that the ATTITUDE expressed is presented as the opinion of either the student or an imagined or real person to whom the student can relate. Such a presentation or projection of values of Appraisal to a source other than the lecturer allows for the inscription of values of Appraisal in a text without challenging the solidarity between lecturer and student. It is significant to note that Hood (2004) also established that the verb *find* is regularly used in dialogic or heteroglossic texts to project values of Appraisal to voices other than that of the author.

In this regard the views of Kristeva (1986) and Fairclough (1992) on *intertextuality* are relevant. The notion of intertextuality refers to the inclusion of opinions other than the writer's in any written text, that is, the attribution of propositions to other voices (people) or texts. A critical look

at the use of first person pronouns in new Unisa study guides (cf. 4.2.1 and 4.2.2), and the collocation of such pronouns with private verbs such as *think*, *feel* and *find*, reveals that Unisa lecturers use these collocations to include the opinions of other people in their texts. This inclusion of other opinion does not relate to the traditional intertextual character of academic prose whereby other scholars are quoted. It rather relates to the social presence notions advanced in transformative learning theory, whereby it is proposed that learning occurs where the student is an active party in the meaning-making process and where the students' emotions are involved in the meaning-making process (cf. 2.1).

A close consideration of the private verbs *think*, *feel* and *find*, reveals that it is only the verb *find* that is traditionally used in academic discourse to project meanings to another source (e.g. *Hunston, 1993:124 found that ...*). Indeed, Hunston (1993) also established that the verb *find* is a 'reporting' verb regularly used in academic writing to report the findings of other scholars. High counts for this verb in academic writing thus come as no surprise. However, as used in the examples presented above, *find* is used to denote reaction (impact) rather than merely to report someone's findings. Used in this way, it is associated with attitude (Hunston, 1993:124 and 125). This use of *find*, together with high counts for verbs like *think* and *feel*, are rather unusual in academic writing. The tentativeness of the verb *think* and the emotive nature of the verb *feel* are not regularly associated with academic prose where the focus is on the reporting of facts. High incidences of these verbs in academic texts thus clearly suggest a shift towards a more heteroglossic and emotive positioning.

Of significance in this regard are the findings of Hood (2004) regarding the 'field orientation' of values of Appraisal. Hood (2004) distinguishes herself from the Appraisal analysts discussed thus far with regard to her explorations in terms of the field orientation of Appraisal values. In opposition to Martin (1997), Eggins and Slade (1997) and Rothery and Stenglin (2000), who identify that which is being appraised at a micro level, Hood looks at the field being appraised in more global terms. In this regard, Hood (2004) makes a distinction between two different fields that are being appraised in the texts she analysed. The first field is the subject field or research domain, which includes lexis related to the specific topic or subject field. The second field is the set of activities performed by the researcher (e.g. the positioning of his or her research with relation to other researchers, the interpretation of findings positioning, and the dissemination of findings and claims), included are lexical items such as *found*, *discovered*, *identified*, *achieved* (Hood, 2004:104).

Hood's (2004) findings reveal that different values of Appraisal are used in the different fields.

She reports, for instance, that student writers mirror the published texts in their willingness to evaluate explicitly the domain of research, while avoiding doing so in relation to research as a field (e.g. their own research activities and the work undertaken by others). Published writers, instead, evaluate the field of research through the grading of experiential meanings. These findings relate to the interests of the present study in the sense that it could be said that the frequent collocation of second person pronouns with values of AFFECT in newer Unisa study guides show that the affective mode of the student's psyche is more often addressed in these guides. Below I show that this is not the case in the older guides.

Private verbs: Old Industrial Psychology guide

Private verbs that were found to occur most significantly more frequently in the old Industrial Psychology guide are *see* and *require*. As is shown in Table 2.20 below, these verbs rarely code attitude, and rarely collocate with personal pronouns:

Table 4.20: Private verbs: old Industrial Psychology guide

PRIVATE VERBS: IPS				
Collocation	see		require	
	IPS (45)	IOP (18)	IPS (22)	IOP (8)
you		2	1	
I	1	2		
we	1	3		
ATTITUDE	1	9		

Examples (§4.16) and §4.17) illustrate the typical contexts in which *see* and *require* were found to occur in the old guide:

**§ 4.16 Contexts for *see*: IPS**

1. See table 12-5.
2. (see fig 18--2)
3. See the first tutorial letter.
4. See figure 8--2.
5. (See the foreword paragraph)
6. See figure 11--2 ...



As can be seen from these examples, the verb *see* is largely – almost exclusively – used in this guide in imperative constructions to direct the student to a particular *table* or *figure* in the text. Imperatives such as these do not provide the student with a ‘voice’: they affirm the power of the lecturer who is the ‘commander’ and project the lecturer as a knowledgeable power figure. No ATTITUDE is quoted and the relationship between student and lecturer is formal rather than close.

A consideration of the contexts of the verb *require* reveals a very common pattern that was observed for the private verbs of the old guide, namely that they are often used to present propositions as unarguable or, as Bakhtin puts it, as ‘undialogized’ (Bakhtin 1981:427). This flows from the fact that they occur in propositions that do not acknowledge the heteroglossic nature of statements. White (1998) observes that within a common-sensical, truth-functional perspective, such utterances might simply be viewed as expressing ‘facts’. However, under the dialogic perspective, monologic utterances are seen to suppress the heteroglossic reality within which they are situated. Note the contexts of *require* in the following examples:

#### § 4.17 Contexts for *require*: IPS

1. You are **required** to study both the study guide and Robbins intensively [JUDGEMENT: +tenacity].
2. In these very turbulent times, increasingly more private, government and semigovernment organisations are facing a dynamic changing environment which, in turn, **requires** them to adapt [APPRECIATION: +social value].
3. Flexible manufacturing systems **require** employees to learn new skills [APPRECIATION: +social value]...
4. The approach has implications for OB because it **requires** employees to rethink what they do [APPRECIATION: +social value].
5. It depends on the degree to which a job **requires** a variety of different activities so the worker can use a number of skills [APPRECIATION: +social value].
6. Leadership **requires** some congruence between the goals of the leader and the led [APPRECIATION: +social value].

As can be seen, incidences of *require* and its collocates demonstrate that the private verbs of the old guide largely collocate with valuations in terms of the social value of something (rather than the impact the thing makes on somebody). The focus is on the subject content rather than on the student’s feelings or emotions. Thus, the relationship established between lecturer and student is of a less personal nature. The examples quoted here demonstrate that verbs occurring with the highest incidences in the old guides either direct the students to the subject content, or directly concern the subject content.

#### (ii) Private verbs: Anthropology guides

A comparison of the private verbs of the old and new Anthropology guides in terms of Quirk *et al.*'s (1985) semantic classification reveals that the new Anthropology guide has very significantly higher counts for factual verbs and suasive verbs. It also has significantly higher counts for hypothesis verbs. No emotive verbs were counted in either of the guides. Below I show that the so-called factual verbs of this guide are also sometimes used to code emotion.

Private verbs: new Anthropology guide

A consideration of the private verbs occurring most significantly more frequently in the Anthropology guide reveals that the new guide differs with very high significance from the old guide with regard to counts for the verbs *think*, *see*, and *consider*. Verbs occurring in the old guides are *believe* and *indicate*. The counts for these verbs are presented in Table 4.21 below:

Table 4.21: Private verbs: highest significance: Anthropology

PRIVATE VERBS: Highest significance: Anthropology		
	SKA	APY
think	0	85**
see	26	77**
consider	14	44**
believe	34**	12
indicate	30*	12

A consideration of the verbs occurring very significantly more often in the new guides revealed that *think*, *see* and *consider* can directly be associated with the coding of ENGAGEMENT. *Think* and *see* also often collocate with values of ATTITUDE. The following examples demonstrate the contexts in which *think* occurs in the new Anthropology guide:

**§ 4.18 Contexts for *think*: APY**

1. Student 2: ... I **think** [ENGAGEMENT: entertain] humankind will be worse off [APPRECIATION: -impact] not to take note of such, possibly more sustainable, cultural adaptations.
2. Do you **think** [ENGAGEMENT: entertain] the theory of evolution is compatible [APPRECIATION: composition] with religious beliefs?
3. Do you **think** [ENGAGEMENT: entertain] that Bodley's argument concerning the relationship between crime and inequality is relevant to the situation in South Africa? [APPRECIATION: +social value]
4. How healthy [APPRECIATION: +impact] do you think [ENGAGEMENT: entertain] is your environment?
5. In what way do you **think** [ENGAGEMENT: entertain] your studies in general and anthropology in particular can contribute [APPRECIATION: +social value] to your

understanding of these issues?

6. Do you **think** [ENGAGEMENT: entertain] that the process of globalisation spells the end of local cultures? [APPRECIATION: -impact]

As can be seen, *think* is largely used to encourage the student to express values of ATTITUDE. In example 1, Student 2 expresses APPRECIATION in term of negative 'impact'. In example 2 the student is asked to confirm or deny the evaluation of *the theory of evolution* in terms of APPRECIATION for its COMPOSITION (*compatible with religious beliefs*). In examples 3, 4, 5, and 6 the student is asked to evaluate: *Bodley's argument* in terms of their social value; the *environment* in terms of its impact; studies (*anthropology in particular*) in terms of its social value and *globalisation* in terms of its negative impact. In all of these instances, the student has to weigh up or consider (*think*). The attitudinal value expressed thus protects solidarity.

A consideration of the contexts in which *see* occurs, reveals that the act of *seeing* is largely an evaluative one. Compare the contexts of these occurrences in §4.19:

#### § 4.19 Contexts for *see*: APY

1. Many well-intentioned arguments against the death penalty - that it is irreversible, that it is handed down disproportionately to minorities, that it does not work as a crime deterrent - may [ENGAGEMENT: entertain] be seen as counterproductive ... [APPRECIATION: -social value]
2. In addition, proponents [ENGAGEMENT: attribute] of this view see [ENGAGEMENT: proclaim] overpopulation as one of the major contributing causes of hunger [JUDGEMENT: -propriety] in effect blaming the victims of hunger for causing their own misery.
3. We have seen [ENGAGEMENT: proclaim] that, in order to survive, people must be able to solve problems [JUDGEMENT:+capacity] they encounter through interaction with the natural environment ...
4. And, as we have seen, [ENGAGEMENT: proclaim] diversity is essential [APPRECIATION: +social value] for adaptation.
5. [Outside voice] I [ENGAGEMENT: attribution] can see [ENGAGEMENT: proclaim] your children and grandchildren in generations to come living in poverty [JUDGEMENT: -propriety] and working as servants to alien masters [JUDGEMENT: -propriety] on their own land...
6. 'When people talk about globalisation, they [ENGAGEMENT: attribution] let us see [ENGAGEMENT: proclaim] a global world that is divided into two. [APPRECIATION: composition]. There is a structural fault of poverty. On one side of that fault are the powerful and the wealthy; on the other side ...

A consideration of these examples reveals that *see* collocates in the new Anthropology guide with various values of ATTITUDE. Example 1, for instance, illustrates how *arguments against the death penalty* are evaluated in terms of their negative social value (*counterproductive*). In example 2, *overpopulation* is evaluated in terms of negative social sanction. In example 3, *people* are appraised in terms of their 'capacity'; in example 4 *diversity* is evaluated in terms of

its social value; in example 5 the future of *your children and grandchildren (living in poverty and working as servants to alien masters)*, and the *global world (divided into two)* are evaluated in terms of judgements of negative 'propriety' and negative 'social sanction'; and in example 6, the global world is evaluated in terms of its future composition (*divided in two*).

The values expressed in examples 1, 2, 5, and 6 are presented in a dialogically expansive nature as they are either entertained or attributed. The values expressed in examples 3 and 4, however, present dialogically contractive positions in that they proclaim values of APPRECIATION. In example 3, for instance, *human survival* is projected as dependent on the capacity of people *to solve problems* in a way that is held in positive social esteem (*through interaction with the natural environment*). In example 3, *diversity* is evaluated in terms of its positive social value (*it is essential*). While such dialogically contractive positions might put solidarity at risk, the values proclaimed are largely unarguable.

#### § 4.20 Contexts for *consider*: APY

1. We **consider** [ENGAGEMENT: entertain] how this diversity has resulted from the different ways in which societies have developed methods of coping with problems of human adaptation.
2. Before we **consider** [ENGAGEMENT: entertain] what an anthropological perspective can contribute to understanding and finding solutions to these and other problems, first complete the following ...
3. In this section we **consider** [ENGAGEMENT: entertain] a case study in which Roy Rappaport, a cultural ecologist, analysed the kaiko ritual and its role in human adaptation among the Tsembaga.
4. If you **consider** [ENGAGEMENT: entertain] the above profile of the hungry in South Africa, what does each aspect of it tell you about the possible causes of malnutrition?
5. Thinking about my career, I **consider** [ENGAGEMENT: entertain] myself as using my anthropology background to solve problems.
6. Students living outside South Africa should **consider** [ENGAGEMENT: entertain] the role of anthropology in their country.

As can be seen from these examples, the verb *consider* denotes a tentativeness. In examples 1 – 3, students, together with lecturers, *consider*, that is, they entertain thoughts about *how this diversity has resulted; what an anthropological perspective can contribute; and a case study*. These examples denote a closeness between the discourse participants. In example 5 the student is the one doing the considering in that he or she considers the *profile of a hungry South Africa*, while it is other parties doing the considering in examples 5 and 6. What is significant is that all of these examples are of a dialogically expansive nature.

Table 4.22 below shows the frequency with which the verbs occurring most significantly more frequently in the new Anthropology study guide code values of Appraisal or collocate with such

values. The table also shows the collocation of these verbs with personal pronouns:

Table 4.22: Private verbs: new Anthropology guide

PRIVATE VERBS new Anthropology guide						
Collocation	think		see		consider	
	SKA (0)	APY (85)	SKA (26)	APY (77)	SKA (13)	APY (44)
you		45		5		4
I		6		4		3
we		4	1	28		12
ATTITUDE		26	10	49		
ENGAGEMENT		85			13	44

As can be seen, *think* usually collocates with *you* in the new guide. On the other hand, *see* often collocates with *we*. Both verbs are generally used in this guide in propositions that express ATTITUDE. The implication is that the values of ATTITUDE expressed can be associated with the student, or with the student inclusively together with the lecturer. As a result, solidarity between lecturer and student is not jeopardised. The verb *consider* also frequently collocates with personal pronouns with the result that the student, the lecturer, or a party inscribed in the text are projected as actively involved in the process of knowledge acquisition.

Private verbs: old Anthropology guide

The verbs occurring with high significance in the old Anthropology guide are the verbs *believe* and *indicate*. Their collocations are shown in Table 4.23 as follows:

Table 4.23: Private verbs: old Anthropology guide

PRIVATE VERBS old Anthropology guide				
Collocation	believe		indicate	
	SKA (34)	APY (12)	SKA (30)	APY (12)
you				

PRIVATE VERBS old Anthropology guide				
Collocation	believe		indicate	
	SKA (34)	APY (12)	SKA (30)	APY (12)
I		2		
we	3	1		2
ATTITUDE		2		

As can be seen from Table 4.23, the verbs occurring with significance in the old Anthropology guide rarely collocate with personal pronouns. The following examples demonstrate the contexts in which they occur:

#### § 4.21 Contexts for *believe*: SKA

1. The linguist Noam Chomsky [ENGAGEMENT: attribution] **believes** [ENGAGEMENT: proclaim] that it is explained by the presence in the human brain of a 'blue-print' for acquiring language.
2. Sapir (1921:228, 232) [ENGAGEMENT: attribution] **believed** [ENGAGEMENT: proclaim] that language and thought processes are inextricably interwoven.
3. Whorf (1940:231)[ENGAGEMENT: attribution] **believed** [ENGAGEMENT: proclaim] that language is not merely a vehicle for voicing ideas but actually shapes these ideas.
4. Turner (1986:124) [ENGAGEMENT: attribution] **believes** [ENGAGEMENT: proclaim] that play is more revealing of what he calls a culture's "heart values" than is work.
5. The Tlingit [ENGAGEMENT: attribution] **believe** [ENGAGEMENT: proclaim] in particular that such a spirit can be inherited in the matrilineage ...  
... the Hindu [ENGAGEMENT: attribution] **believe** [ENGAGEMENT: proclaim] that there are 86 reincarnations from devil to cow.
6. Shiva, the Hindu god of destruction, is **believed** [ENGAGEMENT: attribution: proclaim] to ride on a bull, Nandi, whose image occurs at the entrance to temples dedicated to Shiva.

The examples presented above clearly illustrate the authoritative nature of the old study guides. The subject content is presented without addressing the student's emotive or experiential mode of psyche, and instead propositions are attributed to authoritative voices. As a result of their authority, they can be seen as proclamations of the undeniability of the factual content of the propositions. While attribution is usually interpreted as a device to expand the dialogic potential of a text, the authoritative nature of the attributed sources (examples 1, 2, 3, 4) constrains the student's voice and leaves the impression that their point of view is not important.

The verb *indicate* was found to occur in similar contexts. All of the examples below in §4.22 demonstrate that *indicate* is regularly used in the old Anthropology guide to emphasise the

validity of a particular point of view. The focus is thus on the authority of subject experts and the subject content:

§ 4.22 Contexts for *indicate*: SKA

1. Kahn, [ENGAGEMENT: attribution] who writes about the Papua New Guineans, **indicates** [ENGAGEMENT: proclaim] that these people readily sell fresh fish to a Westerner ...
2. A recorded incidence [ENGAGEMENT: attribution] of cannibalism amongst the survivors of an aeroplane crash in the Andes **indicates** [ENGAGEMENT: proclaim] this principle.
3. Research [ENGAGEMENT: attribution] has, however, **indicated** [ENGAGEMENT: proclaim] that this phenomenon is also found among American Indians in reservations ...
4. Dalton [ENGAGEMENT: attribution] **indicated** [ENGAGEMENT: proclaim] that formal Western economic theory cannot be applied to non-specialized societies.

As can be seen from these examples, the attribution of propositions to *Kahn* (example 1), *a recorded incidence* (example 2), *research* (example 3), and *Dalton* (example 4) grounds such propositions as unquestionable and leaves little room for the expression of other opinions without the risk of losing face.

(iii) Private verbs: Psychology guides

The new Psychology study guide does not have significantly higher counts for private verbs than the old guide. However, it is significant to note that the new guide has very significantly higher counts for *reflect* than the old guide, while the old guide has significantly higher counts for *understand*. Counts for these verbs are given in Table 4.24 below:

Table 4.24: Private verbs: highest significance: Psychology guides

PRIVATE VERBS: Highest significance: Psychology guides		
	PSY	PYC
reflect	7	42**
understand	28**	0

The verb *reflect* occurs in contexts such as the following:

Private verbs: new Psychology guide

#### § 4.23 Contexts for *reflect*: PYC

1. You have already **reflected** on your map and story from a diversity perspective, ...
2. ... appreciation of the two organisations, of their activities, history, and changes over time, you are in a position to **reflect** on their stories.
3. ... to think back on how you experienced things at the time and to **reflect** on how your understanding has changed.
4. Then, in about a one page essay to be included in your portfolio, **reflect** on the group process ...
5. You don't have to answer each question, but use the questions to **reflect** critically on your learning.
6. Now we can **reflect** on their description of their activities; ...

It has been pointed out (1.2 and 2.1) that Taylor (1998) highlights the significance of critical reflection through guided dialogue in a transformative approach to teaching. The examples quoted above illustrate the extent to which this notion has been taken up in the new Psychology study guide. In this study guide, the student is projected as the agent doing the reflection in almost all incidences of *reflect* (e.g. examples 1–6). Exceptions occur when the lecturer and the student *reflect* together (e.g. example 6). In such instances there is a closeness established between lecturer and student. The examples quoted illustrate the way in which students are involved in the meaning-making process in the new Psychology study guide. The identity created for students is thus of collaborators in the learning process.

Below I illustrate that the verb *understand*, which occurs very significantly more often in the old than the new Psychology guide, creates another identity for students:

#### Private verbs: old Psychology guide

#### § 4.24 Contexts for *understand*: PSY

1. I will also demonstrate the practical implications of this classification by means of an example, namely how to **understand** prosocial (altruistic) behaviour.
2. But to **understand** the full human significance of an attribution or schema requires more than merely understanding how we perform an impartial cognitive operation.
3. In everyday language people **understand** "autonomy" to mean the ability to "do your own thing", ...
4. The dimensions defined by Schwartz are easier to **understand** if we look at the figure on the next page.
5. Once you have studied chapter 12 of your prescribed book you should: "be able to define certain key terms; "**understand** the nature and function of groups; " know how groups influence job performance "
6. If you **understand** the practical implications of a conceptual framework critically, you are better equipped to live life in an enriched and enriching way.

While only examples 5 and 6 explicitly associate the student with the understanding that needs



to be achieved, the suggestion is implicit in examples 1–4. This implicit rather than explicit involvement of the student in the learning process is representative of how the student is presented in the old guide as a party to whom knowledge is being ‘transferred’. What is expected of the student is to *understand* rather than to construct.

The difference between the old and new guides with regard to these two verbs is very important. Of relevance here is the SFL postulation that language is a mechanism whereby reality gets constructed just as much as language is affected by the social context or ‘context of situation’ in which it is used (Halliday, 1978; Halliday and Hasan, 1985). Interpreted in this way, it must be assumed that the identity of distance learning students is constructed by the language of distance learning study packages. In this regard, an analysis of the private verbs occurring most significantly more frequently in old and new Unisa study guides suggests a very significant change in the identity created for students in new Unisa study guides. Whereas the identity created for students in the past was that of human beings who are only cognitively involved in the learning process, the identity created for students in the new guides is that of ‘whole people’ whose affective, imaginal, cognitive, and practical modes of psyche are addressed.

#### **(iv) Private verbs: conclusion**

It is shown in the section above that although the new Psychology guide does not have significantly higher counts for private verbs, the total counts of the private verbs of all the guides are very significantly higher in the new guides. Such verbs also often collocate with personal pronouns and values of attitude. The conclusion to be drawn is that the private verbs of the new guides often have the first or second person as agent, and that attitudinal values are often coded in the new guides through this important combination of features.

Hubbard (2001) also observed high counts for verbs such as *feel, find, know, and think* in the new guide he analysed. He, however, found verbs such as *decide, mean, notice, remember* and *understand* to occur with high counts in the new guide (Hubbard, 2001:236–237). The very significant high counts for verbs coding ATTITUDE or collocating with values of ATTITUDE reported above are pertinent. If it is considered that Martin (2000) views the coding of ATTITUDE as a linguistic mechanism in the process of building interpersonal relations, such counts suggest that the authors of the new Unisa study guides have made a concerted effort to build relationships with their students. While the expression of ATTITUDE would normally put solidarity at risk, the jeopardising of interpersonal solidarity is counteracted by the expression of attitudinal values that are either attributed or presented as values that are entertained rather than proclaimed.

This distinction is made by White (1998, 2002) in distinguishing between ENGAGEMENT that is dialogically expansive (leaves room for other viewpoints) as opposed to dialogically contractive (restricts other viewpoints) in nature (cf. 2.2.4 and 3.4.2).

In contrast with the private verbs occurring most significantly more frequently in the new Unisa study guides, verbs occurring with high significance in the old guides largely address the perceptual mode of psyche of the student. Their most outstanding characteristic is that they occur in imperatives, and code ENGAGEMENT to a particular point of view proven by subject experts. The student is, in other words, not projected by such verbs as a co-partner within the meaning-making process and the association between affect and cognition as proposed by Dirkx (2001), Heron (1992) and Yorks and Kasl (2002), is not considered.

### **(b) General emphatics**

White (2002) points out that one of the marked characteristics of attitudinal values is that they can be scaled or graded up or down. General emphatics are important in this regard as they are linguistic 'mechanisms' by means of which scaling or grading takes place. Such upgrading or downgrading of attitudinal values relates to the commitment shown by a speaker or writer with the attitude expressed. That is, emphatics mark 'certainty or conviction towards the proposition' (Biber, 1988:240). It also relates to what was referred to as the GRADUATION system of Appraisal (cf. 2.2.4.3 and 3.4.2), which accounts for the way in which values of ATTITUDE are graded up or down in terms of FORCE (intensity, quantity and enhancement) and FOCUS (category membership) by features such as emphatics and amplifiers.

It has been mentioned (cf. 3.4.2) that GRADUATION in terms of 'quantity' relates to size, volume and bulk (e.g. *more than ten*); GRADUATION in terms of 'intensity' relates to the quality of something (*most beautiful*), to the impact something made (e.g. *most difficult*); or to values of AFFECT (*more happily*); and GRADUATION in terms of 'enhancement' relates to processes (*sing more loudly*). Of relevance in considering how GRADUATION is used in old and new Unisa study guides are Hood's (2004:114) observations about the prosodic nature of values of ATTITUDE and GRADUATION. It has been mentioned (2.2.5) that Hood established that prosodies of interpersonal meanings 'colour' phases of discourse with an interpersonal implication, and that GRADUATION plays an important role in propagating the prosody across the various phases of a text (Hood, 2004:156). By implication, the grading of values of ATTITUDE amplifies the ATTITUDE, thus deeming the text more personal. Put differently, it could be said that by grading the attitudinal language used, authors emphasise their social presence in a text.

Table 4.25 below shows that counts of general emphatics are very significantly higher in the new Anthropology and new Psychology guides when compared with their old counterparts. No significant difference is established between the old and new Industrial Psychology guides:

Table 4.25: General emphatics: all guides

GENERAL EMPHATICS: ALL GUIDES		
	OLD GUIDES	NEW GUIDES
Industrial Psych	126	149
Anthropology	163	368**
Psychology	82	183**
TOTAL	371	600**

Below I first discuss the general emphatics of the Anthropology guides and then those of the Psychology guides.

**(i) General emphatics: Anthropology**

A consideration of the general emphatics of the Anthropology guides reveals that the emphatic markers occurring with very significantly higher counts in the new guides are *more* and *most*. The emphatic markers *such as* also occur with high counts in the new guide, however, the old guide also has high counts for this same emphatic marker with the result that I did not compare the guides with regard to this feature. Table 4.26 below show counts for *more* and *most*:

Table 4.26: Emphatics: highest significance: Anthropology

EMPHATICS: Highest significance: Anthropology		
	SKA	APY
more	9	145**
most	52	77*

The insights developed by comparing the old and new Anthropology guides with regard to the Appraisal analysis of these emphatic markers are reported below.

## General emphatics: new Anthropology study guide

The emphatic markers *more* and *most* were found to occur in contexts such as the following in the new Anthropology guide:

### § 4.25 Contexts for *more* and *most*: APY

#### MORE

1. At the same time, statistics show [ENGAGEMENT: attribute] that **more and more** people [FORCE, +quantity] are entering into global computer networks [JUDGEMENT: +capacity] that instantaneously circulate ideas, information, and images throughout the world
2. The education budget for 2000 was R45,5 billion. Yet, according to national statistics [ENGAGEMENT: attribute] **more** [FORCE, +quantity] than a quarter of the country's population has had no schooling [JUDGEMENT: -propriety], ...
3. The importance of kinship bonds decreases and **more** [FORCE: +quantity] attention is paid to the marriage bond [JUDGEMENT: +propriety]
4. Thus, culture is dynamic and not static, and is constantly involved in processes of change. Some cultures may change more [FORCE: +enhancement] slowly than others but all cultures are exposed to internal factors which cause them to change (through innovations), as well as to external factors which induce change (known as cultural diffusion).

#### MOST

5. What skills acquired as a result of his study of anthropology did the author [ENGAGEMENT: attribute] find **most** [FORCE: +intensity] useful [APPRECIATION: +social value] in his work situation?
6. Stealing in its mildest form includes acts such as deceitful bargaining, while theft represents the **most** [FORCE: +intensity] extreme form of negative reciprocity [JUDGEMENT: -propriety].
7. According to the quoted source [ENGAGEMENT: attribute], these people derive **most** [FORCE, +quantity] of their energy sources from their gardens [JUDGEMENT: +capacity].
8. For example, **most** [FORCE, +quantity] people would refrain from harming defenceless animals [JUDGEMENT: +propriety]...

These examples illustrate grading in terms of quantity (examples 1, 2, 3, 7 and 8), enhancement (examples 4 and 6), and in terms of 'intensity' (example 5). In examples 1 and 8, *people* are quantified (*more and more people*; *most people*); and in example 7, the *energy resources* of people is quantified (*most of their energy resources*); in example 3, grading relates to *attention paid to the marriage bond*; in examples 4 and 6 grading in terms of 'enhancement' relates respectively to the tempo according to which *cultures change (more slowly)*; examples 5 and 6 illustrate grading of the *usefulness* of something and the nature of *negative reciprocity* associated with *theft (most extreme form of negative reciprocity)* in terms of intensity.

A reconsideration of example 1 shows that by upgrading the number of people who *are entering into global computer networks* the JUDGEMENT of positive capacity implied by the phrase is also upgraded. A reconsideration of example 2 similarly shows that by upgrading the population that

*has had no schooling*, the negative propriety of the JUDGEMENT coded by the phrase is also upgraded. This phenomenon has been commented on by Hood (2004:233) when she observes that '[r]esources of Graduation play an important role in the extension of prosodic domains'.

The advantage, in interpersonal terms, of very significantly higher counts for features such as emphatics (which have been observed to extend prosodic domains) is that such texts are more personal and might be said to make an appeal to a reader's affective and imaginal modes of psyche more often. As was mentioned earlier (cf. 2.1.1) experiential knowledge, which forms the foundation upon which all other knowledge rests, is developed by addressing students' affective modes of psyche. The disadvantage of texts that are more attitudinal is that solidarity between interactants is more often put at risk. However, as is shown in examples 1,2,5 and 7, the authors of new Unisa study guides often protect solidarity between them and their students by attributing such graded values to a source other than the author.

#### General emphatics: old Anthropology study guide

It was mentioned above that no single emphatic marker occurs significantly more often in the old guide. Below I quote examples from the old guide to illustrate the contexts in which *more* and *most* are used in this guide. In doing so I do not suggest that *more* and *most* grade in different terms in the old guide. Instead, my focus is on the values of ATTITUDE these two emphatic markers collocate with in the old guide in order to establish how the values of ATTITUDE coded in the old guides differ from those coded in the new guides

#### §4.26 Contexts for *more* and *most*: SKA

##### MORE

1. As these examples suggest, revitalization movements show a considerable diversity, and some have been much **more** [FORCE: +intensity] successful [JUDGEMENT: +capacity] than others.
2. These peoples also hunt and collect wild fruits, vegetables and various types of insects, but animal husbandry enjoys **more** [FORCE: +intensity] prestige [JUDGEMENT: +capacity] than agriculture ...
3. The son is aware, however, that this feeling for his mother will invoke his father's anger, and that his father is **more** [FORCE: +intensity] powerful [JUDGEMENT: +capacity] than he is.

##### MOST

4. ... Civil War gave rise to a range of revitalization movements of which the **most** [FORCE: +intensity] successful [JUDGEMENT: +capacity] was that of the Mormons which in time developed into a church.

The grading value of *more* and *most* is clearly illustrated by these examples: examples 1 and

4 intensify success (*successful*); example 2 intensifies *prestige*, and example 3 intensifies power (*powerful*). However, because GRADUATION through emphatics occurs very significantly less frequently in the old than in the new guide, the implication is that the old guides are less attitudinal. Thus, it could be concluded that there is not the same attempt in the old guide to establish a personal relationship between lecturer and student.

## (ii) General emphatics: Psychology study guides

Table 4.27 below shows that, in similar fashion to the Anthropology guides, the emphatic markers *more* and *most* also occur with very high significance in the new Psychology guide. There are also more instances of *just* in the new than the old guide:

Table 4.27: Emphatics: highest significance: Psychology

EMPHATICS: Highest significance: Psychology		
	PSY	PYC
more	31	78**
most	8	38**
just	12	27*

Owing to the very high significance of *more* and *most* in the new guide, I discuss these emphatic markers below. They were found to occur in contexts such as the following in the new guides:

### General emphatics: new Psychology study guide

#### § 4.27 Contexts for *more* and *most*: PYC

##### MORE

1. When you start knowing a lot about a community (i.e. you're no longer just taking obvious ideas about the community for granted) it becomes **more** [FORCE: intensity] difficult [APPRECIATION: -impact] to make sense of it all.
2. Stories don't show a whole community at a glance (as visual maps do), but they [ENGAGEMENT: attribute] add a **more** [FORCE: +enhancement] intimate, human dimension [APPRECIATION: +impact] sometimes missing from visual maps.
3. In the process of doing so, you may [ENGAGEMENT: entertain] become **more** [FORCE: +enhancement] aware [JUDGEMENT: +capacity] of your own value system ...
4. The more a person differs from you in physical appearance, language and culture, the **more** [FORCE: +enhancement] effort should be made [JUDGEMENT: +tenacity] to adjust your response and the more time and effort ought to be made to avoid misunderstanding.

##### MOST

5. What is the **most** [FORCE: +intensity] important [APPRECIATION: +social value] thing that happened to you in the last year?
6. Compare and choose the one you that would please [AFFECT: +happiness] you **most**

[FORCE: +intensity].

7. What single event changed your [ENGAGEMENT: attribute] life **most** [FORCE: +enhancement] significantly [APPRECIATION: +impact]?
8. What is the **most** [FORCE: +intensity] important [APPRECIATION: +social value] aspect in your life at this moment in time? [ENGAGEMENT: attribute]

These examples show that the nature of the grading of emphatic markers depends on their collocates. Examples 1, 2, 5 and 8 illustrate the grading in terms of intensity of something (*more difficult, more intimate, most important, most important*); examples 3, 4, and 7 illustrate grading in terms of the enhancement of processes: *become more aware, more effort should be made, changed your life*; and example 6 illustrates the grading of the intensity of AFFECT (*more happiness*). The values of ATTITUDE graded are of AFFECT, JUDGEMENT and APPRECIATION. Of particular interest are the values of AFFECT and APPRECIATION in terms of impact as they relate to human emotions or reactions – that is, to notions directly related to student-centredness.

It has been mentioned that the mere fact that the new guides have very significantly higher counts of emphatic markers implies that these guides are more attitudinal and, resultantly, more personal. The following examples from the old Psychology guide show that the old guide is much less attitudinal in nature than the new guide. This is indicated by the fact that fewer emphatic markers occur in the old guide and because the values of ATTITUDE that are graded are largely values of APPRECIATION.

#### General emphatics: old Psychology study guide

#### §4.28 Contexts for more and most: PSY

##### MORE

1. Correlational research entails the careful observation (observation and measurement) of two or **more** [FORCE: +quantity] variables [APPRECIATION: composition] to determine if change in the one is associated with change in the other.
2. Howitt et al. (1989) suggest that the image of the individual as a "debater" is **more** [FORCE: +intensity] comprehensive [APPRECIATION: composition].
3. The significant effect of the social context in which aggressive behaviour occurs is discussed in more [FORCE: +quantity] detail [APPRECIATION: composition] in study unit

##### MOST

4. One of the **most** [FORCE: +intensity] comprehensive [APPRECIATION: composition] attitude studies in South Africa over a long period (1973--1984) was that by Thiele (1988) based on countrywide representative samples.
5. This is probably the **most** [FORCE: +intensity] important [APPRECIATION: +social value] study unit on prejudice and you should make a special effort to come to grips with it.
6. The **most** [FORCE: +intensity] comprehensive [APPRECIATION: composition] study would be one which discusses ...

These examples underline the fact that the emphatic markers are used to rate or grade things that are compared. Grading occurs in terms of quantity and intensity and often relates to the composition of something (examples 2, 3, 4, and 6). In example 2, the APPRECIATION for the composition of *Howitt et al. (1989)* is graded; in example 3, APPRECIATION for the composition of *study unit 3* is graded; in example 4 the *comprehensiveness* of a study is graded (more comprehensive). Examples 5 and 6 show grading of the social value of a *study unit* and *a study*.

In this regard, it is significant to note that both Martin (1997) and Hood (2004) believe that ATTITUDE expressed as APPRECIATION presents propositions as objective rather than subjective. Martin (1997), for instance, points out that values of APPRECIATION tend to occur in texts that are nominalised and objectified. Thus, he associates values of appreciation with informational text. I pointed (cf. 2.2.5) that Hood is proposes that a preference for encoding explicit ATTITUDE as APPRECIATION, rather than AFFECT or JUDGEMENT, and for encoding APPRECIATION as valuation rather than reaction, contributes an ‘impersonal’ orientation to expressions of explicit attitude. Hood, furthermore, observes that while the overt expression of ATTITUDE functions to personalise the discourse, the preference for APPRECIATION as valuation functions to objectify the discourse. Interpreted in the context of the present study, it could be said that the preference for values of APPRECIATION in the old guides suggests that such guides are more objectified and more content centred than the new guides.

### (c) Amplifiers

In similar fashion to emphatic markers, amplifiers also relate to the Appraisal system of GRADUATION. Thus, the use of amplifiers also relates to the commitment shown by a speaker or writer to the attitude expressed and also amplifies ATTITUDE through text phases. It was mentioned earlier (cf. 3.4.2) that following Quirk, *et al.* (1985), I subcategorised the amplifiers into two semantic classes: *maximisers* (amplifiers which denote the upper extreme of a scale) and *boosters* (amplifiers which denote a high degree on a scale, yet there is still room to amplify the meaning further). The counts for the amplifiers and boosters of the different guides according to these categorisations are shown in Tables 4.28 and 4.29 below:

Table 4.28: Maximisers: all guides

AMPLIFIERS: MAXIMISERS: ALL GUIDES		
	OLD GUIDES	NEW GUIDES
Indus Psych	20	45
Anthropology	32	43



Psychology	30	34
Total	82	122*

Table 4.29: Boosters: all guides

AMPLIFIERS: BOOSTERS: ALL GUIDES		
	OLD GUIDES	NEW GUIDES
Indus Psych	32	94
Anthropology	95	120
Psychology	35	73
Total	162	287**

The counts presented above show that the new guides have very significantly higher counts of maximisers as well as boosters. It will be demonstrated in examples §4.29 and §4.30 below that amplifiers largely relate to the Appraisal subsystem of GRADUATION in that they grade (maximise or boost) the meaning of their collocates. In this regard, the data presented above suggests that both maximisers and boosters are used very significantly more often in the new guides to grade meaning. It is of significance to note that the total counts for maximisers are much higher than the total counts for boosters in all guides.

It should be considered that maximisers denote the upper extreme of a scale (e.g. *He completely lost his cool that day*), while boosters denote a high degree on a scale (e.g. *He was very angry that day*), yet there is still room to further amplify the meaning. The conclusion to be drawn from the data is that distance education teachers grade values in terms of both the upper extreme of a scale and in terms of a high degree, but they show a preference for grading in terms of the latter, which still leaves room for further amplification. Viewed from an interpersonal negotiation point of view, there is some sense in this choice. This is largely because maximisers leave absolutely no room for other viewpoints and carry strong prosodic value. Thus, they are strongly dialogically contractive (cf. 2.2.4.4). Because boosters also amplify meanings, they are also of a dialogically contractive nature, yet this is not as severe as in the case of maximisers. It could thus be said that maximisers pose a more marked threat to interpersonal solidarity than boosters. I did not explore in detail the cline along which maximisers and boosters grade in the present study. Instead, I followed Martin (2000) and White (2002) in interpreting all grading of values of attitude as a potential threat to the solidarity negotiation process. The total count for the amplifiers (maximisers plus boosters) of the different guides are shown in the Table 4.30 below:

Table 4.30: Amplifiers: all guides

AMPLIFIERS: ALL GUIDES		
	OLD GUIDES	NEW GUIDES
Industrial Psych	52	139**
Anthropology	127	163*
Psychology	65	107**
Total	244	409**

As can be seen, amplifiers occur very significantly more often in old than in new Unisa study guides. In this regard, it is important that Hood (2004) determined that the grading of attitudinal values prosodically ‘colour’ phases of discourse and that resources of GRADUATION play an important role in extending attitudinal meanings over phases (cf. 2.2.5). The conclusion to be drawn is that the new guides are very significantly more attitudinal than the old guides.

Below I explore the amplifiers occurring most significantly more frequently in the new and old guides. In the process of doing so, I also explore the values of AFFECT, JUDGEMENT and APPRECIATION they collocate with. That is, the values they prosodically amplify.

#### (i) Amplifiers: Industrial Psychology study guides

The amplifiers of which the count between the new and old guide Industrial Psychology guides differs most significantly are *strongly*, *much*, and *as well as*. The difference between the two guides with regard to these amplifiers is shown below:

Table 4.31: Amplifiers: highest significance: Industrial Psychology

AMPLIFIERS: Highest significance: Industrial Psychology		
	IPS	IOP
strongly	4	16*
much	3	15*
as well as	19	32*

These amplifiers occur in contexts such as the following:

#### Amplifiers: new Industrial psychology study guide

#### § 4.29 Contexts for *very*: IOP

1. When I was 18 years old, I started working as a secretary for the matron of a hospital. We [ENGAGEMENT: attribution] had a **very** [FORCE: +intensity] close working relationship

[APPRECIATION: +impact], almost like a mother and daughter.

2. I [ENGAGEMENT: attribution] obtained a couple of diplomas as well. Briefly, I now work as a Chief matron in a **very** [FORCE: +intensity] **prominent** [JUDGEMENT: +capacity] **medical institution**

3. My [ENGAGEMENT: attribution] current work fulfills both my career and my personal goals. The job is **very** [FORCE: intensity] **strenuous** [APPRECIATION: -impact] but at the same time it encourages one to read constantly to maintain up to date knowledge of current analyses techniques.

These examples illustrate that *very* is regularly used in the new Industrial Psychology study guide to grade values of ATTITUDE in terms of FORCE. Example 1, for instance, demonstrates the use of *very* to grade the nature of a person's *working relationship* (very close) in terms of positive impact; example 2 demonstrates the GRADUATION of a value of JUDGEMENT about the esteem in which a hospital is held (*prominent medical institution*); and example 3 demonstrates the evaluation of a particular *job* in terms of the negative impact (*very strenuous*) it has on a person and the resultant dissatisfaction it causes. All the values expressed are upgraded in terms of FORCE. The semantic sub-categorisations of FORCE utilised are 'intensity', and 'enhancement'. These examples, however, demonstrate the general trend observed with regard to the upgrading of values: such values are generally attributed to an individual referred to in a case study. The text is thus humanised and affective without jeopardising solidarity between lecturer and student.

The amplifier *strongly* was found to occur significantly more often in the new guide. A consideration of the contexts in which *strongly* is used is shown in these examples:

#### § 4.30 Contexts for *strongly*: IOP

1. In Part II we examined the characteristics of the different life and career stages. Each stage appears to be [ENGAGEMENT: entertain] **strongly** [FORCE: +enhancement] influenced [APPRECIATION: +impact] by certain psychological and social factors ...

2. While going for physiotherapy she identified [APPRECIATION: +impact] **strongly** [FORCE: +enhancement] with the role of the physiotherapist and thought that was the ideal occupation because physiotherapists help and heal people.

3. You will realise that the decisions you make today might [ENGAGEMENT: entertain] **strongly** [FORCE: +enhancement] impact [APPRECIATION: social value] on the success of your career.

As can be seen from these examples, *strongly* is used in this guide to grade values of ATTITUDE in terms of FORCE. It is significant to note that what is graded in these examples is not qualities, but processes. As a result, the grading is not in terms of quantification or intensity, but in terms of enhancement. Hood (2004:83) observes that grading in terms of enhancement relates to 'process meaning' or to 'Attitude as manner'. In example 1, the way in which *each stage* is

*influenced* is graded; in example 2, the manner in which *she identified with the role of the physiotherapist* is graded, and in example 3, the manner in which *the decisions you make today impact on your career* is graded.

The values graded as APPRECIATION in terms of 'impact' and 'social value' and are either presented in dialogically expansive nature as in example 1, where the graded value *strongly influenced* is presented as an *appeared* value (*appears to be strongly influenced*), attributed to an outside person (example 2) narrating his or her personal experience, or presented only as a possibility (example 3: *might impact strongly*).

The amplifier *much* occurs in contexts such as the following in the new guide:

#### § 4.31 Contexts for *much*: IOP

1. When reaching the age of 55 Nico [ENGAGEMENT: attribute] felt it was time for a change and to embark on a new phase in his life. He retired as a highly regarded and **much** [FORCE: +intensity] appreciated [AFFECT: +satisfaction] headmaster.
2. I got distinctions and was offered a lectureship, which I gladly accepted. My [ENGAGEMENT: attribute] status changed from professor to junior lecturer and my salary was much [FORCE: +quantity] lower [APPRECIATION: -social value] but all that mattered, and still does, is the fact that I love the work that I'm doing.
3. I obtained distinctions all through my studies. That opened doors for me and I [ENGAGEMENT: attribute] was my progress through the authority ladders much [FORCE: +enhancement] faster [JUDGEMENT: +capacity].

As can be seen, *much* is used in example 1 to grade the AFFECT (positive satisfaction) people have for a particular headmaster (*much appreciated*) in terms of intensity. In example 2, a *much lower* salary is evaluated in terms of APPRECIATION (negative social value); and in example 3, somebody's *progress through the authority ladder* is evaluated in terms of JUDGEMENT (positive social esteem). Grading is evident in terms of quantification in example 2, where the salary of a *professor* is compared with that of a junior lecturer. In example 3, *much* enhances the speed with which someone showed *progress through authority ladders*. The grading of the values of Appraisal indicate that attitude is amplified through the text. Thus the study guide has a personal style. As the values expressed are attributed to an entity referred to in a case study, none of them put solidarity between the lecturer and student at risk.

As well as, the other amplifier occurring with significantly high counts in the new Anthropology guide, was found to occur in contexts such as the following:

#### § 4.32 Contexts for *as well as*: IOP

1. Her values centre around social interaction and doing work that interests her. She

[ENGAGEMENT: attribution] enjoys [AFFECT: +satisfaction] using her social as well as [FORCE: +enhancement] her language skills and interest in food.

2. Self-knowledge, career planning, and the ability of the individual to direct his/her own career, **as well as** [FORCE: +enhancement] organisational career support, makes you confident [AFFECT: +security] ....

3. ... an in-depth discussion about the positive **as well as** [FORCE: +enhancement] the negative aspects will assist her to get a clearer picture [JUDGEMENT: +capacity] of her preferences and needs.

These examples show that *as well as* fulfils a 'listing' function. It is the opinion of Martin (2002) and Hood (2004) that interpersonal meaning is amplified through listing as listing piles the attributed sources up, weight is given to the proposition they support (Hood, 2004:89),.

In example 1, the AFFECT coded by *enjoys* is enhanced through the list of items that give joy (*using her social as well as her language skills and interest in food*) . In example 2, the AFFECT coded is enhanced by the listing of expressions such as *[s]elf-knowledge, career planning, and the ability of the individual to direct his/her own career, as well as organisational career support.* Example 3 shows that *as well as* enhances that which *will assist her to get a clearer picture of her preferences and needs.*

The very significant counts for amplifiers and the variety of values graded by these amplifiers serve as proof that the new Industrial Psychology guide is more attitudinal than its older counterpart. Analyses of the values of ATTITUDE coded, show that values of AFFECT, JUDGEMENT and APPRECIATION are coded. As a result of the fact that very significantly more grading of values occurs, the attitude is prosodically amplified through the text

No amplifiers occur significantly more frequently in the old than in the new guides. The notion is thus emphasised that the old guide is less attitudinal than the new guide. The following examples show how the amplifiers occurring with high significance in the new guides are used in the old guides.

Amplifiers: old Industrial Psychology study guide

#### §4.33 Contexts for amplifiers: IPS

STRONGLY

1. Knowledge-based power is the most **strongly** [FORCE: +enhancement] and consistently related to effective performance [APPRECIATION: +social value].

2. The studies **strongly** [FORCE: +intensity] favoured leaders who were employee-oriented in their behaviour [JUDGEMENT: +social sanction].

3. These theories **strongly** [FORCE: +enhancement] advocate participation

[APPRECIATION: +social value] whereas goal-setting demonstrates that assigning goals to subordinates frequently works just as well.

4. If forced to, most team members can perform in any of these roles. Most have two or three roles they **strongly** [FORCE: +enhancement] adhere to.

MUCH

5. Few topics inspire as much [FORCE: +quantity] debate as the topic whether money motivates [APPRECIATION: +social value] people.

6. They do not elaborate much [FORCE: +quantity] on the answer to this question. --- it can be very brief [APPRECIATION: composition].

7. You do not have to elaborate much [FORCE: +quantity] on the answer to this question --- keep it brief [APPRECIATION: composition].

AS WELL AS

8. Robbins discusses eight factors which affect a group's behaviour **as well as** [FORCE: +quantity] factors affecting performance.

9. Read through all four techniques discussed **as well as** [FORCE: +quantity] the evaluation of effectiveness.

10. Study both of these aspects **as well as** [FORCE: +quantity] the resources that a group member individually brings to the group.

11. Study Robbins's definition of organisational culture **as well as** [FORCE: +quantity] the seven primary characteristics that capture the essence of an organisation's culture [APPRECIATION: composition].

Examples §4.33 presented above, show that the amplifiers of the old guide largely code GRADUATION as FORCE and, more particularly as 'enhancement' or 'quantity'. The grading largely collocates with values of APPRECIATION relating to 'social value' and 'composition'. In other words, the values of Appraisal that are disseminated through the text relate largely to evaluations of objects. Moreover, examples 2, 3, 6, 7, 8, 9, 10 and 11 illustrate that the focus is on the subject matter in that reference is either made to *theories* or *studies* (examples 2 and 3), to answers students have to give in response to the subject material (examples 6 and 7), or on the prescribed book (examples 8, 9, 10 and 11).

## (ii) Amplifiers: Anthropology study guides

A consideration of the amplifiers occurring significantly more frequently in the new Anthropology guides confirm the observations made above that, while amplifiers are used to grade values of Appraisal in new Unisa study guides, such values are presented in a fashion which does not jeopardise solidarity between the lecturer and student. They also confirm that the amplifiers of new guides grade a wide semantic variety of attitudinal values.

A comparison of the counts for amplifiers of the old and new Anthropology guides revealed that although the overall count for amplifiers is very significantly higher in the new Anthropology guide, no single amplifier occurs significantly more frequently in either the new or the old guides (cf. the counts for amplifiers in these guides in Appendix B).

### (iii) Amplifiers: Psychology study guides

As was illustrated in Table 4.30, amplifiers occur significantly more frequently in the new than the old Psychology guide. A critical consideration of Appendix B shows that the individual amplifiers occurring very significantly or significantly more often in the new than the old guide are *much* and *quite*. No individual amplifier occurs significantly more often in the old guide. Compare the results as shown in Table 4.32:

Table 4.32: Amplifiers: highest significance: Psychology

AMPLIFIERS: Highest significance: Psychology		
	PSY	PYC
much	7	32**
quite	3	12*

The following examples demonstrate the contexts in which *much* occurs in the new Psychology study guide:

#### Amplifiers: new Psychology study guide

#### § 4.34 Contexts for *much*: PYC

1. How long should my answers be? You may write as **much** [FORCE: quantity] or as little as you [ENGAGEMENT: attribution] like [AFFECT: +satisfaction].
2. You [ENGAGEMENT: attribution] might still not be all that clear on what leads to being racist, sexist or heterosexist and may [ENGAGEMENT: entertain] feel a bit uneasy [AFFECT: -satisfaction] that such categorisations are very **much** [FORCE: enhancement] about seeing others as 'less than' [JUDGEMENT: -propriety]....
3. Don't feel in too **much** [FORCE: +intensity] of a hurry [AFFECT: -satisfaction] to 'sort everything out' - communities are full of energy, confusion and contradiction, so if your map is starting to look messy it's probably quite accurate!

As can be seen, *much* is used in these examples in similar fashion to the way it is used in all the examples discussed thus far: to upgrade qualities, number or volume in terms of quantity (example 1), or to enhance processes (example 2), or to intensify emotion (example 3). It is of significance to note that the interactive, personal, humanised nature of the new study guide is demonstrated by the fact that much of the appraisal is presented as the opinion of the student and often relates to the student's feelings. In view of the fact that grading amplifies values of Appraisal, the conclusion can be drawn that the very significant counts for *much* in the new guide prosodically colour the text to be personal.

The general 'involved' nature of the new Psychology guide, and the amplification of attitudinal values is also demonstrated by contexts in which *quite* occurs. It is of particular significance to note that *quite* often grades values of APPRECIATION expressed as impact. As was mentioned earlier (cf. 2.2.5), Hood (2004) found that a preference for encoding APPRECIATION as valuation rather than reaction, deems a text 'impersonal'. By implication, the encoding of values of APPRECIATION as reaction, that is, in terms of the impact they have on a person, will render a text more personal. The following examples show that the accommodation of the student's feelings (and thus emotive mode of psyche) is evident in the use of *quite*:

#### § 4.35 Contexts for *quite*: PYC

1. It is important to choose a space where you will feel comfortable. Also, because you will be having **quite** [FORCE: intensity] an intense [APPRECIATION: -impact] discussion, the venue should afford privacy ...
2. You will soon discover that reading the prescribed book is **quite** [FORCE: +intensity] a challenge [APPRECIATION:- impact] as much of the material is of an advanced nature and is couched in rather difficult language.
3. ... typical behaviours in your community that seem so ordinary that nobody ever notices them, but that are actually **quite** [FORCE: +intensity] remarkable? [APPRECIATION: +impact]

As can be seen, *quite* was often found to grade the intensity of the 'impact' of something on the student. The result is that the student is acknowledged as a person with feelings on which the learning process will have an impact. These amplifiers occur in the following contexts in the old guides.

#### Amplifiers: old Psychology study guide

Again the conclusion to be drawn is that the very significantly lower counts for amplifiers in the old guide suggests that the old guide is less attitudinal. Moreover, the attitudinal values expressed in the old guide do not seem to be prosodically amplified through the text.

#### §4.36 Contexts for *much* and *quite*: PSY

MUCH

1. Read through the page on SEXUAL HARASSMENT. Baron and Byrne do not say **much** [FORCE: quantity] on the matter. What is your definition of sexual harassment? 2. **Much** [FORCE: +quantity] of the research highlights the importance of Tajfel's social identity theory in the South African context.
3. Since Wicker's (1969) study which we have already mentioned, **much** [FORCE: +quantity] work has been done on the attitude-behaviour link.
4. There would be **much** [FORCE: +quantity] that conventional cognitivists would try to do.

QUITE



5. Examples in Baron and Byrne of a psychodynamic conceptual framework appear on the following pages: 436; 444; 470. Its use is **quite** [FORCE: +intensity] obvious [APPRECIATION: composition] on page 436.
6. A fourth factor has also been identified, namely commitment. It is quite [FORCE: +enhancement] closely related [APPRECIATION: composition] to free choice and Helmreich and Collins (1974) point out that unless people are particularly committed to a point of view, little dissonance will be induced.
7. For examples of this conceptual framework in the text of Baron and Byrne, look at the following pages: 12, 136 to 137, and 466 to 469. Its use in these sections is **quite** [FORCE: +intensity] obvious [APPRECIATION: composition].
8. You can also look at Baron and Byrne, pages: 31 to 42, their explanation is **quite** [FORCE: +intensity] clear [APPRECIATION: composition].

It is shown in the examples quoted above that, in similar fashion to the amplifiers of the old Industrial Psychology guide, amplifiers are also largely used in the old Psychology guide to grade in terms of 'enhancement' and 'quantity'. The Appraisal values that collocate with the amplifiers largely relate to APPRECIATION expressed for 'composition' of the prescribed book.

### **(iii) Amplifiers: conclusion**

It has been demonstrated above that the very significantly higher counts for emphatic markers and amplifiers in the new Unisa study guides underline the fact that GRADUATION occurs very significantly more often in the new than the old guides. As GRADUATION implicitly collocates with ATTITUDE, the implication is that the values of ATTITUDE are expressed very significantly more often in the new guides. Of relevance in this regard, is Martin's observation (cf. 2.2.4) that attitudinal language 'positions us to feel – and through shared feelings to belong' (Martin, 2004:326). In other words, heightened expression of attitude results in a closer relationship between discourse participants.

The examples discussed above demonstrate that the authors of the new guides protect solidarity between lecturers and their students by attributing the upgraded ATTITUDE to an outside source, by presenting it in question form so that the student has to act as evaluator, by presenting it in a dialogically expansive nature, or by leaving room for other interpretations. It also becomes clear from the examples quoted that a wide variety of semantic options are drawn on in the new guides to express ATTITUDE (AFFECT and JUDGEMENT, as well as APPRECIATION).

It has also been demonstrated above that whereas amplification more often occurs in new guides and relates to values of AFFECT, JUDGEMENT and APPRECIATION, few amplifiers occur in old guides. Old guides also contrast with the new ones in the sense that values of attitude expressed are regularly of APPRECIATION, particularly in terms of 'composition'.

#### (d) Possibility modals

Possibility modals occur significantly more frequently in the new Industrial Psychology guide and very significantly more frequently in the new Psychology guide. While the new Anthropology guide does not have significantly more possibility modals, the total count for such modals across all guides is very significantly higher in the new ones, as shown in Table 4.33:

Table 4.33: Possibility modals: all guides

POSSIBILITY MODALS: ALL GUIDES		
	OLD GUIDES	NEW GUIDES
Industrial Psych	136	181*
Anthropology	251	291
Psychology	94	173**
TOTAL	481	645**

In discussing ENGAGEMENT, White (2003) observes that viewed from an Appraisal perspective, an author may be said to use possibility modals to acknowledge the contentiousness of a given meaning, thereby coding a willingness to recognise divergent heteroglossic positions over that meaning. The significantly higher counts for these modals in the new guides thus suggest that divergent heteroglossic positions are more often acknowledged in the new guides. This is further explored below.

#### (i) Possibility modals: Industrial Psychology study guides

As is demonstrated in the table above, counts for possibility modals are significantly higher in the new than the old Industrial Psychology guide. The following examples demonstrate the context in which the possibility modals occur:

#### Possibility modals: new Psychology guide

#### § 4.37 Contexts for possibility modals: IOP

1. A medical doctor **may** [ENGAGEMENT: entertain] continue working till eighty [JUDGEMENT: +tenacity]; because that is the only life he has known, besides his family life.
2. A top manager of a complex organisation **may** [ENGAGEMENT: entertain] welcome being released [AFFECT: +satisfaction] from his demanding work by the age of 55.
3. For example, advancement may be only one of the aspects of an individual's career

- and pertains to advancement when he or she **might** [ENGAGEMENT: entertain] have to require another set of skills [JUDGEMENT: +capacity] by, say, becoming computer literate.
4. You **might** [ENGAGEMENT: entertain] also have become more aware [JUDGEMENT: +capacity] of the many roles and the demands of each one that you have to fulfil.
5. The pay was not so bad but there was no job security and fringe benefits and it was only a year's contract and I **could** [ENGAGEMENT: entertain] not identify with working at a school [AFFECT: -satisfaction] for the rest of my life.
6. My mother-in-law suggested that I joined the police services so that I **could** [ENGAGEMENT: entertain] apply to be a forensic analyst [JUDGEMENT: +capacity] after undergoing basic training.

As can be seen, possibility modals are used in this guide to negotiate solidarity with the student about values of AFFECT expressed about both the possibility that someone *may welcome being released from his demanding work by the age of 55 (example 2)*, or *could not identify working at a school (example 5)*. The values of AFFECT are, however, entertained and not proclaimed, with the result that the dialogic potential of the propositions is expanded and divergent heteroglossic positions are accommodated. The same accommodation of heteroglossic positions takes place in examples 1, 3, 4, and 6 where values of JUDGEMENT are negotiated.

Possibility modals: old Industrial Psychology guide

It speaks for itself that possibility modals will fulfil the same function in the old Industrial Psychology guides as in the new ones. What is significant, however, is that the values of attitude that are negotiated are appreciation values relating to 'social valuation' and to 'composition', that is, valuations which Hood (2004) associates with impersonal discourses. This is demonstrated in the following examples:

#### §4.38 Contexts for possibility modals IPS

1. The second article, "Change is an ongoing activity", acknowledges that the episodic approach **may** [ENGAGEMENT: entertain] well be the dominant paradigm [APPRECIATION: +social value] for handling planned organisational change,...
2. Most of all the theories are permeated by two concepts, "task" and "people" --- although they **may** [ENGAGEMENT: entertain] be expressed in other more elaborate terms, [APPRECIATION: composition] ...
3. Advocates of complete unification --- that is, one service, one uniform --- argue that now is the time to begin the process again. This **could** [ENGAGEMENT: entertain,] be the real "peace dividend" [APPRECIATION: +social value].
4. The effect of defensive behaviour in the short run **may** [ENGAGEMENT: entertain] well promote an individual's self-interest [APPRECIATION: +social value], but in the long run often becomes a liability.

Possibility modals are used in this guide to negotiate solidarity with the student about values of social valuation of *the episodic approach as the dominant paradigm for handling planned organisational change (Example 1)*; the possibility that to start negotiating the peace process

now could be the real 'peace dividend' (example 3); and the possibility that defensive behaviour may, in the short run, promote *an individual's self-interest* (example 4). Example 2 shows that possibility modals are also used in the old guide to negotiate the permeation of *theories*.

## (ii) Possibility modals: Psychology study guides

The data in Table 4.33 shows that counts for possibility modals are very significantly higher in the new than the old Psychology study guide. These possibility modals occur in contexts such as the following.

### Possibility modals: new Psychology guide

#### § 4.39 Contexts for possibility modals: PYC

1. Finding out about how community organisations work **can** [ENGAGEMENT: entertain] be as exciting [APPRECIATION: +impact] as finding out about the larger community that they are part of.
2. It **may** [ENGAGEMENT: entertain] not be possible [JUDGEMENT: -capacity] to gather together the same kind of diverse group in your community (for example, almost everybody may be of the same race where you live), but if you put some effort into this, you should be able ...
3. If you simply leave the answers in your portfolio, they **might** [ENGAGEMENT: entertain] not be of much use [APPRECIATION: -social value].
4. Of course there **may** [ENGAGEMENT: entertain] be some people that you would rather not invite [AFFECT: -security].
5. Find out what the parent communities of your community were. This **could** [ENGAGEMENT: entertain] be difficult [APPRECIATION: -impact], but make the best of whatever information you can find.
6. It **may** [ENGAGEMENT: entertain] also lead to oppressive or discriminatory [JUDGEMENT: -propriety] actions, such as racism and sexism.

As can be seen, possibility modals are also used in this guide to adjust the ENGAGEMENT with values of ATTITUDE. Examples 1, 3 and 5 demonstrate an 'entertainment' of values of APPRECIATION; examples 2 and 6 demonstrate entertainment of values of JUDGEMENT; and example 4 demonstrates entertainment of a value of AFFECT. In all instances, the attitudinal values are thus expressed with a consideration of heteroglossic diversity, with the result that the dialogic potential of the proposition in which they occur is expanded.

## Possibility modals: old Psychology guide

Typical contexts of possibility modals of the old study guide are revealed by the following examples:

### **§4.40 Contexts for possibility modals: PSY**

1. This last step **might** [ENGAGEMENT: entertain] not be easy [APPRECIATION: -impact] if the person's family or peer group continues to encourage overeating, but by continued connection with a support group, the individual **might** [ENGAGEMENT: entertain] be helped to sustain [APPRECIATION: +social value] a more healthy eating pattern.
2. Explain briefly which factors, according to your prescribed book, **may** [ENGAGEMENT: entertain] influence your decision [APPRECIATION: +impact]...
3. Perhaps you **could** [ENGAGEMENT: entertain] find many reasons.
4. Name three reasons why contact **could** [ENGAGEMENT: entertain] result in improved attitudes [APPRECIATION: +social value] and six conditions which contact situations must fulfil before attitudes are likely to improve.

In similar fashion to the possibility modals of the new guides, possibility modals in the old Psychology study guide also expand the dialogic potential of propositions. As opposed to the possibility modals of the new guide that collocate with a wide diversity of semantic values of ATTITUDE, the examples quoted above show that possibility modals of the old guide regularly collocate with values of APPRECIATION.

### **(iii) Possibility modals: conclusion**

In conclusion, it could be said that higher counts for possibility modals in the new guides implicitly signify that values of attitude are more often expressed in these new guides than in the old ones. This flows from the fact that possibility modals are very often used to demonstrate ENGAGEMENT with values of ATTITUDE. High counts for possibility modals, on the other hand, suggest that the new guides are more sensitive to the processes of solidarity negotiation and that values of ATTITUDE that are expressed are presented with a consideration of alternative viewpoints. It is also interesting that in the new guides possibility modals collocate with values of AFFECT, JUDGEMENT, and APPRECIATION.

### **(e) Adverbs**

It has been pointed out (cf. 3.4.1) that in counting the adverbs of the various guides, I followed Biber (1988:224 and 238) in distinguishing between place adverbs, time adverbs and *-ly-* adverbs. In this regard, a comparison of the Industrial Psychology guides shows that the old

guides have significantly higher counts for place adverbs, while the new guide has very significantly higher counts for time adverbs and *-ly* adverbs. In general, adverbs occur very significantly more often in the new than the old guide. The differences between the guides are illustrated in Table 4.34 below:

Table 4.34: Adverbs: all guides

<b>ADVERBS: ALL GUIDES</b>		
	<b>OLD GUIDES</b>	<b>NEW GUIDES</b>
<b>Place adverbs</b>	206*	161
<b>Time adverbs</b>	108	182**
<b><i>-ly</i> adverbs</b>	949	1048**
<b>Total</b>	1263	1391**

It is of interest to note that a comparison of the individual adverbs occurring very significantly or significantly more often in each of the guides shows the following preferences according to department :

Table 4.35: Adverbs: highest significance: Industrial Psychology

<b>ADVERBS: Highest significance: Industrial Psychology</b>		
	<b>OLD GUIDES</b>	<b>NEW GUIDES</b>
generally	2	14**
probably	5	12*
above	15**	0
briefly	12**	2

Table 4.36: Adverbs: highest significance: Anthropology

<b>ADVERBS: Highest significance: Anthropology</b>		
	<b>OLD GUIDES</b>	<b>NEW GUIDES</b>
namely	0	48**
today	2	24**
above	26**	6
below	14**	3

Table 4.37: Adverbs: highest significance: Psychology

<b>ADVERBS: Highest significance: Psychology</b>		
	<b>OLD GUIDES</b>	<b>NEW GUIDES</b>
generally	2	15**

simply	7	17*
above	21**	5
below	37*	3

As can be seen from these tables, there is a pattern of certain individual time adverbs (*today*) and individual *-ly* adverbs indicating vagueness (*generally, probably*) occurring very significantly or significantly more often in more than one of the new guides. On the other hand, there is a pattern of certain individual place adverbs (*above, below*) occurring very significantly or significantly more often in the old guides. The adverbs of the new guides occur in contexts such as the following:

Adverbs: all new study guides

#### §4.41 Contexts for adverbs: IOP

GENERALLY

1. The person tends to be a hard worker and is **generally** [ENGAGEMENT: entertain] highly motivated and energetic.

2. Middle adulthood is **generally** [ENGAGEMENT: entertain] characterised with interesting changes [APPRECIATION: +impact] in ones life ...

PROBABLY

3. You have **probably** [ENGAGEMENT: entertain] realised that the Press shop manager seems to fit the profile of the "realistic" personality type [JUDGEMENT: +normality]...

4. You have **probably** [ENGAGEMENT: entertain] found that it is difficult to choose [APPRECIATION: -impact] one single meaning, which is typical of a post-industrial society where work can constitute various meanings.

**APY: contexts for adverbs**

NAMELY

5. Social control functions on two levels, **namely** [ENGAGEMENT: proclaim] to regulate societal order and well being [JUDGEMENT: +propriety].

6. This is the anthropologist's role, **namely to describe and understand** [APPRECIATION: +propriety] different societies, to solve problems of existence, and to use this knowledge to solve contemporary human problems.

TODAY

7. How do the environmental crises [APPRECIATION: -impact] of the past compare with those we experience today?

8. We argue that culture is an especially complex [APPRECIATION: composition]... terrain today as global cultures permeate local ones ...

**PYC: contexts for adverbs**

GENERALLY

9. Yes, it bothers me that when I go out to a gay place I find that it is **generally** [ENGAGEMENT: entertain] male oriented [APPRECIATION: - impact], but I'm more bothered by the fact that my blackness is an issue.

10. It is **generally** [ENGAGEMENT: entertain] believed that ... the way people dress ...reveals a lot about them [JUDGEMENT: -propriety]...

SIMPLY

11. You can also mark a single piece of text as reflecting more than one value. If none of the values seem to apply to a particular piece of text, **simply don't mark it** [JUDGEMENT: +propriety].

12. ... you should feel free to write down that version, but if you can't decide between different, competing versions then **simply write down both versions** [JUDGEMENT: +propriety], pointing out that different people in the community subscribe to each version.

These examples demonstrate that the new guides favour *-ly* adverbs such as *generally* (examples 1, 2, 11, 12) and *probably* (examples 3 and 4) which have vague meaning. Both these adverbs can be associated with the Appraisal system of ENGAGEMENT and both present propositions as accommodating alternative viewpoints. For example, examples 3 and 4 address what students *probably realised* and *probably found*. While such examples acknowledge the student as a cooperative partner in the knowledge construction process, conclusions about whether they actually *realised* or *found* something is only entertained, not proclaimed. By presenting such propositions as tentative, solidarity between lecturer and student is not put at risk.

Protection of solidarity is also displayed by the use of *generally* as in examples 9 and 10. In these examples, the sexual orientation of people in a *gay place* and assumptions about the impact *the way people dress* have, are presented as open for negotiation. In other words, these examples confirm that while the new guides are more attitudinal, authors go to great lengths to protect solidarity between themselves and their students. The examples presented in §4.2 below relate to the old guides.

Preference for the *-ly* adverb *namely* (examples 5 and 6) is an indication that *-ly* adverbs (other than those associated with amplifiers) also introduce a list. By its very nature a list emphasises or grades something (cf. discussion of *as well as* in 4.2.2.1(c) above). The quoted examples show the use of *namely* to list the things *societal control* regulates (*namely societal order and well being*). The examples also show the use of *namely* to list things associated with the *anthropologist's role* (*namely to describe and understand different societies, to solve problems of existence, and to use this knowledge to solve contemporary human problems*).

However, the new guides also favour *-ly* adverbs associated with informal conversation. For instance, *simply* is used in the new Psychology guide to inform the student casually what the right thing would be to do [*if none of the values seem to apply to a particular piece of text and if you can't decide between different, competing versions*].

Adverbs: all old study guides

#### §4.42 Contexts for adverbs: IPS



ABOVE

1. The theory discussed **above** shows that work related matters need to be considered ...
2. Point 2 **above** relates to the previously discussed theory ...

BRIEFLY

3. We have contrasted self-managed and cross-functional teams and **briefly** explained what a problem-solving team is.
4. We define it **briefly** as the willingness to exert high levels of effort toward organisational goals.

**Contexts for adverbs: PSY**

ABOVE

5. See Lecture 3:2.2.1 **above**.
6. See Study Unit 3, Lecture 3 **above**.

BELOW

7. See Lecture 4 **below**.
8. See 5 **below**.

**Contexts for adverbs: PSY**

ABOVE

9. To answer questions like the ones **above**, Baron and Byrne discuss, among other things, two persuasion models ...
10. As already implied **above**, attitudes cannot be measured directly, but Fishbein points out that they have to be deduced from ...

BELOW

11. ... I analyse typical attributions and schemata **below** as they occur in everyday life.
12. See **below**.

These examples show that the adverbs *above* and *below*, which occur significantly more often in the old than the new guides, are used to refer to particular parts of the text (e.g. Example 1: *the theory discussed above*; Example 2: *Point 2 above*; Example 7: *See lecture 4 below*; Example 8: *See 5 below*). Not only do these examples suggest that the focus is on the content of the study guide, but directives such as *See Lecture 3.2.2.1 above*; *See Study Unit 3*; *See Lecture 4*; and *See 5 below* serve as indications of the authorial presence of lecturers in the old study guides. In other words, the identity developed for lecturers in the old guides is of authoritative individuals who have the power to instruct the less powerful student.

The use of *briefly* (examples 3 and 4) to Appraise the composition of parts of the text (Example 3: *We ... briefly explained*; Example 4: *We define it briefly*), also confirms the content-centred nature of the old guides. The contexts for *briefly* also show that it is the lecturer rather than the student who is involved in the knowledge construction process.

Thus, it could be said in conclusion that an analysis and comparison of the adverbs of old and new Unisa study guides clearly demonstrate that the new guides are aimed at addressing the student's prevalent context. In the process of doing so, care is taken to present the evaluations that are made as open to negotiation. The focus of the old guides is more on the subject

content.

#### 4.2.2.2 Attitudinal ‘involvement’: significant features

In this section I discuss indefinite pronouns as they are the only attitudinal ‘involvement’ feature that distinguishes as a whole the old from the new guides in a statistically significant rather than very significant manner. Table 4.38 compares the three sets of study guides with regard to counts for indefinite pronouns:

Table 4.38: Indefinite pronouns: all guides

INDEFINITE PRONOUNS: ALL GUIDES		
	OLD GUIDES	NEW GUIDES
Industrial Psych	24	26
Anthropology	27	46*
Psychology	52	83*
TOTAL	103	155*

The table above shows that there is no significant difference between the old and new Industrial Psychology study guides with relation to indefinite pronouns. However, the counts for indefinite pronouns are significantly higher in the new Anthropology and Psychology guides. Individual indefinite pronouns occurring with significantly higher counts in the new guides are *everything*, *someone* and *something*. These pronouns occur in contexts such as the following:

#### Indefinite pronouns: new Anthropology and Psychology study guides

##### § 4.43 Contexts for indefinite pronouns: APY

1. Compensation paid to **someone** [ENGAGEMENT: entertain] who has been injured [JUDGEMENT: -propriety] in a motor car accident is an example of restitution ...
2. Superficially, market exchange may resemble balanced reciprocity in that a person gives **something** and receives **something** [ENGAGEMENT: entertain] in return [JUDGEMENT: +propriety].

##### Contexts for indefinite pronouns: PYC

3. You certainly don't have to hand in [JUDGEMENT: +propriety] **everything** [ENGAGEMENT: entertain] (it is in any case unlikely that you'd be able to fit it into an assignment envelope), but we do want to see a good cross-section of what you did ...
4. You can interview **someone** [ENGAGEMENT: entertain] in the organisation, read about the organisation, or even talk to clients of the organisation ...

These examples were chosen randomly from the concordance lists of *everything*, *someone* and *something* in the new Anthropology and Psychology guides. They demonstrate the indefinite

reference of the pronouns *someone*, *something* and *everything* . By implication this indefiniteness leaves room for individual interpretation and thus accommodates variety. The same function is fulfilled by the indefinite pronouns of the old guide. However, because counts for such pronouns are significantly lower in the old guide, the implication is that individual interpretation is not as often accommodated in the old guide.

#### 4.2.2.3 Attitudinal ‘involvement’: non-significant features

In this section I discuss the attitudinal ‘involvement’ features that do not occur with significantly higher counts in the guides. The only feature of relevance in this regard is analytic negation. The research results presented in Table 4.39 below show that only the new Psychology guide differs significantly from the old guide with regard to this. However, the total count for analytic negation for old and new guides do not differ significantly:

Table 4.39: Analytic negation: all guides

ANALYTIC NEGATION: ALL GUIDES		
	OLD GUIDES	NEW GUIDES
<b>Industrial Psych</b>	97	122
<b>Anthropology</b>	260	225
<b>Psychology</b>	128	179*
<b>TOTAL</b>	485	526

Based on the data presented here, it must be assumed that analytic negation is not a significant indicator of student-centredness. In his analyses of old and new Unisa study guides, Hubbard (2001) also reports non-significant differences for analytic negation.

#### 4.2.3 Reviewing Hypothesis 2

In my analyses above I have argued that Biber’s ‘involvement’ features can essentially be categorised into two groups: non-attitudinal and attitudinal features. Moreover, the latter group of features can be subdivided into those associated with the three different Appraisal subsystems: ATTITUDE, GRADUATION and ENGAGEMENT. However, there is overlap between the features and the systems they relate to in the sense that some features relate to more than one system.

By analysing those ‘involvement’ features that are of an attitudinal nature in Appraisal terms, I

have also shown that such an analytic approach allows for a useful automated exploration of features of Appraisal in that general trends regarding the interpersonal orientation of texts are revealed. While the approach has its shortcomings, because many features are not considered, it nevertheless allows for an automated exploration of Appraisal in a systematic way in a large data corpus. Appendix D shows that the new Unisa study guides have either very significantly or significantly higher counts for attitudinal 'involvement' features. Thus, it can be accepted that the authors of new Unisa study guides use more values of Appraisal than the authors of old guides. As values of Appraisal are associated with interpersonal solidarity negotiation (Martin, 1995, 1997, 2000, 2002, 2004; White, 1998, 2000, 2002, 2003) the implication is that more attention is paid to interpersonal negotiation or positioning in the new guides. An analysis of the strategies followed in the new versus old guides in this regard, shows that there is also a greater variety of Appraisal resources used in the new guides.

The data presented in Appendices D and E summarise the Appraisal values I encountered in analysing the individual attitudinal 'involvement' features which occur with high significance in either old or new guides. As can be seen, more ATTITUDE, more GRADUATION and more ENGAGEMENT were encountered in the new guides. As opposed to the old guides, where ATTITUDE is largely expressed in terms of APPRECIATION, the ATTITUDE expressed in the new guides is of AFFECT, JUDGEMENT and APPRECIATION. As academic discourse is not generally associated with the encoding of affect, the use of values of AFFECT in the new guides is particularly significant. Such values relate to semantic sub-categorisations of AFFECT in terms of positive and negative 'satisfaction', and positive and negative 'security'.

The examples presented under §4.1 and §4.2 show that second person pronouns often collocate with the private verbs denoting AFFECT. If it is then considered that the new study guides have very significantly higher counts for personal pronouns, it must be concluded that values of AFFECT are inscribed in student-centred texts to personalise texts and to address the student's 'satisfaction' and 'security'.

As can be seen in Appendix D, more values of JUDGEMENT were also encountered in the new study guides. The semantic sub-categorisations of JUDGEMENT utilised are often of positive and negative 'social sanction', positive and negative 'social esteem' and positive and negative 'capacity'. If it is considered that evaluations in terms of JUDGEMENT relate to meanings by which human behaviour or human character is appraised (cf. 2.2.4.2), then the high incidences of values of JUDGEMENT implicitly suggest a high human presence in student-centred texts.

A consideration of the values of APPRECIATION encountered in the new study guides reveals that APPRECIATION is often expressed in these guides in terms of 'impact'. The examples presented under §4.10, for example, show that the coding of 'impact' or 'reaction' often relates to how *easy* or *challenging* something would be for the student. This is in contrast to the way in which APPRECIATION is coded in the old guides. In these guides, APPRECIATION is largely coded in terms of composition of social value. Hood verbalises her opinions in this regard by saying:

A preference for encoding explicit Attitude as Appreciation, rather than as Affect or Judgement, and for encoding appreciation as valuation, rather than reaction, contributes an 'impersonal' orientation to expressions of explicit Attitude. (Hood, 2004:231)

Thus, it could be concluded that the more frequent use of values of AFFECT, of JUDGEMENT (relating to human actions or behaviour) and APPRECIATION as 'impact' or 'reaction' show that the new guides are more personal than the old ones.

The data presented in Appendix E also show that GRADUATION of values of attitude often occurs in the new guides. GRADUATION amplifies the ATTITUDE expressed and prosodically extends it through a stretch of text (Hood (2004). The implication is that values of ATTITUDE do not only frequently occur in new study guides, but are also frequently amplified, with the result that they are prosodically spread through the text. The personal nature of these study guides is thereby further enhanced.

I show in Appendix E that the authors of new study guides often explicitly indicate the nature of their ENGAGEMENT with the values of ATTITUDE expressed. In this regard, there is a clear tendency in the new guides either to attribute the ATTITUDE expressed to outside sources, or to present it as open to negotiation. It is the opinion of White (2002:21) that:

[...] by this explicit grounding of the proposition in an individual subjecthood, they [authors] represent the proposition as individual and contingent, as but one of a range of possible propositions. Those alternatives to the current proposition are, in this sense, recognised and the heteroglossic context in which the text operates is thereby revealed.

As attributed values are presented as deriving from someone other than the writer, the relationship between writer and reader is kept intact should a reader not agree with the

evaluations expressed. In such instances, the tension is between the reader and the attributed source of the information (Hunston and Thompson, 2000:178).

Another mechanism of heteroglossic positioning adopted in the new study guides is achieved by presenting the values of ATTITUDE as open ended, that is, as value that is entertained rather than proclaimed. High counts for possibility modals in the new guides, for instance, serve as examples of values that are entertained. According to Fuller (1995:113), attribution and probability share a common functionality in that they both construct the text as multiply determined, intertextually. It could thus be concluded that lecturers uphold solidarity with their students in the new guides by attributing the values of ATTITUDE to other, non-authoritative sources, or by presenting such values as open-ended. The conclusions drawn above allow me to conclude that in new Unisa study guides interpersonal relationships are established by the use of affective or attitudinal language, while the upholding of these relationships is maintained by presenting the values of attitude in a heteroglossic fashion. In contrast, less attention is paid to making interpersonal contact with the reader in the old guides: instead the focus is on the subject matter itself without paying much attention to the negotiation of the subject matter with the student.

The data in Appendix D illustrates that analyses of the individual attitudinal 'involvement' features occurring with the highest instances in the old guides show that ATTITUDE is not as often explicitly expressed in the old guides as the new guides. In instances where it is expressed, there is a preference for values of APPRECIATION and, particularly, APPRECIATION values of 'composition' and 'social value' in the old study guides. If it is considered that it is most unlikely that human beings would be evaluated in these terms, the conclusion could be drawn that the social presence of discourse participants is much lower in the old Unisa study guides.

Closely related to the low instances of ATTITUDE in the old guides is also low instances of GRADUATION. As graduation is largely aimed at accentuating the attitude expressed, it speaks for itself that a text with lower instances of ATTITUDE are most likely to have low instances of GRADUATION. As attitude is not as frequently expressed in the old guides, there are also fewer explicit indications of interpersonal positioning. In other words, in texts where interactants do not use attitudinal language frequently to establish interpersonal contact, solidarity need not be protected as explicitly as in texts where contact is made through values of ATTITUDE.

As is clear from the reporting of the research data, more values of ATTITUDE are expressed in new study guides (study guides developed with a student centred approach to teaching); a wider

variety of semantic options are drawn on to express ATTITUDE in new study guides; and new study guides are more sensitive to the processes of solidarity negotiation. The data thus shows there is support for Hypothesis 2, namely that study guides developed with a student-centred approach to teaching use more and different values of Appraisal than study guides developed with a content-centred approach.

### **4.3 Conclusion**

In this chapter I have reported the results obtained in testing the hypotheses. Based on these research results very adequate support was found for Hypotheses 1 and 2, because it was established that new Unisa study guides are more 'involved' than old ones and that more and different values of Appraisal are used in them. In other words, the research results provided answers to the research questions and, as a result, the aims of the study have been met. Most especially research for this thesis revealed that, from a linguistic point of view, student-centred texts are 'involved', attitudinal and sensitive to the processes of solidarity negotiation.