

**T.C.
Mersin Üniversitesi
Sosyal Bilimler Enstitüsü
İngiliz Dili ve Edebiyatı Ana Bilim Dalı**

**“FAMILY” IN POLITICALLY CONSERVATIVE DISCOURSE: A CORPUS
BASED ANALYSIS IN THE FRAME OF APPRAISAL THEORY**

Yasemin YALÇIN ÇAKMAK

YÜKSEK LİSANS TEZİ

Mersin, 2014

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Yüksek Lisans Tezi Olarak Sunduğum “ “FAMILY” IN POLITICALLY CONSERVATIVE DISCOURSE: A CORPUS BASED ANALYSIS IN THE FRAME OF APPRAISAL THEORY” Başlıklı Bu Çalışmanın, Bilimsel Etik Kurallara Ve Geleneklere Uygun Şekilde tarafımdan yazıldığını ve yararlandığım eserlerin tamamının kaynaklarda gösterildiğini onurumla doğrularım.

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Yasemin YALÇIN ÇAKMAK

Y. Yalçın

Mersin Üniversitesi, Sosyal Bilimler Enstitüsü Müdürlüğüne,

Yasemin YALÇIN ÇAKMAK tarafından hazırlanan "Family" in Politically Conservative Discourse: A Corpus Based Analysis in the Frame of Appraisal Theory başlıklı bu çalışma, jürimiz tarafından İngiliz Dili ve Edebiyatı Ana Bilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

Başarılı



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Yukarıdaki imzaların, adı geçen öğretim elemanlarına ait olduklarını onaylarım.

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ÖZET

Muhafazakarlık Söyleminde Aile: Değerlendirme Kuramıyla Derlem Temelli Bir İnceleme

Bu çalışmada AKP hükümetinin aile söylemlerinden yansıyan muhafazakarlık kavramı değerlendirme kuramına dayandırılarak incelenmiştir. Bu çalışmanın amacı AKP hükümetine ait konuşucuların aile hakkında yargı ya da hükümlerini açıklarken kullandıkları değerlendirici dili açığa çıkarmaktır.

Giriş bölümünde dilin önemiyle birlikte söylem, eleştirel söylem yaklaşımının önemi özetlenecek ve gazetelerin insanların ve günlük hayatlarının üzerindeki rolü sunulacaktır.

Alanyazın bölümü söylem, eleştirel söylem çözümlemesi, ideoloji, muhafazakarlık ve değerlendirme kuramıyla, İngilizce için bu kurama dayanarak yapılan çalışmaları açıklamaktadır. Ayrıca Türkçede gazete söylemi alanında yapılan çalışmalar özetlenmektedir.

Özel amaçlı derlemin oluşma süreci yöntem bölümünde sunulmuştur. *Cumhuriyet*, *Hürriyet*, *Radikal*, *Yeni Şafak* ve *Zaman* olmak üzere beş farklı gazetenin internet ortamındaki verileri kaynak olarak kullanılarak 137.389 sözcüklük özel amaçlı bir derlem elde edilmiştir.

Bulgular ve tartışma bölümünde ise beş gazeteden elde edilen bulgular sunulmuştur. Aile ile ilgili gazetelerden alınan metinler değerlendirme kuramıyla incelenmiştir. Bu bağlamda, aile anahtar sözcüğünü içeren değerlendirici dil incelenmiş ve değerlendirme boyutları gruplandırılmıştır. Değerlendirici dilin değerlendirme kuramının

anlam alanlarına sınıflandırılması sürecinde eylem, isim, sıfat ve zarf gibi dilbilgisel araçlar göz önüne alınmıştır. Anlamsal özelliklerinin yanında dilbilgisel gerçekleşmeleri değerlendirme boyutunu belirlemeyi sağlamıştır.

Sonuç bölümünde genel anlamıyla bulgular özetlenmiş ve sonraki çalışmalar için öneriler sunulmuştur.

Anahtar sözcükler: Değerlendirme kuramı, değerlendirme, tutum/duruş, yükümlülük, derecelendirme, eleştirel söylem çözümlemesi.

ABSTRACT

“Family” in Politically Conservative Discourse: A Corpus Based Analysis in the Frame of Appraisal Theory

In this study, the concept of conservatism reflected through AKP's discourses about family is examined on the basis of appraisal theory. The aim of this study is to unfold the evaluative language used by speakers of the government while they share their judgements or stances about the family concept.

In the introduction, the importance of language and the role of discourse and critical discourse analysis in this study are summarized and the role of newspapers on people and everyday life are presented.

The review of literature section sheds light on the concepts of discourse, critical discourse analysis, ideology, conservatism and appraisal theory along with the appraisal theory based studies in English. In addition, the studies on newspaper text type in Turkish are summarized.

The process of special purpose construction is presented in methodology. By using five different newspapers *Cumhuriyet*, *Hürriyet*, *Radikal*, *Yeni Şafak* and *Zaman* digital sources, a 137.389-word special purpose corpus is built.

In findings and discussions, the findings obtained from five newspapers are put forward. The texts about family extracted from newspapers are examined within the appraisal theory. In this regard, evaluative language about the node word family is analyzed and the evaluative dimensions are grouped. In the process of categorizing this evaluative language into appraisal theory's regions of meanings, the linguistic items such

as verbs, nouns, adjectives and adverbs are taken into consideration. Their semantic features as well as grammatical realizations provided the means of distinguishing their evaluative dimensions.

In the conclusion, the study is summarized along with findings in general terms and suggestions for further studies are presented.

Keywords: Appraisal theory, evaluation, affect, engagement, appreciation, critical discourse analysis.

CONTENTS

ACKNOWLEDGEMENTS.....	i
ÖZET	iii
ABSTRACT.....	v
CONTENTS.....	vii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xiii
INTRODUCTION.....	1
Research Questions.....	3
Hypotheses.....	3
Purpose and Importance of the Study.....	4
Limitations.....	5
I. REVIEW OF LITERATURE.....	6
I.1. Critical Discourse Analysis.....	8
I.2. Ideology.....	11
I.3. Conservatism.....	13
I.4. Newspaper as Discourse Type.....	17
I.5. Studies on Newspaper Text Type in Turkish.....	18

I.6. Appraisal Theory.....	22
I.6.1. Domains of Appraisal.....	25
I.6.1.1. Attitude.....	25
I.6.1.2. Engagement and Graduation.....	33
I.6.1.2.1. Engagement.....	35
I.6.1.2.2. Graduation.....	45
I.7. Studies on Appraisal Theory in English and Turkish.....	51
II. METHODOLOGY.....	56
II.1. Special Purpose Corpus Design.....	56
II.1.1. Collecting and Computerizing the Texts.....	57
II.1.2. Retrieving the Concordance Lines: AntConc.....	57
II.2. Methods of Analysis.....	60
III. FINDINGS AND DISCUSSIONS.....	63
III.1. The Analysis of Affect.....	63
III.2. The Analysis of Judgement.....	77
III.3. The Analysis of Appreciation.....	91
III.4. The Analysis of Engagement.....	101
III.5. The Analysis of Graduation.....	112

CONCLUSION.....122

REFERENCES.....125

LIST OF TABLES

Table 1: Types of appreciation.....	31
Table 2: Realization options for pronouncement.....	45
Table 3: The Corpus.....	56
Table 4: The number of instances of affect across newspapers.....	63
Table 5: Concordance lines concerning positive dis/inclination.....	64
Table 6: Further examples of positive dis/inclination.....	67
Table 7: The occurrences of disinclination.....	69
Table 8: The grammatical realizations of disinclination meaning.....	70
Table 9: The examples of displeasure.....	71
Table 10: The examples of pleasure.....	73
Table 11: The occurrences of happiness.....	74
Table 12: The example of unhappiness.....	76
Table 13: The examples of trust in Zaman.....	76
Table 14: The number of instances of judgement's social esteem.....	78
Table 15: The examples of capacity in newspapers.....	79
Table 16: The examples of tenacity.....	81
Table 17: The grammatical realizations of tenacity.....	87
Table 18: The numbers of instances of social sanction.....	89
Table 19: The examples of propriety.....	89
Table 20: The number of instances of appreciation.....	91
Table 21: The examples of reaction.....	92
Table 22: The concordance lines of social valuation.....	94
Table 23: The examples of metaphors.....	97

Table 24: The examples of social valuation: negative.....	99
Table 25: The number of instances of engagement from five newspapers.....	101
Table 26: Frequency of occurrences of <i>-mAll, gerek-, lazim</i> and <i>zorunda</i>	102
Table 27: The examples of obligation.....	103
Table 28: The examples of attributed material.....	105
Table 29: The examples of disclaim: deny (negation).....	106
Table 30: The examples of counter.....	109
Table 31: The examples of endorsement.....	111
Table 32: The instances of graduation across newspapers.....	113
Table 33: The occurrences of intensification.....	114
Table 34: The examples of repetition.....	116
Table 35: The examples of graders.....	117
Table 36: The examples of quantification.....	119

LIST OF FIGURES

Figure 1: Language Encodings.....	58
Figure 2: Opening the corpus.....	59
Figure 3: Opening the txt files.....	59
Figure 4: Retrieving the concordance lines.....	60

INTRODUCTION

Looking into the language both as an observer from outside or as an individual who uses it shows that language is a tool enabling people to express their ideas and is an environment allowing communication with other people. Additionally, this proves that language has very strong links not only with individuals but also with society (Zeyrek, 2009: 27).

Within this context, language, an inevitable part of human and society, is of vital interest for linguists. “This interest has been accompanied by the development of new theories and methods for the study of language use and its role in human society” (Bhatia, Flowerdew & Jones, 2008: 1). As a matter of fact, discourse is one of the areas that greatly hold linguists’ fascination, the history of which dates back to very old times. As for the definition of it, Schiffrin, Tannen and Hamilton (2001: 1) sum up various descriptions as three main categories: “... (1) anything beyond sentence, (2) language use, (3) a broader range of social practice that includes nonlinguistic and nonspecific instances of language. All these three explanations point out Renkema’s statement “Discourse is, of course, related to the world in which the interlocutors communicate” (2009: 2). All in all, discourse is more than a series of clauses in that it reveals the meaning beyond the clause (Martin & Rose, 2003: 1).

As discourse is defined from various perspectives, the approaches to discourse analysis are also diverse. In this regard, one of the approaches to discourse analysis is critical discourse analysis (CDA), which is a discourse analytical approach. As Van Dijk (2000: 35) points out "Discourse analytical approaches, systematically describe the various structures and strategies of text and talk, and relate these to the social, political, or political

context". Additionally, critical discourse analysis regards language as a social practice (Fairclough & Wodak, 1997).

"Research on media discourse within the paradigm of CDA in the past 20 years has largely established the media as a social and discursive institution which regulates and organizes social knowledge, values, and beliefs through linguistic means" (Li, 2009: 90). Newspaper or the news item, representing a particular text type, is such a powerful written text type that affects many political, economic and cultural debates. Moreover, as Van Dijk (1991: 110) emphasizes, "Most of our social and political knowledge and beliefs about the world derive from the dozens of news reports we read or see every day." As a matter of fact, the reader is oriented towards a particular point of view by dint of the choices in language within a news report since the writers express their evaluative judgements.

There are various studies attempting to describe the language of the news report. The literature covers some stylistic studies aiming to find out the major features of lexis or grammatical structures; in addition, sociolinguistic studies try to discover the relationship between syntactic features and social categories like class. Besides, there are some studies which explore patterns of meaning in media texts due to discovering some characteristics of the rhetorical potential of news reporting (White, 1998: 182).

Apart from the studies above, in the literature, there are some recent studies which identify the evaluative language in news reporting; that is, the writer's subjective assessment of human behaviours and entities along with his/her commitment to what is said. Although there have been quite a lot of studies with respect to this aspect of news analysis in English, there are few studies in Turkish. For this reason, this study aims at

identifying a particular point of view that resides in news reports by examining the evaluative language in newspapers.

Research Questions:

In this study, it is attempted to find the answers to these questions:

1. What kinds of linguistics items are frequently used in the news while making assessments of family?
2. What sort of adjectives, adverbs and verbs are preferred?
3. What is the criterion for the classification of evaluative language into the appraisal theory's three semantic regions: affect, engagement and graduation?

Hypotheses

Our hypotheses for the above questions are:

1. Adjectives, adverbs, verbs and nouns are frequently used in order to make assessments of family.
2. Adjectives that have meanings of human characteristics and intensification; besides, adverbs of scaling along with verbs expressing a point of view are the frequently used linguistic items.
3. The evaluative propositions will be classified into the appraisal theory's three semantic regions on the basis of the verbs, adjectives, nouns and adverbs' features.

Purpose and Importance of the Study

The current study aims at identifying evaluative language that AKP uses to reflect conservatism via the concept of family. Construction of a 137.389-word special purpose corpus, including authentic data from five different newspapers: *Zaman*, *Hürriyet*, *Cumhuriyet*, *Radikal* and *Yeni Şafak*, provides us with a detailed analysis of appraisal theory. As a result, this study is going to be a model for applying appraisal theory to the news press; besides, the findings of the study based on authentic data are going to provide enough data to construe the relationship between a particular point of view and the actualized evaluation.

In fact, the question of why study evaluation depends on several reasons. First of all, evaluation has an important role in discourse due to conveying the writer's or speaker's value judgement and establishing the relationship between the speaker/writer and the reader (Thompson & Hunston, 1999: 6).

In English, the phenomenon of evaluation is not only analyzed in academic discourse (Bondi & Mauranen, 2003; Hunston, 1994) but also it is explored in large-scale corpus by investigating markers of stance in different registers (Biber et al. 1999). Also, a detailed investigation of evaluation is conducted in media discourse especially in the press (Bednarek, 2006; White, 1998).

All in all, although we can find various researches on evaluation in English or other languages, few Turkish studies cover this phenomenon. Oktar's (2011a) study "*Appraisal theory within the frame of Critical Discourse Analysis*" presented at Workshop in memory of Doğan Aksan and Şen's (2014) analysis "*Life story and linguistic subjectivity: Sociolinguistic implications*" are examples of investigations which embrace

appraisal theory as their methods. However, these studies present neither a large amount of analyzed data nor a detailed classification of authentic language use with regards to appraisal theory.

All in all, this study is important on account of the fact that it is based on a naturally occurring corpus data. In addition, this study will be a model for the further studies for applying appraisal theory to different subjects and data.

Limitations

Concentrating on the print media, a special purpose corpus with 137.389 words is constructed for this study. The corpus of our study is consists of the news stories about AKP's discourses of family which are taken from five Turkish national newspapers: *Zaman*, *Hürriyet*, *Cumhuriyet*, *Radikal* and *Yeni Şafak*. Additionally, the corpus comprises the news stories in between June 12, 2011 and December 31, 2012.

I. REVIEW OF LITERATURE

Generally, language is viewed as a tool for communication; however, it is a tool for controlling as well. That is, language can be construed within the context of how human mind is constructed and controlled. In this regard, the question of how this aim is fulfilled finds the answer with discourse (Yağcıoğlu, 2002a: 20).

As to the definition of discourse, Baker (2006: 3) explores that in traditional linguistics discourse is defined as either “language above the sentence or above the close (Stubbs, 1983: 1), or ‘language in use’ (Brown & Yule, 1983). As a matter of fact,

This definition really contains two main ingredients: the idea that language can be analysed not just on the level of the phoneme/morpheme, the word, the clause or the sentence, but also on the level of the text and the idea that language ought to be analysed not as an abstract set or rules, but as a tool for social action. (Bhatia, Flowerdew & Jones, 2008: 1)

That is, the analysis of discourse automatically means the analysis of language in use (Brown & Yule, 1983: 1). In this regard, social sciences’ concern for language’s role “in the creation of the reality that surrounds us” culminates in the growth of new theories and methods for language studies and its role in society (Bhatia, Flowerdew & Jones, 2008: 1). Thus, discourse analysis, dating back to the 1960s, is described as the analysis of written or spoken linguistic behaviour beyond the boundary of individual sentences; besides, it concentrates on the meaning constructed and interpreted through language’s particular use in social contexts (Bhatia, Flowerdew & Jones, 2008: 1). Additionally, with a history less than 50 years, discourse analysis developed its own aims, orientations, methods and theories in parallel with the developments in humanities and social sciences (Oktar, 2011b: 15). Consequently, using corpora in discourse analysis is one of these developments, as McEnery and Wilson (1996: 1) defines “Corpus linguistics is perhaps best described for

the moment in simple terms as the study of language based on examples of ‘real life’ language use.” Moreover, as Baker (2006: 2) points out,

Corpora are generally large (consisting of thousands or even millions of words), representative samples of a particular type of naturally occurring language, so they can therefore be used as a standard reference with which claims about language can be measured. The fact that they are encoded electronically means that complex calculations can be carried out on large amounts of text, revealing linguistic patterns and frequency information that would otherwise take days or months to uncover by hand, and may run counter to intuition.

As a result, corpora have been used by discourse analysts so as to analyze political texts, teaching materials, scientific writing and newspaper articles (Baker, 2006: 5). Thus, corpus-based approach to discourse analysis provides the discourse analysts with some advantages. Describing the frequency, significance and use of features requires reference to context; as a result, “the analyst may compare and contrast an individual text, or sub-corpus of texts of a specific type, with texts of another type, or with a larger or more general corpus” (Thornbury, 2010: 271). Secondly, as Thornbury (2010: 271) emphasized, “In the same way that corpus-derived frequency information has revolutionised language description at the level of lexis and grammar, so too has the study of discourse hugely benefited from the kinds of quantitative data that corpora yield.” And consequently, the researchers have examined and identified not only the characteristic features of spoken interaction but also the micro-features of specific text types such as sports commentary, economic texts and computer conferencing (Thornbury, 2010: 271-272). In addition to these, Baker claims that using corpora in discourse analysis reduces researcher bias in that researchers can place a number of restrictions on their cognitive biases by means of corpora (2006: 12). All in all, corpora present a variety of advantages for discourse studies.

What is more, discourse analysis deals with the the usages of language from different perspectives; as a result, there are many approaches to the study of discourse. At this stage, some scholars, proposing a critical or socio-political necessity in discourse analysis, developed a new approach to the study of discourse namely Critical Discourse Analysis (CDA). Compared with other discourse analysis approaches, the distinctive features of CDA are the style of dealing with discourse and the embracement of critical approach to the social phenomena (Oktar, 2011b: 15).

I.1. Critical Discourse Analysis

On the one hand, the term discourse is applied to the written and spoken language by some linguists. Critical linguistics or critical discourse analysis approaches describe language as a form of social practice on the other hand. As Flowerdew (2008: 195) explains:

The antecedents of critical discourse analysis (CDA) are usually said to lie in Critical Linguistics (CL), a movement developed at the University of East Anglia during the 1970s. Scholars working in this group, led by Fowler (eg. Fowler 1991, 1996a), but also including names such as Kress, Hodge and Trew (e.g. Fowler et al. 1979) were concerned to develop a social approach to linguistics which recognized power relationships as a central theoretical issue and text as its main unit of analysis (Kress 1989).

In addition to this, “social theorists such as Foucault, Bourdie, and Habermas addressed language from a broadly social-semiotic viewpoint and offered new foundations for sociolinguistic and discourse analytic work” (Blommaert, 2005: 22). Whereas these social theorists have not analysed the text’s linguistic features, CDA has searched for the link between social theory and textual analysis. “As in mainstream critical social theory, the

aim of CDA is to uncover hidden assumptions (in the case of latter, in language use) and debunk their claims to authority. For this reason, as Van Dijk (2001b: 352) points out:

Critical Discourse Analysis (CDA) is a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context.

Likewise, Bhatia, Flowerdew, and Jones (2008: 11) emphasize that CDA examines language critically as social action by concentrating on issues such as socio-political domination whose sub-topics are social change, power abuse, and ideological imposition along with social injustice. Following Hegel, however, criticism is not simply a negative judgement, but has a positive emancipatory function” (Flowerdew, 2008: 195). For all these reasons, CDA has a particular plan in creating social change, or at least making every effort against inequality (Van Dijk, 2001b).

In addition, describing language as a form of social practice also means to emphasize the dialectical relationship between the situations, conditions, institutions forming discourse and the social structure. Within this dialectical relationship, discourse is not only formed with situations, conditions, institutions and social structures but also it develops them. Briefly, discourse establishes situations, information’s entities, individual’s social identity and the social relationships between individuals. As a consequence, contributing to the continuation and regeneration of social status quo, discourse fulfills the function of social construction (Oktar, 1998: 282).

Apart from CDA’s vital importance of forming discourse and social structure, it is essential to describe the particular principles, aims, theories and methods of CDA. Van Dijk (1995) presents a list of criteria for serving this goal. First and foremost, CDA is

problem or issue oriented since social problems such as sexism, racism, and other forms of social inequality is studied only with appropriate theoretical or methodological approach. Secondly, CDA is neither a school or a field nor a sub-discipline of discourse analysis; in fact, it is a critical “approach, position or stance of studying text and talk” (Van Dijk, 1995: 17). In addition to being inter- or multidisciplinary, CDA is part of critical studies in the humanities and social sciences. Therefore, CDA comprises a broad level or dimensions of discourse including grammar, style, rhetoric, schematic organization or speech acts; besides, other than these verbal approaches, many works in CDA is interested in other semiotic dimensions such as pictures, film, sound, music, gestures, etc. In addition, CDA includes such studies that reflect underlying ideologies in order to reproduce or resist against injustice and dominance. Other characteristics of CDA are as follows:

Among the descriptive, explanatory, and practical aims of CDA-studies is the attempt to uncover, reveal or disclose what is implicit, hidden, or otherwise not immediately obvious in relations of discursively enacted dominance or their underlying ideologies. That is, CDA specifically focuses on the strategies of manipulation, legitimation, the manufacture of consent and other discursive ways of influence the minds (and indirectly the actions) of people in the interest of the powerful. This attempt to uncover discursive means of mental control and social influence implies a critical and oppositional stance against the powerful and the elites, and especially those who abuse of their power (Van Dijk, 1995: 18).

Briefly, CDA aims to debunk systematically the implicit relation of causality and decisiveness between discourse praxis, phenomena, texts and wider social, cultural structures, relationships and processes. Besides, another purpose of CDA is to clarify that this implicitness itself which is a resource for power and hegemony between discourse and society.

I.2. Ideology

For CDA, the concept of ideology is important due to being a significant feature of forming and maintaining unfair power relations (Wodak, 2001: 10). In spite of its importance, the concept of ideology is an extremely complicated and contentious issue (Schaffner, 1996: 1). As to the history of this notion, “ideology first appeared in English in 1776 as a direct translation of the new French word *ideologic* which had been proposed in that year by the rationalist philosopher Destutt de Tracy”, which stands for “the science of ideas, in order to distinguish it from the ancient metaphysics” (Williams, 1983: 153-154).

In addition to this scientific sense, there is a more pejorative sense of the word in the philosophical tradition, originating from the 19th century and popularized by the writings of Marx & Engels (1976). For them, the ruling ideas of an epoch were ‘nothing more than the ideal expression of the dominant material relationships’, and failure to realise this produced ideology as an upside-down version of reality. This is reflected in the notion of ideology as ‘false consciousness’ There is also a more neutral sense of ideology in Marx’s writings, ideology as a ‘set of ideas which arise from a given set of material interests’ (Williams, 1976:129). This sense was elaborated by Lenin for whom ideology is the system of ideas that are appropriate to a social class, usually an economically defined class, identified by a qualifying adjective: proletarian ideology, bourgeois ideology, etc. (Scaffner, 1996:1)

Ideology is also understood within the frame of implicit theoretical premisses in that recent philosophers concentrate on “the implicit and unconscious materialization of ideologies in practices” (Fairclough, 1995: 76). For instance, ideology is described as “a conception of the world that is implicitly manifest in art, in law, in economic activity, and in the manifestations of individual and collective life” by Gramsci (1992: 328). That is, ideology is understood in terms of its close association with action, and they are considered with regard to social effects rather than their truth values (Fairclough, 1995: 76). “Ideology is

also connected with power and domination, i.e. class power and domination, in the Marxist tradition, or linked to Gramsci's concept of hegemony" (Schaffner, 1996: 1).

Additionally, the relationship between ideology and language gains importance due to the question of where to find ideologies. Thompson (1984: 2) explains this relationship in the following extract:

If the theory of ideology has been marked since its origins by controversy and dispute, it is only in recent years that this theory has been enriched and elaborated through a reflection on Language. For increasingly it has been realized that 'ideas' do not drift through the social world like clouds in a summer sky, occasionally divulging their contents with a clap of thunder and a flash of light. Rather, ideas circulate in the social world as utterances, as expressions, as words which are spoken or inscribed. Hence to study ideology is, in some part and in some way, to study language in the social world. It is to study the ways in which language is used in everyday social life, from the most mundane encounter between friends and family members to the most privileged forums of political debate. It is to study the ways in which the multifarious uses of language intersect with power, nourishing it, sustaining it, enacting it. The theory of ideology, thus enriched and elaborated through a reflection on language, enriches in turn our view of language.

Similarly, Fairclough (1995: 25) points out that ideology is generated and transformed in actual discursive events. Besides, Van Dijk (1998: 2) makes a similar comment on this issue:

In other words, although discourses are not the only ideologically based social practices, they certainly are the most crucial ones in the formulation of ideologies in their social reproduction. Language use, text, talk and communication (together subsumed here under the overall term of discourse) are needed and used by group members to learn, acquire, change, confirm, articulate as well as to persuasively convey ideologies to other ingroup members, to inculcate them in novices, defend them against (or conceal them from) outgroup members or to propagate them among those who are (as yet) the infields.

All in all, ideological socialization considerably occurs by means of discourse since different social groups represent or defend themselves and convey their ideologies via discourse. Thus, discourse functions as reproduction of ideologies (Oktar, 2011b: 17).

I.3. Conservatism

As stated before, this study aims to identify AKP's (Justice and Development Party) conservatism in terms of the notion of family via analyzing the evaluative utterances on the basis of appraisal theory. And therefore, the concept of conservatism constitutes one aspect of this study.

Conservatism is a concept that is frequently used in everyday life. Generally, people apply to this concept in order to express their or others world-views, sometimes praise or criticise, describe the government or opposition parties. Thus, as other frequently used notions, conservatism sometimes is exposed to misuse. Within this context, it is essential to give clear definition of it (Özipek, 2007).

Although whether conservatism is a doctrine, ideology or a way of thinking is controversial, it is a notion which belongs to modern world (Erlar, 2007: 126). As to its definition, the word conservatism originates from the Latin word '*conservare*' and '*conservativus*' (Merriam Webster's, 1993). Conservatism is defined as "a political philosophy based on a strong sense of tradition and social stability, stressing the importance of established institutions (as religion, property, the family and class structure) and preferring gradual development with preservation of the best elements of the past to abrupt change" (Merriam Webster's, 1993). On the other hand, Kirk (1993) defines conservatism as a state of mind, character type and a perspective on civilian social order.

Kirk (1993: 15-29) describes ten principles of conservatism in his book *The Politics of Prudence*:

First, the conservative believes that there exists an enduring moral order.

Second, the conservative adheres to custom, convention, and continuity.

Third, conservatives believe in what may be called the principle of prescription.

Fourth, conservatives are guided by the principles of prudence.

Fifth, conservatives pay attention to the principle of variety.

Sixth, conservatives are chastened by their principle of imperfectibility.

Seventh, conservatives are persuaded that freedom and property are closely linked.

Eighth, conservatives uphold voluntary community, quite as they oppose involuntary collectivism.

Ninth, the conservative perceives the need for prudent restraints upon power and human passions.

Tenth, the thinking conservative understands that permanence and change must be recognized and reconciled in a vigorous society.

All these ten principles give details about the conservative minds. For conservatives, there are permanent moral orders which are made for men and man is made for that order. Customs, conventions and continuity, providing people with a peaceful life, are valuable concepts as well. In addition, conservatives generally point out the importance of prescription in that they believe the prescriptive features of their morals (Kirk, 1993: 19). In terms of the principle of variety, "they feel affection for the proliferating intricacy of long-established social institutions and modes of life, as distinguished from the narrowing uniformity and deadening egalitarianism of radical systems" (Kirk, 1993: 20). Additionally, they believe the imperfect nature of man correlating with the imperfect social order. With regards to freedom and property, the principle lies in this sentence: "Getting

and spending are not the chief aims of human existence; but a sound economic basis for the person, the family, and the commonwealth is much to be desired" (Kirk, 1993: 21). In addition to these, conservatives believe the mutual volition in order for a genuine community. Finally, the conservatives aim to restrict and balance political power; besides, they approve logical and moderate progress.

The ten principles listed above summarize the conservatives' ideas about moral truths, power, possession and change. Apart from these, it is essential to describe the conservatives' views on family and family values. As Lakoff (2002: 31) points out in his book *Moral Politics*, views of the family and morality are central to conservatists' talks. Also, he suggests that a Strict Father Model is placed at the center of the conservative worldview (2002: 33). That is to say, as Lakoff explains (2008: 78):

The strict father is the moral leader of the family, and is to be obeyed. The family needs a strict father because there is evil in the world from which he has to protect them-and Mommy can't do it. The family needs a strict father because there is competition in the world, and he has to win those competitions to support the family-and Mommy can't do it. You need a strict father because kids are born bad, in the sense that they just do what they want to do, and don't know right from wrong. They need to be punished strictly and painfully when they do wrong, so they will have an incentive to do right in order to avoid punishment. That is how they build internal discipline, which is needed to do right not wrong.

When they become adults and start their own family, they become strict fathers of their own families (Lakoff, 2008: 78).

Consequently, the strict father model gives an explanation for why conservatism has to do with authority, obedience, discipline and punishment. "It makes sense in a patriarchal family where male strength dominates unquestionably. Authority,

obedience, discipline, and punishment are all there in the family, organized in a package” (Lakoff, 2008: 78).

All in all, AKP describes himself within the frame of conservatism. After AKP won the general elections on November 3, 2002, they presented themselves as a party having the principle of "conservative democracy". Thus, in their website, under 2023 political vision/politics, they describe themselves as a conservative democratic mass party that situates itself at the center of the political spectrum. According to them, this conservative-democrat political identity not only overlaps with the worldwide conservative principles but also it has such a content that has been shaped by Turkey's socio-cultural characteristics and local dynamics. In their view, conservatism advocates for limited rulership against every kind of authoritativeness, and leaves change for social dynamics in natural period. In addition to these, it points out that freedom makes sense in its concrete forms rather than abstract ones; thus, it cares about intermediary mechanisms like family, foundations and voluntary agency which are protection mechanisms as well. Within this period, in addition to critical thinking, intellectual, and behavioral pluralism, fundamental rights and freedoms, a political idea pursuing civilian life and tolerance have redefined conservatism in a democratic form. AKP, predicating his civilizations values, has carried out a new type of politics and provided a different type of political line.

According to AKP's conservatism, religion, morals and custom are evaluated together. As conservatism means to convey the custom and social values, AKP attaches much importance to family claiming that this is the most important institution. In their view, protecting family is caring for the society as well (Doğanay, 2007:72).

I.4. Newspaper as Discourse Type

Media discourse has attracted linguist's attention for several reasons. The first reason is the opportunity to use media discourse easily. Media's influence on people's use of and attitudes towards language constitutes the second reason. "Third, many social and cultural stereotypes and meanings are projected and constructed through language" (Kong, 2009: 253).

As a matter of fact, "Media discourse refers to interactions that take place through a broadcast platform, whether spoken or written, in which the discourse is oriented to a non-present reader, listener or viewer" (O'Keeffe, 2012: 441). Within media discourse, every text, such as an interview, TV debate, press report, or visual symbol, is perceived as a semiotic entity "embedded in an immediate, text-internal co-text as well as intertextual and sociopolitical context" (Baker et al. 2008: 279). Thus, a group of methodological decisions should be tackled as media language is very complex due to its socio-economic and communicative context; however, some decisions for the analysis of media language in three areas can be made:

1. the genres: news, advertising, etc. (type of media content)
2. the outlets: the publications, radio stations, etc. (carriers of content)
3. the outputs: specific newcasts, programmes and the time period to be covered (and the days to be sampled within that period) (Bednarek, 2006:5).

In fact, as Bednarek listed above, deciding type of media content means picking up a particular genre. That is to say, news constitutes a specific genre, which is described by Fairclough (2006: 32) as in the following sentences:

A 'genre' is a more or less stabilized and habitual linguistic way of acting and interacting, characterized by a distinctive linguistic form and structure,

associated with particular social and institutional contexts (Swales, 1990; Bhatia, 1993).

Similarly, Swales defines genre as a distinctive category of discourse of any kind, spoken or written (1990: 33). In other words,

A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constraints choice of content and style (Swales, 1990: 58).

All in all, the concept of genre is characterized by a set of distinctive features; in that, linguistic structure makes the text variety clear and distinguishes one text from another.

I.5. Studies on Newspaper Text Type in Turkish

One of the most powerful written text types in the modern mass media is arguably the news item. Some linguists identify news reporting as an essential mechanism for spreading information by which an enlightened and a worthwhile public discourse might be established and maintained (White, 1998: 179). “For others, (typically the media itself) it acts to uphold the truth and to defend the rights of the people against the excess of government and powerful vested interests” (White, 1998: 179).

As a result, there have been some Turkish studies on the news item. The first group of study consists of the investigations which use CDA as a method to analyze the structure of discourse. First of all, studies of Cem-Değer (2002), Göregenli (2002), Oktar (2002a), Yağcıoğlu (2002b) are about the protest of darkness for enlightenment. They analyze the news items from various newspapers on the basis of Systemic Functional

Linguistics. Initially, Cem-Değer (2002) analyzes transitivity in 24 columns from *Cumhuriyet, Demokrasi, Sabah, Hürriyet, Yeni Yüzyıl, Zaman, Akit* and *Türkiye*. At the end of the study, she concludes that the left-wing and liberal newspaper use the sentences which are transactives in order to support the protest. On the other hand, the right-wing newspapers prefer to use the sentences in which the activist is agent; besides, the people who do not support the protest are represented as sufferers in the patient role. Also, Otkar (2002a) analysed transitivity and nominalization in 24 columns which are chosen randomly from *Cumhuriyet, Demokrasi, Sabah, Hürriyet, Yeni Yüzyıl, Zaman, Akit* and *Türkiye*. She concludes that the authors of *Cumhuriyet* use transactives to support the protest and protestors; moreover, they disapprove of the people opposing the protests. On the other hand, the columnists of right-wing newspapers display a vague attitude by using non-transactives and passive structures about the identity of protestors. In addition to these studies, Otkar and Cem-Değer (2002) choose 15 columns from *Cumhuriyet, Demokrasi, Zaman, Akit* and *Türkiye* in order to examine modality. Those newspapers having different ideologies make a distinction between people who have supported or not supported the protest. The newspapers such as *Cumhuriyet* and *Demokrasi* use relational clauses so as to prove that people supporting the protests are right. In addition, the columnists of *Zaman, Akit* and *Türkiye* explicitly express their negative attitudes towards the protest and protestors by subjective modality. Yağcıoğlu (2002b) analyzes 24 texts from *Cumhuriyet, Demokrasi, Sabah, Hürriyet, Yeni Yüzyıl, Zaman, Akit* and *Türkiye*. She reports that collocations contribute to the texts in terms of textual organization, context formation and textual coherence. Moreover, she shows the close relation between ideology and textual coherence; in that, this relationship becomes apparent with collocations. Göregenli (2002)'s study aims to identify the differences of nominalizations about the protest across

newspapers. She carries out this aim via social comparisons and social identity theories. Using 24 columns from *Cumhuriyet*, *Yeni Yüzyıl*, *Hürriyet*, *Akit*, *Türkiye*, *Zaman* and *Demokrasi* as her data, she observes that *Hürriyet*, *Yeni Yüzyıl* and *Cumhuriyet* name the protests either with its initiators (*Sürekli aydınlık için 1 dakika karanlık eylemi*; *sürekli aydınlık eylemi*; *1 dakika karanlık eylemi*) or with positive qualifications (*karanlık protestosu*; *demokratik katılım*; *yurttaş inisiyatifi*). However, *Akit* and *Türkiye* use expressions such as *çayda çıra oyunu*, *teneke çalma* and *çanak çömlek konseri*, which attributes an insulting meaning to the protest. In addition to the studies that have been listed so far, Oktar (2002b) analyzes the semantic roles of social actors through the columns in *Cumhuriyet*, *Akit* and *Sabah*. This study concludes that the semantic categorizations of social actors as us and West's dominant actors are closely related to ideology of the newspapers. Additionally, Oktar (1997), Yağcıoğlu (1997) and Göregenli (1997) study collocation, lexical cohesion and the style of environmental stories in the news. Apart from these studies, Baykal (2009) investigates the opposition discourses of Romani people in *Sulukule* region, Istanbul, against the gentrification process which started in 2005. She uses the framework of discourse-historical approach; thus, she associates the notions of architecture with the methods of critical discourse analysis to show discursal and societal effects of a city planning project. The data of her study consists of the press conferences and books.

In addition to these studies, in their study "Gazete Köşe Yazılarında Yansıma Gerçeklik", Akkök and Özer (2007) describe how factual reality is reflected in different newspapers on the basis of CDA. Their data consists of the columns of *Cumhuriyet*, *Hürriyet* and *Zaman* along with the Independent; moreover, they use Wodak et al.'s seven discursive strategies: referentiality, predication, perspectivation and framing,

intensification/mitigation, differentiation, correlation, and probability strategy. They analyze the columns written for Hrant Dink's killing on the basis of these seven strategies, and they group the linguistic structures about Hrant Dink, the murder, the murderer, the media, the funeral ceremony, the murder's effect on Turkey, and finally the emotions of the writer. At the end of the study, they conclude that all the newspapers used the informing and presenting strategies for the category of Subject (Hrant Dink) and Turkey. While the category of funeral ceremony is not observed in *Zaman*, the media is only used in *Cumhuriyet* and *Zaman*. Finally, they reached the conclusion that the subject Hrant Dink is presented positively; besides, they all show admiration and honor.

Unlike the studies listed above, there have been some studies which analyze more specific subjects. Cellat (2012) analyzes passive structure in the news from *Posta*, *Cumhuriyet* and *Hürriyet* that are published on December 25, 2011. At the end of her study, she concludes that in Turkish newspapers, generally short passive sentences are used. The analysis of information structure shows that the subject and nouns' definiteness are the determining factors. Ercan and Bakırlı (2010) aim to identify the verbal processes and the discourse functions that are used to convey the direct and indirect quotation in columns from *Milliyet*, *Sabah*, *Sözcü*, *Cumhuriyet*, *Zaman* and *Yeni Şafak*. Besides, Ercan and Yağcıoğlu (2007) analyze the hedges in op-ed articles whose writers represent different gender groups. In addition to these, Zeyrek (1992) examines the newspaper headlines in *Hürriyet*, *Cumhuriyet* and *Milliyet* since they provide the readers with a point of view about a particular event. Finally, Sargin (2014) aims to identify the reflection of the stance of newspaper media on the basis of subjectivity and objectivity as a dimension of evidentiality. This study's data consists of reporting news from *Zaman*, *Hürriyet* and

Posta; as a result, Sargin aims to discover whether the reported utterances in Turkish newspapers are reflected subjectively or objectively.

I.6. Appraisal Theory

Appraisal theory, developed by Martin and White, lies at the root of Halliday's Systemic Functional Linguistics (SFL) which sets to break new ground. Offering a new perspective on language, Halliday explains his view of language with these statements: "Why is language as it is? The nature of language is closely related to the demands that we make on it, the functions it has to serve" (1970: 141). As a consequence, SFL is interested in how language is used to interpret reality and perform social relationships (Webster, 2009: 1). What is more, considering language in terms of its use brings about a change in that language is described as a system of choices. For example, while speaking, people make a choice between a statement and a question, they can make a generalization or particularization or they repeat or add new information, and people may interrupt to express their own judgments or not, and so on (Halliday, 1970: 142). According to Halliday, the social and personal needs determine the choice of particular form within the grammatical system of language (Halliday, 1970: 142). All these alternatives refer to meaning potential of language (Halliday, 1970: 142); in addition, as Dedaic (2006: 702), explains:

all linguistic usage encodes ideological patterns or discursive structures which mediate representations of the world in language; that different usages (e.g., different sociolinguistic varieties, lexical choices or syntactic paraphrases) encode different ideologies, resulting from their different situations and purposes; and that by these means language works as a social practice.

Thus, analyzing the meaning potential of language itself present the observation that a great deal of choices existing in it merge together; as a result, a very few

independent networks are obtained. In fact, these networks of choices conform to basic functions of language, namely, *ideational*, *interpersonal* and *textual function* (Halliday, 1970: 142). First and foremost, ideational function represents for construing human experience (Halliday & Matthiessen, 2004: 29). That is to say, "Expression of the content of the speaker's real world, including the inner world of his consciousness" is explained via this function (Halliday, 1970: 143). Language provides people with the ability not only to name things but also to combine these names into categories, and lastly categorizing them into taxonomies. And it has to be said ideational function, providing people with the interpretation of world of experience, helps people to shape experience (Halliday, 1970: 143). Apart from the language's function of "construing a world of experience" (Hunston, 2011: 19), language is also used for organizing and keeping social relations. Regarding language as a social practice, SFL defines language as a tool for changing meaning in the community (Matthiessen, Teruya & Lam, 2010: 9). In other words, people act out their personal and social relationships, for example they produce a clause to order or say something, to make an offer, to evaluate or inform, or to ask a question; indeed a clause is more than a grammatical figure in interpersonal metafunction (Halliday & Matthiessen, 2004: 29). Briefly, in this metafunction language is viewed as a mean to act out; this function is therefore depicted as not only interactional but also personal. Above all, the grammar has also a third constituent, another mode of meaning which is about the organisation of a text (Halliday & Matthiessen, 2004:30). This function presents language's capacity for providing associations with itself and "with the situation in which it is used" (Halliday, 1970: 143). In fact, people can produce texts and related passages of discourse; moreover, people gain the experience of differentiating a text from a random set of sentences via textual function (Halliday, 1970: 143). The construction of cohesive relations

from one sentence to another in discourse is also performed by this function (Halliday, 1970: 143).

It is recognised that each of the functions works rather differently. Construing experience (the ideational metafunction) is atomistic--the language consists 'particles' such as processes and participants, such that the parts add up to the whole. Organising the discourse (the textual metafunction) is wave-like--there is no sharp distinction between elements of the clause or discourse, but there might be a gradual movement, say, old to new information. Construing relationships (the interpersonal metafunction) is prosodic--evaluative meaning in particular is scattered throughout a clause or a text that can be difficult to pin down (Hunston, 2011: 20).

Within this context, appraisal, "a framework for analyzing the language of evaluation" (White, 2011: 14), is described as a system of interpersonal meanings (Martin & Rose, 2003: 23). Within interpersonal system, appraisal falls into discourse semantics level whose main concern is about meaning beyond the clause (Martin & White, 2005: 9). Various aspects of discourse organization are the major interests of this level in that, it is concerned with the introduction of people, places and things in text (identification), the connection between events and states of affairs in terms of time, cause, contrast, and similarity (conjunction), the participant's relation as part to whole and sub-class to class (ideation), the organization of turns into exchanges of goods, services and information (negotiation); and the establishment, amplification, target and source of evaluation (appraisal) (Martin & White, 2005: 9). Appraisal takes place in discourse semantics for obvious reasons. First of all, regardless of grammatical boundaries, an attitude's realisation tends to spread over a phase of discourse. Secondly, a given attitude can be realised as various grammatical categories, as in the following examples:

(1) *an interesting contrast in styles*

adjective (Epithet)

(2) *the contrast in styles interested me* verb (Process)

(3) *interestingly, there's a contrast in styles* adverb (Common Adjunct)

(Martin & White, 2005: 10).

In these examples, attitude is realised as adjective, verb and adverb respectively.

What is more, at discourse semantics level, appraisal is placed with two other systems: Negotiation and involvement. Negotiation completes appraisal by putting emphasis on the interactive aspects of discourse, speech function and exchange structure. On the other hand, involvement completes appraisal "by focussing on non-gradable resources for negotiating tenor relations, especially solidarity" (Martin & White, 2005: 33).

I.6.1. Domains of Appraisal

Appraisal itself is regionalised as three interacting domains - attitude, engagement and graduation. First and foremost, attitude is related to our feelings, such that it comprises emotional reactions, judgements of behaviour and assessment of things. Secondly, sourcing attitudes and the role of voices around opinions in discourse constitutes engagement's -the other domain of appraisal- functions. Thirdly, graduation deals with grading phenomena in terms of the amplification of feelings and blurred categories (Martin & White, 2005: 35).

I.6.1.1. Attitude

As for the detailed explanation of all three regions of appraisal, first of all, attitude, representing for "the activation of negative or positive positioning", consists of three broad semantic domains (White, 2002: 2). As a first region, affect attends to

resources for defining emotional reactions; in addition, its realisations across varying grammatical structures are analyzed (Martin & White, 2005: 35). Based upon Halliday's terms, modification of participants and processes, affective mental and behavioural processes, and modal adjuncts are these realisations:

(4) affect as 'quality'

- | | | |
|------------------------------|-------------------------------|--------------|
| - describing participants | a sad captain | Epithet |
| - attributed to participants | the captain was sad | Attribute |
| - manner of processes | the captain left sadly | Circumstance |

(5) affect as 'process'

- | | | |
|-------------------------|--------------------------------|---------------------|
| - affective mental | his departure upset him | Process (effective) |
| | he missed him | Process (middle) |
| - affective behavioural | the captain wept | Process |

(6) affect as 'comment'

- | | | |
|----------------|-----------------------------|-----------------------|
| - desiderative | sadly , he had to go | Modal Adjunct (Martin |
|----------------|-----------------------------|-----------------------|

& White, 2005: 36)

Examples (4-6) above list the usages of adjective *sad*, adverb *sadly*, verbs *miss*, *upset* and *weep* as the grammatical realisations of affect as quality, process and comment.

Apart from these grammatical realisations, following Martin and White (2005), different instances of affect are determined according to the following six factors:

- i. Do the people construe the feelings as positive (enjoyable) or negative on the basis of their culture?

ii. “Are the feelings represented as a surge of emotion involving some kind of paralinguistic or extralinguistic manifestation (for example, weeping or trembling), or more internally experienced as an emotive state or ongoing mental process?”

(7) behavioural surge *She broke down crying.*

(8) mental process/state *She was distraught” (White, 2011: 22).*

iii. Are the feelings represented as a reaction to stimulus or an undirected mood?

(9) reaction to stimulus *Her mother’s absence is upsetting her.*

(10) undirected mood *She is sad.*

iv. “Where do the feelings lie on a scale from low to high intensity?”

(11) low *I dislike bagpipe music.*

(12) median *I hate bagpipe music.*

(13) high *I detest bagpipe music”*

v. Do the feelings involve intention (rather than action), with respect to a stimulus that is not yet actualised (irrealis) as opposed to an actual stimulus (realis)?

(14) realis *I am upset by what she said.*

(15) irrealis *I fear what she might say (White, 2011: 22).*

vi. The last typology of affect categorizes emotions under the headings un/happiness, in/security, and dis/satisfaction. The un/happiness variable comprises emotions related to 'affairs of the heart' - sadness, happiness, anger and love; "the in/security includes emotions regarding ecosocial well-being - anxiety, fear, confidence and trust; "the dis/satisfaction

variable covers emotions concerned with telos (the pursuit of goals) - ennui, displeasure, curiosity, respect" (White, 2011: 22).

(16) un/happiness

*the captain felt **sad/happy***

(17) in/security

*the captain felt **anxious/confident***

(18) dis/satisfaction

*the captain felt **fed up/absorbed*** (Martin & White,

2005: 49).

Briefly, while affect presents the "evaluation by means of the writer/speaker indicating how they are emotionally disposed to the person, thing, happening or state of affairs", judgement, the other sub-category of attitudinal meanings, stands for assessing human behaviour ("Attitude/Affect," 2014). Judgement also clarifies the approval/disapproval of behaviour on the basis of social norms/acceptability; evaluation of a person's character, how they meet social requirements of expectations. The framework classifies Judgement according to the criteria of social esteem and social sanction (White, 2011: 23). Judgements of social esteem includes community's informal/illegal evaluation about a person's behaviour that may be lowered or raised in the community's esteem; for this reason, it deals with normality (how unusual someone is), capacity (how capable they are) and tenacity (how resolute they are) (Martin & White, 2005: 52). Judgements of social sanction are related to veracity (how truthful someone is) and propriety (how ethical someone is) since it covers a claim that some set of rules, which may be moral, legal or religious, are systematized by the culture (Martin & White, 2005: 52). Under the appraisal framework, this five-way classification (normality, capacity, tenacity, veracity and propriety) is underpinned by Halliday's work on semantics of modalization. In other words, the criterion for constructing Judgement is determined by "lexicalizations of one of the grammatical categories of modality". "This relationship operates in the following

proportions: normality is to usuality, as capacity is to ability, as tenacity is to inclination, as veracity is to probability, as propriety is to obligation" (White, 2011: 24). Halliday's idea of interpersonal metaphor underlies grammatical modal choices and the lexical categories of Judgement (White, 2011: 24). According to Halliday's framework, modal values can be performed either by non-metaphorical modal auxiliaries (*may, might, must, could etc.*) or metaphorical lexical structures such as "*It's possible that*", "*It's required that*," "*I think that...*" etc.

It's possible to construct a series of realizations for the 'epistemic' modal values of probability, usuality and capacity which begins with congruent realisations (via 'grammatical' formulations) and extends through metaphorical ones (more lexicalized) towards lexis which is clearly appraising in nature. In this way modalizations of probability can be related to lexicalized Judgement of veracity:

He took the money. (unmodalized)

He must have taken the money.

Certainly he took the money.

It's certain he took the money.

It's true that he took the money.

She was honest in stating that he took the money. [Judgement: veracity]

(White, 2011: 24)

Similarly, Judgements of normality can be associated with modalities of usuality:

(19) *My students dress entirely in black.* (unmodalized)

My students often dress entirely in black.

It's usual for my students to dress entirely in black.

It's normal for my students to dress entirely in black.

It's fashionable for my students to dress entirely in black.

It's fashionable for my students to dress entirely in black. [Judgement: normality]

(White, 2011: 25)

Similarly, ability and capacity can be exemplified in the following statements (White, 2011: 25):

(20) *He can go.*

He is able to go.

He's capable of going.

He's strong enough to go.

He's healthy enough, mature enough to go [Judgement: capacity]

Likewise, the Judgement values of tenacity and propriety are expressed by the deontic modal values (obligation, inclination) (White, 2011: 25). Thus lexicalization of Judgements of tenacity can be performed via inclination:

(21) *I'll go.*

I'm determined to go.

I'm intent on going.

I'm resolved.

I'm resolute, steadfast, unyielding, unflinching, etc. [Judgement: tenacity] (Martin & White, 2005: 55).

And finally, lexicalised Judgements of propriety can be associated with modulations of obligation:

(22) *Go.*

You should go.

You're supposed to go.

It's expected you'll go.

It'd be unfair for you to go.

It'd be corrupt, insensitive, arrogant, selfish, rude, etc. [Judgement: propriety]

To this point, assessments about the feeling of people about other people and their attitudes to people are taken into consideration (Martin & Rose, 2003: 39). However, the attitudinal system is also concerned with the assessments of the things. Thus, "appreciation is the domain of meanings for construing evaluations of the products of human endeavour such as artefacts, buildings, texts, and works of art, and also of natural phenomena and states of affairs" (White, 2011: 25). As a matter of fact, people attributes aesthetic values to such things in a given discourse or field of activity; that is, rather than judging their behaviours, human subjects can only be appreciated (White, 2011: 25). In addition, appreciation is categorised in terms of people's reaction to things (do they appeal to people; do they content people?), "their composition (balance and complexity), and their value (how innovative, authentic, timely, etc.)" (Martin & White, 2005: 56). Some representative examples are presented in Table 1 for reaction, composition and valuation:

Table 1. Types of appreciation

	Positive	Negative
<u>Reaction:</u> impact 'did it grab me'	<i>arresting, captivating, engaging...;</i> <i>fascinating, exciting, moving;</i> <i>lively, dramatic, intense;</i> <i>remarkable, notable, sensational,</i>	<i>dull, boring, tedious ...;</i> <i>dry, ascetic, uninviting ...;</i> <i>predictable, monotonous;</i> <i>unremarkable, pedestrian</i>
<u>Reaction:</u> quality 'did I like it'	<i>okay, fine, good ...;</i> <i>lovely, beautiful, splendid ...;</i> <i>appealing, enchanting, ...;</i>	<i>bad, yuk, nasty, ...;</i> <i>plain, ugly, grotesque, ...;</i> <i>repulsive, revolting, ...;</i>
<u>Composition:</u> balance 'did it hang together'	<i>balanced, harmonious, unified ...;</i> <i>symmetrical, proportioned, ...;</i> <i>consistent, considered, logical ...;</i> <i>shapely, curvaceous, willowly ...;</i>	<i>unbalanced, discordant, ...;</i> <i>uneven, contradictory, ...;</i> <i>flawed, disorganized ...</i> <i>shapeless, distorted,;</i>
<u>Composition</u> Complexity 'was it hard to follow?'	<i>simple, pure, elegant ...;</i> <i>lucid, clear, precise, ...;</i> <i>intricate, rich, detailed, ...;</i>	<i>ornate, extravagant, ...;</i> <i>arcane, unclear, woolly, ...;</i> <i>plain, simplistic, ...;</i>
<u>Valuation</u> 'was it worthwhile'	<i>penetrating, profound, deep, ...;</i> <i>innovative, original, creative, ...;</i> <i>timely, long awaited, landmark,</i> <i>inimitable, exceptional, unique,</i> <i>authentic, real, genuine,</i>	<i>shallow, insignificant, ...;</i> <i>derivative, conventional,</i> <i>dated, overdue, untimely,</i> <i>everyday, common;</i> <i>fake, bogus, glitzy, ...;</i>

	<i>valuable, priceless, worthwhile, appropriate, helpful, affective,</i>	<i>worthless, shoddy, pricey, ineffective, useless,;</i>
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The classification of appreciation as reaction, composition and valuation can be represented for mental processes - people's way of looking at things. Thus, affection is associated with reaction (emotive- 'it grabs me', desiderative - 'I want it'); the other categorisation, composition, has a link with perception (people's believes in order); and valuation is clarified by means of cognition (our considered opinions). Alternatively, the appreciation framework is also described metafunctionally - reaction correlates with interpersonal metafunction, composition is related to textual and lastly valuation is to ideational metafunction (Martin & White, 2005: 57).

Under these explanations, it is clear that the appreciation variable reaction and affect has a strong connection. However, there is a distinction in that affect is related to interpreting the emotions someone feels; on the other hand, appreciation covers the power of the things to trigger such feelings:

(23) affect

I'm sad/weeping

(24) appreciation: reaction

a weepy rendition of the song (Martin & White, 2005: 58)

Similarly, it is important to distinguish between positive/negative judgements of someone's ability to produce or to perform and assessments of things:

(25) judgement: capacity

a brilliant scholar

(26) appreciation: valuation

a penetrating analysis

I.6.1.2. Engagement and Graduation

In general terms, engagement and graduation, constituting other interacting domains of appraisal system along with attitude, deal with writers/speakers' use of linguistic resources related to their stances on the values residing in the text and with regard to their audiences. Both engagement and graduation aim to present a framework for identifying the different possibilities of adopting stances which are performed via language, for examining the relationship between rhetorical effects and these diverse positioning, for investigating the factors for choosing one stance over another. Thus, in this sphere, appraisal theory's approach is based on the view that "all utterances are seen as in some way stanced or attitudinal" (Martin & White, 2005: 92). Martin and White explore this perspective's roots with the following sentences:

More specifically, our approach is informed by Bakhtin's/Voloshinov's now widely influential notions of dialogism and heteroglossia under which all verbal communication, whether written or spoken, is dialogic in that to speak or write is always to reveal the influence of, refer to, or to take up in some way, what has been said/written before, and simultaneously to anticipate the responses of actual, potential or imagined readers/listeners.

That is to say, the dialogistic point of view deals with writers/speakers' viewpoints about the prior utterances in the similar area and about the other speakers who adopt a stance on the subject under consideration. Thus, it is essential to concern with "the degree to which speakers/writers acknowledge these prior speakers and in the ways in which they engage with them" (Martin & White, 2005: 93). What is more, the question of how they present themselves, as accepting the situation or opposing to, as undecided or neutral, is also taken into consideration. Apart from these, the dialogistic point of view gives the chance to deal with "the anticipatory aspect of the text - to the signals speakers/writers provide as to how

they expect those they address to respond to the current proposition and the value position it advances” (Martin & White, 2005: 93).

In this section, with engagement and graduation, the appraisal theory aims to provide a systematic explanation of how these stances performed linguistically. The outlined framework also serves for the description of the speaker/writer’s interpersonal style and their rhetorical strategies “according to what sort of heteroglossic backdrop of other voices and alternative viewpoints they construct for their text and according to the way in which they engage with that backdrop”. In addition to this, rather than grammatical forms, the framework is oriented towards meanings in context and towards rhetorical effects (Martin & White, 2005: 93-94). As a result,

it brings together a lexically and grammatically diverse selection of locutions on the basis that they all operate to locate the writer/speaker with respect to the value positions being referenced in the text and with respect to, in Bakhtin's terms, the backdrop of alternative opinions, points of view and value judgements against which all texts operate (Martin & White, 2005: 94).

In addition, this choice involves values which have traditionally been examined in the literature under headings such as attribution, modality, hearsay, concession, polarity, evidentiality, hedges, boosters and metadiscursives (“Engagement and dialogistic positioning,” 2014). As a matter of fact, these engagement resources “provide the means for the authorial voice to position itself with respect to, and hence to engage with, the other voices and alternative positions construed as being in play in the current communicative context” (Martin & White, 2005: 94). Apart from this, wordings such as hedges, downtoners, boosters and intensifiers are classified as the part of graduation by which the force of the utterance or the focus of the categorization is graduated by writer/speakers. Graduation, assigning a dialogistic role, provides the speakers/writers with the means to be more or less strongly “aligned with the value position being advanced by the text and

thereby to locate themselves with respect to the communities of shared value and belief associated with those positions” (Martin & White, 2005: 94).

I.6.1.2.1 Engagement

As stated above, engagement includes meanings which construct a heteroglossic ground of previous utterances, different viewpoints, and expected responses. Thus, Martin and White (2005) suggest taxonomy to identify the diverse engagement meanings. Additionally, the taxonomy is organized with respect to the identification of the particular dialogistic positioning related to given meanings and the criteria for choosing one meaning over another (Martin & White, 2005: 97).

Disclaim: Represents the textual voice's state of being contrary to some opposite position:

- (deny) negation (*You don't need to give up potatoes to lose weight*)
- (counter) concession / counter expectation (*Although he ate potatoes most days he still lose weight*) (Martin & White, 2005: 97)

Proclaim: The textual voice positions itself against, burkes or excludes alternative positions:

- (concur) *naturally ... , of course ... , obviously ... , admittedly ...* etc.; some types of 'rhetorical' or 'leading question'
- (pronounce) *I contend ... , the truth of the matter is ... , there can be no doubt that ...* etc
- (endorse) *X has demonstrated that ... , As X has shown ...* etc (Martin & White, 2005: 98).

Entertain: “By explicitly presenting the proposition as grounded in its own contingent, individual subjectivity, authorial voice represents the proposition as but one of a range of possible positions - it thereby entertains or invokes these dialogic alternatives”:

- *it seems, the evidence suggests, apparently, I hear*

- *perhaps, probably, maybe, it's possible, in my view, I suspect that, I believe that probably, it is almost certain that ..., may/will/must*, some types of rhetorical or expository question (Martin & White, 2005: 98).

Attribute: The textual voice, showing proposition as coming from an external voice's subjectivity, describes proposition as "one of a range of possible positions" (Martin & White, 2005:98).

- (acknowledge) *X said ..., X believes ..., according to X, in X's view*
- (distance) *X claims that, it's rumoured that*

Before the detailed analysis and further examples of these key engagement elements, it is essential to understand some key terms. According to dialogistic perspective, utterances can be categorized as monoglossic and heteroglossic. That is, when utterances are monoglossic they do not refer to other voices and opinions. On the other hand, some utterances are named as heteroglossic since they bring or allow for dialogistic alternatives. To give an example, *the banks have been greedy* is monoglossic as it does not invoke any dialogistic alternatives. Rather, the utterance *there is the argument though that the banks have been greedy* allows for alternative viewpoints; for this reason, it is heteroglossic. In addition, these heteroglossic utterances can be classified under two broad terms "whether they are dialogically expansive or dialogically contractive in their intersubjective functionality". "The distinction turns on the degree to which an utterance, by dint of one or more of these locutions, actively makes allowances for dialogically alternative positions and voices (dialogic expansion), or alternatively, acts to challenge, fend off or restrict the scope of such (dialogic contraction)". In other words, utterances can be described as dialogically contractive if they don't give chance to dialogic alternatives by closing down the space. Unlike these utterances, dialogically expansive ones allow the dialogic space for different positions (Martin & White, 2005: 102).

After explaining the terms dialogical expansiveness and contraction, Martin and White (2005) examines individual options within the engagement system according to these exploring formulations.

First and foremost, as explained above, entertain represents authorial voice's opening up space for dialogic alternatives which are performed by expressing possibilities. Thus, modals are used to represent those dialogic alternatives. Within the systemic tradition, epistemic modality and evidentiality are grouped under the heading of "modals of probability", "reality of phase" and certain type of "interpersonal metaphor".

It encompasses meanings by which speaker/writer makes assessments of likelihood via modal auxiliaries (*may, might, could, must*, etc.) via modal adjuncts (*perhaps, probably, definitely*, etc.), via modal attributes (*it's possible that ..., it's likely that ...* etc), via circumstances of the in my view type, and via certain mental verb/attribute projections (*I suspect that ..., I think, I believe, I'm convinced that, I doubt*, etc.) (Martin & White, 2005: 105).

As a matter of fact, Martin and White (2005) conclude that the use of modals serves for the construction of a heteroglossic backdrop for the text; for this reason, its primary function is dialogistic. The use of the modal adjunct *probably* in the following extract exemplifies all these functions:

It was not a great speech. It reads like a sixth-form essay answering the question: 'Imagine you ruled the world. What would you do?' It was not the answer of a statesman, not of a realist. In fact it was *probably* the most immature, irresponsible, disgraceful and misleading address ever given by a British Prime Minister. It was all bluster, all bluff. [Sunday Express, 7/10/01] (Martin & White, 2005: 105)

According to traditional accounts of modality, the use of *probably* in this extract is described as "... lack of commitment to the truth value of the proposition" (Martin & White, 2005). Moreover, it is related to neither epistemic status nor reliability of

knowledge. On the contrary, in this text, the writer expresses his subjective and opinion based negative evaluation of the Prime Minister's address. That is to say, he finds his speech *immature, disgraceful* and so on; in addition, he makes a comparison with other identical appalling political addresses. The writer applies to *probably* about Prime Minister's address so as to emphasize that there may be some opposing views. That is, the organization of the utterance presents different positions which do not completely disapproves the writer's negative view, but it questions whether this was the worst speech or not. In brief, "the authorial voice presents itself as invested in this proposition while at the same time acknowledging that the value position being advanced is contingent and hence but one of a number of potential dialogistic alternatives". Consequently, it is observed that the main function of modal is dialogistic. It allows a heteroglossic backdrop for the proposition by showing it as potentially in contrast to some dialogistic alternatives (Martin & White, 2005: 106).

Apart from modals of probability, the grammar of entertain encompasses not only evidentials such as *it seems, apparently, and the evidence suggests* but also rhetorical questions where the addressee is placed towards a certain answer (Martin & White, 2005: 110). What is more, the modality of permission and obligation, within the category of entertain, provide a heteroglossic communicative setting and supply the dialogic space with alternatives. The modal formulation '*You must turn out the lights before you leave*' "explicitly grounds the demand in the subjectivity of the speaker –as an assessment by the speaker of obligation rather than as a command" (Martin & White, 2005: 111).

As for the second individual option within engagement system, attribution, including some external voices in the text, separates the proposition from the textual voice. This disassociation is performed by the grammar of reported speech and thought which

may be direct or indirect. Consequently, communicative process verbs like *say* and verbs describing mental processes such as *believe* and *suspect* constitute the framing of attributing propositions (Martin & White, 2005: 111). Likewise, the category also includes nominalizations of these processes and a variety of adverbial adjunct such as *according to* and *in X's views*.

In addition to these, the category of attribution consists of two sub-categories: Acknowledge and distance. First of all, the category of “acknowledge” contains attribution where neutral expressions are achieved by reporting the words and opinions of an external voice by means of reporting verbs such as *say*, *report*, *state* and formulations such as *according to*, *in her view* (White, 2011: 113). Moreover, acknowledgements are dialogic as they add an alternative voice into the text. In contrast to acknowledge, the second sub-category of attribution includes wordings in which distancing of the authorial voice from the attributed material is employed (Martin & White, 2005: 113). Distancing is most frequently accomplished by the reporting verb *to claim* and by particular uses of “scare” quotes. In the text, the author chooses to distance in order not to take the burden of proposition’s reliability; and therefore, the space for dialogistic alternatives is increased.

As explained above, entertain and attribution, parts of engagement system, act to widen dialogic space. On the other hand, there are some meanings which reduce the dialogic space; in that, they establish a dialogistic backdrop for the text of other voices by eliminating certain dialogic alternatives. These contractive meanings are divided into two categories: Disclaim and proclaim. First of all, the disclaim category, consisting of two sub-types deny (negation) and counter, involves meanings which act to reject or substitute some dialogic alternatives. As for the description of these two sub-types, initially, according to the dialogistic point of view, deny (negation) is represented as a means of

presenting different positive position into the dialogue in order to deny it (Martin & White, 2005: 117). As a consequence, within appraisal theory, the negative offers more than only being the logical opposite of the positive; in that, the negative entails its positive. However, this is not true of the positive. This aspect of the negative is exemplified in an extract by Martin and White (2005: 118);

We all like something to grab hold of. But sometimes you can have too much of a good thing. And a man whose table diet consists of double cheeseburgers and chips can end up looking like a tub of lard. There's nothing wrong with meat, bread and potatoes. But how about some lean meat, wholemeal bread and jacket potatoes?

In this extract denial, *There is nothing wrong with meat, bread and potatoes*, is dialogic since it construes a respond to claims/beliefs that there is something wrong with meat, bread and potatoes.

From the reader-writer relationship, the denial/negation can be used by the writer to oppose the views of some people about a subject. Then, the writer, revealing the disalignment with the views of the mentioned person, "... aligns the reader into a position of opposition" (Martin & White, 2005: 119). Apart from these, in some cases, the addressee, indicating his special knowledge in some area, aims to correct the misunderstandings or misconceptions on the addressee's side (Martin and White, 2005: 120).

"The second sub-type of disclaim includes formulations which represent the current proposition as replacing or supplanting, and thereby 'countering', a proposition which would have been expected in its place" (Martin & White, 2005: 120). The proposition ***Even though*** *we are getting divorced, Bruce and I are still best friends* is an example of counter, in that *are still best friends* has a contrary relationship with the proposition that they are getting divorced. According to common belief, Bruce and the

writer wouldn't be best friends after a divorce. Consequently, it is dialogistic since it holds this prior unexpressed view (Martin & White, 2005: 120). As seen in the example, the countering is revealed by means of conjunctions and connectives such as *however*, *although*, *yet*, *but*, and *even though*. A set of comment adjuncts and adverbials such as *surprisingly* can also be used. What is more, adjuncts like *even*, *only*, *just* and *still* add counter expectational meaning to the propositions as in *They even organised a car for you at the airport*. This proposition implies more offer of services than expected.

Proclaim, another resource of dialogic contraction, serves for the limitation of dialogic alternatives' scope rather than directly denying or disallowing a contrary position (Martin & White, 2005: 121). Proclamation consists of three distinct sub-types: concur, pronounce and endorse. In the first place, the category of concur includes meanings which obviously present the addresser as having the same opinion or the same knowledge with some putative addressee (Martin & White, 2005: 121). This concurrence relationship is performed by the expressions such as *of course*, *naturally*, *not surprisingly*, *admittedly*, and *certainly*. Moreover, by using some rhetorical or leading questions, the writer aims to emphasize that the answer is overtly certain; there is even no need to give an answer. "Addresser and addressee are thus presented as so thoroughly in alignment, and the proposition at issue so 'commonsensical', that agreement can be taken for granted" (Martin & White, 2005: 123). These concurring expressions indicate such an interactive relationship that the speakers/writers feel themselves as in dialogue with the putative audience; as a result, these formulations are dialogistic. At the same time, since they reflect the shared value in the communicative context as universal, they exclude any dialogistic alternatives.

In addition to these, the values of *concur* often take place before a countering.

This usage is illustrated in the following extract:

[Robert Maxwell was], the eternal outsider, a man who had fought Establishment prejudice and pettifogging bureaucracy to get where he was. **Sure** [*concur*] he broke rules. **Yes** [*concur*], he ducked and dived. **Admittedly** [*concur*] he was badly behaved. **But** [*counter*] look at what he achieved. From nothing, he had become a multinational businessman with an empire stretching across the world, the confidant of statesmen and just as famous himself [Bank of English - UKMags sub-corpus]

In this extract, a rhetorical pair is observed. The authorial voice initially acts to admit the negative assessments of Robert Maxwell; thus, he presents himself as having the same opinion with construed reader. However, the reality is the other way around. Although the writer agrees with the validity of negative evaluations, a disalignment from that community is revealed. Then, such pairings are distinguished as concessions in the literature. That is to say, first of all, an argumentative ground is presented (the concurring concession) then a subsequent counter move is allowed. As a matter of fact, the function of concurrence in such contexts are described as reluctant or grudging by the speaker/writer, then in this contrast, the concurrence's characteristics indicate some differences from the described moves above. For this reason, for a more careful analysis, it is essential to make a classification as conceding concurrence (the category that is currently being considered - (eg. *Admittedly ... but; I accept that ... however ...*) and affirming concurrence (as described within proclaim-concurrence - *naturally, obviously, of course*, etc. Briefly, concede + counter pairings provide the writer with the power to direct the reader towards his side. Thus, initially by using concession, the writer aims to prove that the reader's opposite perspective with him is understandable and has a rational ground. Then, solidarity is established (Martin & White, 2005: 124-125).

Endorsement, the other sub-type of proclaim, involves some external sourced propositions which are seen as true, rational, indisputable and warrantable by the writer. The verbs such as *show*, *prove*, *demonstrate*, *find* and *point out* help the writer to presume this warrantability (Martin & White, 2005: 126). Martin and White (2005:126) exemplify:

Five of the studies examine the effects of economic dependence on economic inequality. All five **show that** dependence is associated with greater inequality. More specifically, five studies **demonstrate that** investment dependence - investment by foreign firms in a society's domestic economy - increases economic inequality [Bank of English - US academic sub-corpus]

The dialogism of such meanings is obviously construed; that is, by referencing and endorsing, alignment with that speaker is carried out by the authorial voice's becoming involved in a dialogic relationship. Unlike dialogistically expansive attributions, with endorsements, the authorial/internal voice takes the responsibility for the proposition. And thus, the proposition is connected mostly with an individual subjectivity of the authorial voice. As a consequence, endorsements serve for a heteroglossic backdrop of alternative viewpoints for the proposition as individual subjectivities can be exchanged by other subjectivities. On the other hand, by the speaker/writer's decision about the proposition's warranty, any alternatives from the continuing conversation are eliminated; as a result, endorsements are dialogistically contractive, as well (Martin & White, 2005: 127).

As for proclaim's final sub-type, pronouncement includes expressions which reveal authorial emphases or direct authorial involvement or interpolations (Martin & White, 2005:127). For instance, in the following extract, a speech by US president John F. Kennedy, the government's idea to land an astronaut on the moon is introduced:

Now it is time to take longer strides – time for a great new American enterprise – time for this nation to take a clearly leading role in space achievement, which in many ways may hold the key to our future on earth. I believe we possess all the

resources and talents necessary. **But the facts of the matter are that** we have never made national decisions or marshaled the national resource required for such leadership (Martin & White, 2005:127).

The bold expression above illustrates an obvious intervention into the text by the authorial voice aiming to assert and maintain the value of the proposition. The emphasising within this formulation point to some opposition, some contrary pressure of doubt against which the authorial voice defends itself. And therefore, such formulations are dialogistic due to admitting this opposing view in the current colloquy and contractive because of challenging or resisting this kind of dialogistic alternative (Martin & White, 2005: 128-129).

In addition to these, a rhetorically, discourse-semantically motivated pronouncement has diverse lexico-grammatical realizations. The typical grammar of pronouncement is explained by modal evaluation's two axes: subjectivity versus objectivity and explicit versus implicit. The subjective-objective criterion is based on the way of assessment's announcement. To exemplify, while the sentences *I believe that he's lying; He may be lying* is subjective, the propositions such *It's probable he's lying; Probably he's lying* are objective (Martin & White, 2005: 130). That is to say, the assessment is overtly seen in subjective sentences; on the other hand, in objective propositions the assessments are made covertly. As for the explicit-implicit distinction, it is explained by means of modal assessments' prominence. If modal assessment is encoded within matrix clause as in *I believe that; It's probable that...*, then it is explicit. The realization option of pronouncement will be implicit when modal assessment is one element of the clause such as the use of probably and may: *He's probably lying; He may be lying* (Martin & White, 2005: 131). In addition, realization options for pronouncement can

vary as objective explicit or subjective explicit. This optionality is illustrated by Martin and White (2005: 132) in Table 2:

Table 2. Realization options for pronouncement

	subjective <i>(explicitly grounded in the speaker/writer's subjectivity)</i>	objective <i>(subjectivity obscured or impersonalized)</i>
explicit <i>(emphasis via a matrix/top level clause)</i>	I <u>contend</u> it's the worst address by a British Prime Minister	<u>The facts of the matter are that</u> it was the worst address
implicit <i>(emphasis via a sub-clausal element)</i>	It <u>WAS</u> the worst address ...	<u>Really</u> , it's the worst address ...

I.6.1.2.2. Graduation

Graduation, the third of the appraisal's interacting domains, is related to the semantics of grading or scaling. As indicated before, being gradable is the common characteristic of all attitudinal meanings (Martin & White, 2005: 135). In fact, affect, judgement and appreciation values can be assessed in terms of their greater or lesser position of positivity or negativity (Martin & White, 2005: 135). Similarly, within engagement values, graduation will offer a scaling degree of the speaker/writer's intensity or the degree of their sacrifice to the utterance.

Within the semantic space, two possible parameters of values that scale other meanings are considered "... -either locating them on a scale from low to high intensity or from core to marginal membership of a category" (White, 1998: 287). Briefly, they are labelled force and focus respectively.

Under graduation, focus is considered with respect to the scales of intensity for ungraded categories (White, 1998: 289). For example, the phrases '*a true friend*' and '*pure folly*' is not particularly conceived as gradable. "In this case, graduation operates to reconstrue these categories in such a way that they participate in scalable clines of prototypicality" (Martin & White, 2005: 137). Analysis of the propositions *They don't play real jazz* and *They play jazz, sort of* indicates that while some music types are evaluated as prototypical of the jazz category, others are only marginal exemplars (Martin & White, 2005: 138). As a consequence, focus is related to the semantics of category membership.

What is more, under focus, the terms up-scaling and down-scaling are taken into consideration. In such examples *a real father*, *a true friend*, which includes the sharpening of the specification, prototypicality is obviously observed. Apart from this, down-scaling or softening the specification lowers the scaling of intensity is carried out to emphasize that the instance is a marginal membership in the category "(e.g. *they sort of play jazz, they are kind of crazy, it was an apology of sorts*).

Thus, under focus, the scaling and hence the lowering and raising of intensity, is realised through the semantics of category membership, through a process of narrowing or broadening the terms by which category memberships is determined, through the sharpening or softening of semantic focus (White, 1998: 289).

In addition to these, graduation with respect to prototypicality is not limited to experiential categories. Some characteristically scalar classes are gradable in terms of

prototypicality. For instance, term such as *upset* is graduated by instance of protoypicality - *I'm feeling kind of upset / I'm feeling upset, sort of*. In these propositions, *kind of / sort of* expressions describe the speaker's feeling on the border of *upset-ness* (Martin & White, 2005: 138).

Force, the second sub-category of graduation, involves evaluation as to degree of intensity and amount. Degree of intensity cover such assessments related to qualities, "(eg *slightly foolish*, *extremely foolish*; *it stopped somewhat abruptly*, *it stopped very abruptly*)", processes "(eg *This slightly hindered us*, *This greatly hindered us*)", the verbal modalities of likelihood, usuality, inclination and obligation "(eg *it's just possible that*, *it's very possible that*)" (Martin & White, 2005: 140). Consequently, the term intensification is used to indicate this scaling of qualities and processes. On the other hand, assessments of amount, operating over entities, are called as "quantification" (Martin & White, 2005: 141). Quantification covers indefinite measuring of number as in *few miles*, *many miles* and indefinite measuring of the presence or mass entities' size, weight, distribution or proximity - *small amount*, *large amount*; *nearby mountain*, *distant mountain* (Martin & White, 2005: 141).

Intensification, covering the assessment of qualities' and processes' degree of intensity, consists of two lexicogrammatical classes - isolating and infusing. First of all, the term isolating represents the expression of up-scaling/down-scaling by an individual item whose main aim is to establish the level of intensity. Martin and White (2005: 141) give a list of examples for isolating realizations by the following:

Up/down-scaling of qualities

[pre-modification of an adjective]

a bit miserable, somewhat miserable, relatively miserable, fairly miserable, rather miserable, utterly miserable

[pre-modification of an adverb]

slightly abruptly, somewhat abruptly, fairly abruptly, quite abruptly, rather abruptly, very abruptly

Up-down scaling of verbal processes

[adverbially modified verbal group]

this upset me slightly, this upset me a bit, this upset me somewhat, this upset me greatly

Up-down scaling of modalities

just possible, somewhat possible, quite possible, very possible, reasonably often, quite often, very often, extremely often

Maximisers, appearing at the top end of the scale of intensification, are expressions “.... which construe the up-scaling as being at the highest possible intensity” (Martin & White, 2005: 142). Intensity scale can be maximized with following locutions – *utterly, totally, thoroughly, absolutely, completely, perfectly*. In addition to these, always, described as a highest value of modal assessment, takes place in the maximizers category indicating strong writer/speaker contribution to the proposition.

Lexicalisation is described as grammatical due to being a closed set and a lack of referential meanings. For example, the formulations such as reasonably happy, amazingly happy, deliriously happy, dreadfully cold are explained by Sinclair’s term delexicalisation on the grounds that they all do not carry their full semantic content. As a matter of fact, they lose their independent meanings after these words are used together (Martin & White, 2005: 143).

“As indicated, with infused intensification there is no separate lexical form conveying the sense of up-scaling or down-scaling. Rather, the scaling is conveyed as but

one aspect of the meaning of a single term”. That is to say, the scaling by fusion entails a contrast between the individual items’ degree of intensity and the other members’ in the sequence (Martin & White, 2005: 143-144). Infusion with respect to quality is illustrated by Martin and White’s (2005: 144) examples: *contended, happy, joyous / (she performed) competently, skillfully, brilliantly*. The intensification via semantic infusion is also operated over process – *I glanced over the manuscript, I looked over the manuscript, I scrutinized the manuscript*.

Apart from isolation and infusion, intensification is accomplished by means of repetition either by the same lexical item’s repetition,

(27) *It’s cold cold cold.*

(28) *We talked and talked and talked.*

or by the lists of terms that are semantically closed. For instance, the sentence below exemplifies the lists of semantically closed terms:

“In fact it was probably the most immature, irresponsible, disgraceful and misleading address ever given by a British Prime Minister” (Martin & White, 2005: 144).

Above the up/down scaling of verbal processes are analyzed in terms of grammatical intensifiers such as *slightly* and *greatly* (Martin & White, 2005: 145). Though, applying intensification to processes is a complicated issue since only a small set of processes is scalable. As a matter of fact, lexical means provide the up-scaling / down-scaling of such processes “.... which scale by reference to a notion of vigour.” The semantic structure of the verbs affect the precise semantics of this up-scaling/down-scaling. Some examples of these lexical intensification related to vigour is as follows:

(29) *The water flowed slowly. The water flowed swiftly.*

(30) *She brushed it gently. She brushed it vigorously.*

(31) *She held it loosely. She held it firmly. (Martin & White, 2005: 146)*

In these propositions up/down-scaling vigour can be explained by speed (*slowly/swiftly*) and physical force (*gently/vigorously, loosely/firmly*). Analysis of these lexicalized realisations indicate that "... such values combine a subjective assessment of degree of 'vigour' with a depiction of some condition in the external world - the 'manner' in which the process took place". What is more, systemic functional linguistics categorise such adverbs as circumstances of manner with an experiential meaning. In fact, circumstances of manner are associated with the speaker's/writer's subjectivity on the grounds that the speaker's choice of particular adverb carries their own attitudes and viewpoints (Martin & White, 2005: 146).

Metaphors and similes are also meanings which applied to the intensification of processes. They can be used in isolation and infusion below,

(32) *He came out like a jack in a box (high degree of vigour) - isolation*

(33) *Prices have sky-rocketed (high degree of vigour) - infusion*

(34) *The water dribbled from the tap (low degree of vigour) - infusion*

Quantification includes grading with regard to amount (eg size, weight, strength, number) and with regard to extent. On the basis of quantification, extent involves "... scope in time and space (ie how widely distributed, how long lasting) and proximity in time and space (ie how near, how recent)" (Martin & White, 2005: 149).

As the quantified entities may be concrete or abstract, describing the semantics of this sub-system becomes difficult. While the expressions of *large dolphin*, *many dolphins*, *nearby dolphins* are examples of concrete entities, *a large mistake*, *many mistakes* are abstract ones. As Martin and White (2005: 149) emphasize, "Often these abstract entities will convey attitudinal meanings."

1.7. Studies on Appraisal Theory in English and Turkish

Taking place within SFL, appraisal theory constitutes various studies' methods. We can classify these studies into two groups. Studies on a specific topic or event are the first group. Studies of Achugar (2004), Martin (2004) and Wang (2008) examine news items about the terrorist attacks on September 11, 2001 in America. First of all, Achugar (2004) aims to show how the social actors and events are represented and how this representation has contributed to the form of in and out group identities. Analysis of the discourse strategy in terms of social actors indicates that both newspapers make discrimination as us versus them. The evaluation of us and the other presented by El Pais and La Republica is carried out via attitude's affect and judgement meanings within appraisal theory. As a result, others become happy from the unhappiness of us in El Pais. Furthermore, the other is described with such adjectives regarding the social esteem's three sub-types normality, capacity and tenacity: extremist minority and barbaric for normality, irrational for capacity and dedicated along with persistent for tenacity. Similarly, La Republica makes assessment of others as irrational, abnormal, corrupted and unreliable. Martin (2004) examines the articles from HK magazine in Honk Kong on September 21, 2001. He aims to show that appraisal theory is a resource for providing solidarity. In addition, evaluation's creative role in organizing sociality and sharing feelings for providing sense of belonging is elaborated. Wang (2008) investigates the newspaper

commentaries in China and Australia about the terrorist attacks on 11 September. The data analysis includes appraisal theory's two domains: appreciation and engagement. Examination of the two commentaries reveal that in the Chinese commentaries, the writer uses the modals of obligation must and should in the frame of engagement, which shows the objective approach to the subject. In contrast to the results of the Chinese commentaries, English texts involves expressions such as *I believe this extremist ideology is interesting, ... the best possible alternatives*. Via these examples, the author subjectively expresses his or her opinion. Birot (2008) also studies a specific topic within the frame of appraisal theory. He analyzes 9 media reports about Iraq War's fifth anniversary from BBC, CNN and ALJAZEERA. After distinguishing evaluative sentences from non-evaluative ones, he categorizes these sentences as evaluated entity, evaluation pattern, voice and type of appraisal. At the end of the study, the frequency list of evaluation patterns shows that the most frequent type of evaluation is appreciation in all three reports BBC, CNN, and ALJAZEERA; on the other hand, the least common pattern in all three sets is affect. In addition to these, these three media agencies display a negative attitude towards war; however, the scaling of negativity is different. On the one hand the most negative attitude belongs to Aljazeera, BBC displays much more negative attitude from CNN but lesser than Aljazeera on the other hand. Likewise, Jullian (2011) aims to compare the use of attributed material in online news reporting on the announcement of the Nobel Peace Prize award to the Chinese objector Liu Xiaobo. He examines the role of sources in two corpora China and the Western world, and the entire corpus is comprised of 13 news reports. Jullian explains that reporting in both corpora is highly evaluative even though the story is presented differently. In addition, while Western corpus shows evidence of various external voices, the Chinese reports display a much higher proportion of quoted material.

At the end of the study, he concludes that the journalist may apply to attributed comments in order to express a form of objectivity. A'Beckett (2009) aims to debunk the means of construing negative insight of Ukrainian leaders (the former President Yushchenko and Prime Minister Timoshenko) in the Russian press. She examines the domains of evaluation that have been used in media coverage of events in Ukraine during and after the Orange Revolution. Her corpus consists of 80 publications on Ukrainian affairs extracted from the newspaper '*Argumenty i fakty*'. After the data analysis, A'Beckett concludes that the data reveals multiple voices and value positions; therefore, heteroglossia is created due to the expression of different viewpoints. The readers are tried to align with negative opinions about these leaders with explicit markers of distancing from positive opinions.

Studies making significant contributions to the appraisal theory constitute the second type. First of all, Bednarek and Caple (2010) examine a sub-corpus of 40 environmental stories which is created according to the criteria of subject, search and the news value of negativity. They report that new sub-categories can be added appraisal theory's appreciation and graduation. Their modified appreciation system includes additional sub-type effect; besides, graduation involves new sub-division of distribution in time into duration and speed. The textual (heading and caption) analysis of evaluation in the 40 stories in the corpus reveals that the event is interpreted negative through appreciation: negative effect and important/serious through up-scaled graduation via caption. Secondly, analyzing the corpus, 70.300 words in total, which consists of 100 news stories taken from ten British national newspapers: five broadsheets (*The Financial Times*, *The Guardian*, *The Independent*, *The Times*, *The Daily Telegraph*) and five tabloids (*The Sun*, *The Star*, *The Daily Mail*, *The Daily Mirror*, *The Daily Express*), Bednarek (2006) suggests the parameter-based framework for evaluation in that her data analysis is based on

core and peripheral evaluative parameters. The parameters involve comprehensibility, emotivity, expectedness, importance, possibility/necessity, reliability within the frame of core evaluative parameters, and evidentiality, mental state, and style within peripheral evaluative parameters. All in all, in Bednarek's view, the parameter based evaluation provides for the analysis of evaluative interplay and cases in which different parameters of evaluation are combined. Thirdly, White (2006) identifies varied evaluative aspects of news reporting and their ultimate ideological effects by offering a new framework. He shows how the mechanisms within news reporting of the broadsheet media orient the readers to a particular value position. Making new distinctions such as attitudinal inscription versus attitudinal tokens, White (2006: 39) labels "the use of locutions which carry an attitudinal value (positive or negative assessment) which is largely fixed and stable across a wide range of contexts" as attitudinal inscription; on the other hand, the term attitudinal token is used for phrases where the words do not carry a specific positive or negative value. Thus, attitudinal tokens are distinguished as evoking and provoking. While evocation is performed via focusing on purely informational content without author's any subjective intervention, provocation is defined as the activation of positive/negative responses via association in which the writer's subjective intervention is felt by analogy, intensification or counter-expectation. Lastly, White describes the relationship between attributing and evaluative positioning by making three distinctions as: authorial endorsement, authorial distancing, and evidential standing.

As for the studies in Turkish within the frame of appraisal theory, this group involves only two studies. They are Oktar's (2011a) study "*Appraisal theory within the frame of Critical Discourse Analysis*" presented at Doğan Aksan Workshop and Şen's (2014) analysis of "*Life story and linguistic subjectivity: Sociolinguistic implications*".

First of all, Oktar (2011a) gives a detailed description of appraisal theory and includes some examples about the definitions. On the other hand, using a 3 minutes record as her data, Şen (2014) classifies the speaker's sentences within the frame of appraisal theory. Briefly, these studies are devoid of a large amount of authentic data which enables a detailed analysis of appraisal theory.

II. METHODOLOGY

II.1. Special Purpose Corpus Design

A 137.389-word special purpose corpus is constructed with the purpose of analyzing conservative AKP's evaluative language about the family. First of all, special purpose corpora concentrate on a specific aspect of language in that limitations such as a particular subject field, a particular text type, a specific language variety or a language used by a specific group form its specialized nature (Bowker & Pearson, 2002: 12). Within this context, the reasons for organizing this special purpose corpus are to analyze newspaper texts related to the AKP's concept of family and to identify evaluations made by AKP within the frame of conservatism. The texts of the corpus are taken from digital sources of five different Turkish national newspapers produced between 12 June 2011 and 31 December 2012: *Cumhuriyet*, *Hürriyet*, *Radikal*, *Yeni Şafak* and *Zaman*.

The corpus has 46 texts from *Cumhuriyet*, 103 texts from *Hürriyet*, 11 texts and 33 texts from *Radikal* and *Yeni Şafak* respectively and 127 texts from *Zaman*, 319 texts in total. Totally, our corpus has 137.389 words. Table 3 shows the number of texts and total number of words in each newspaper.

Table 3. The Corpus

Newspaper	Number of Texts	Total Number of Words
<i>Cumhuriyet</i>	46	25.109
<i>Hürriyet</i>	103	39.004
<i>Radikal</i>	11	3681
<i>Yeni Şafak</i>	33	13.220
<i>Zaman</i>	12	56.375
The Corpus		137.389

II.1.1. Collecting and Computerizing the Texts

The data is collected from the digital sources of *Cumhuriyet*, *Hürriyet*, *Radikal*, *Yeni Şafak* and *Zaman*. Since all five newspapers have their own websites and online archives, the news about the family are easily obtained by searching the node word family according to the dates. Then, the news are copied and recorded as txt format in order to be used by the concordance program AntConc (Anthony, 2011).

II.1.2. Retrieving the Concordance Lines: AntConc

After the process of collecting and computerizing the texts, getting concordance lines appears as the next move. As Hunston (2002: 39) defines:

A concordancer is a program that searches a corpus for a selected word or phrase and presents every instance of that word or phrase in the centre of the computer screen, with the words that come before and after it to the left and right. The selected word, appearing in the centre of the screen, is known as the node word.

As a result, the free software concordance program AntConc, developed by Prof. Laurence Anthony, opens the way for using a variety of tools in order to carry out the analysis of the data. This program contains seven tools: concordance, concordance plot and file view tool, clusters/N-grams, collocates, wordlist and finally keyword list. In fact, the texts can be viewed as files and the concordance lines including the keyword family can easily be interpreted via this program, all of which are essential components of our study.

As for the manner of work, first and foremost, by double clicking AntConc file, the screen is seen. The first step is to make language encodings by choosing Unicode (utf8) after clicking Standard Encodings as in Figure 1. Then, to load the files, 'File' in the menu at the top of the window and then 'Open Files' from the resulting drop-down menu is selected. Clicking the 'Open Files' window as showed in Figure 3 provides for the opening

of the folders that are saved as txt files. Then, the files that will be used for the study are selected. When the wanted files are selected and opened as in Figure 4, the total number of texts is observed.

Additionally, after these steps, in order to get concordance lines, the keyword is entered in the search box on the left and 'Start' is clicked. As illustrated in Figure 4, the results appear in the KWIC results, which show the keyword in context. When looked at Figure 4 again, it is realized that there is an asterisk immediately after the key word family, which helps to present every instance of that word.

Figure 1. Language Encodings

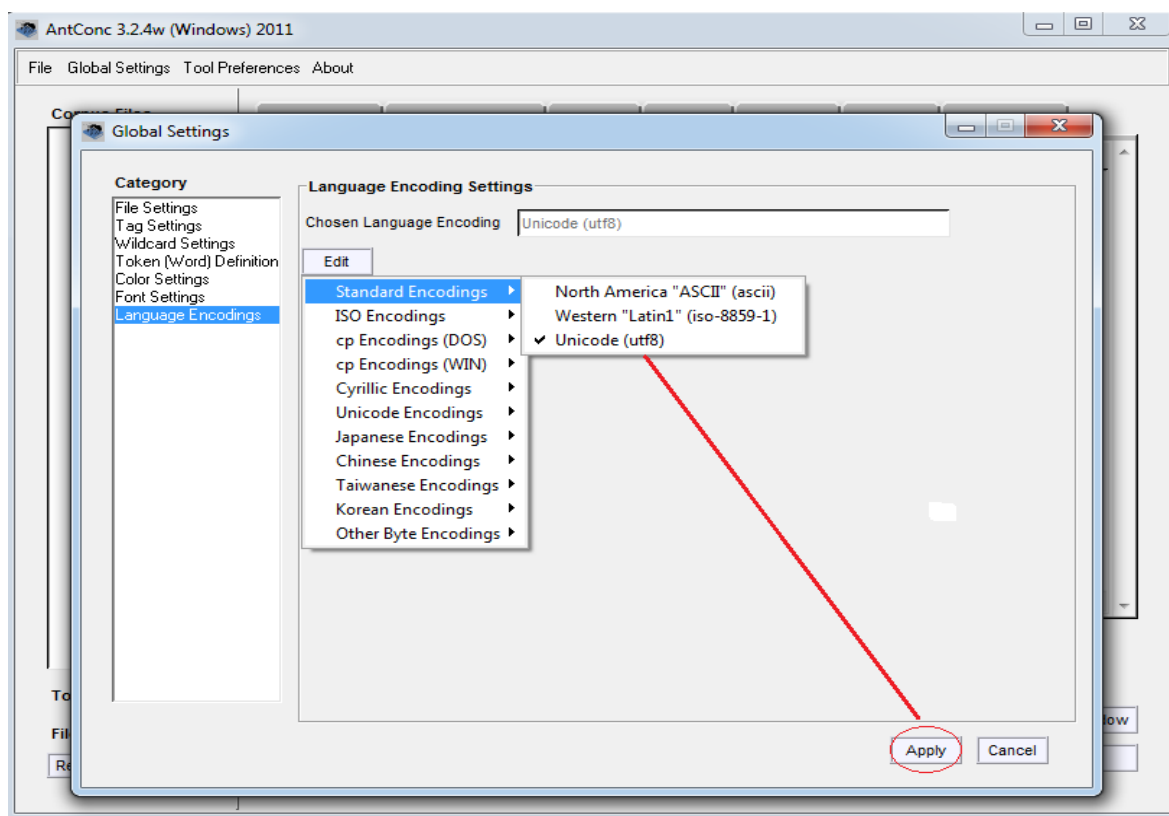


Figure 2. Opening the corpus

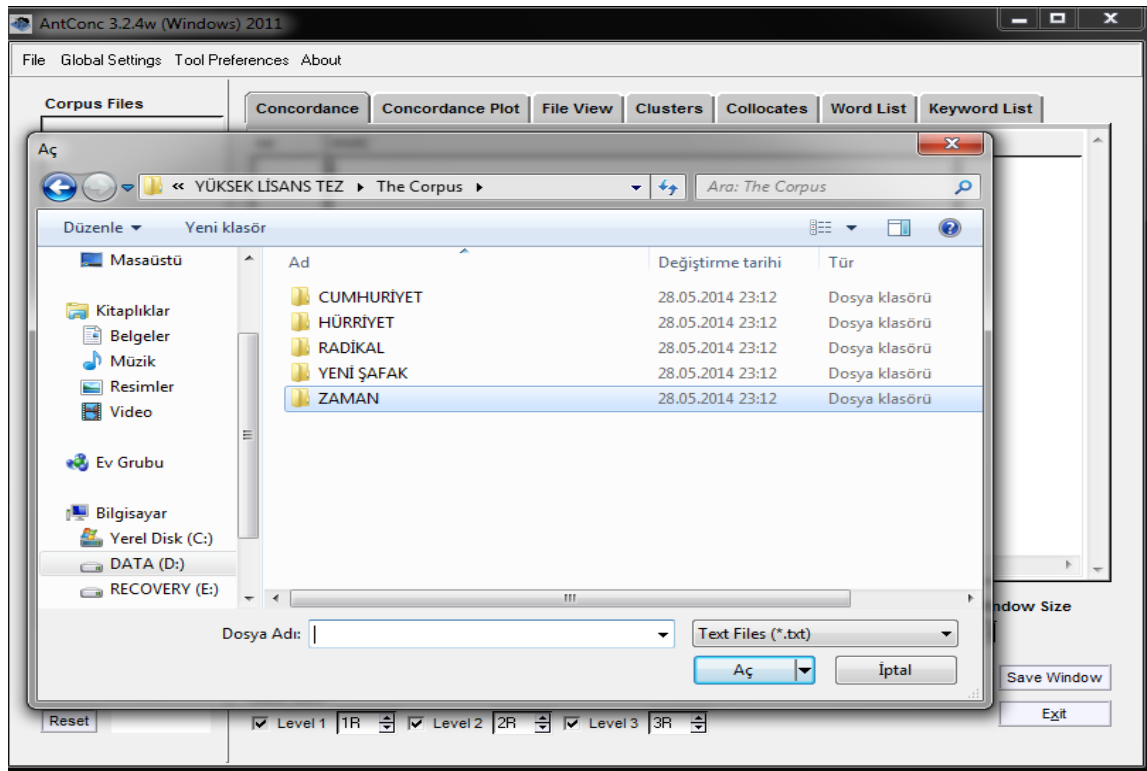


Figure 3. Opening the txt files

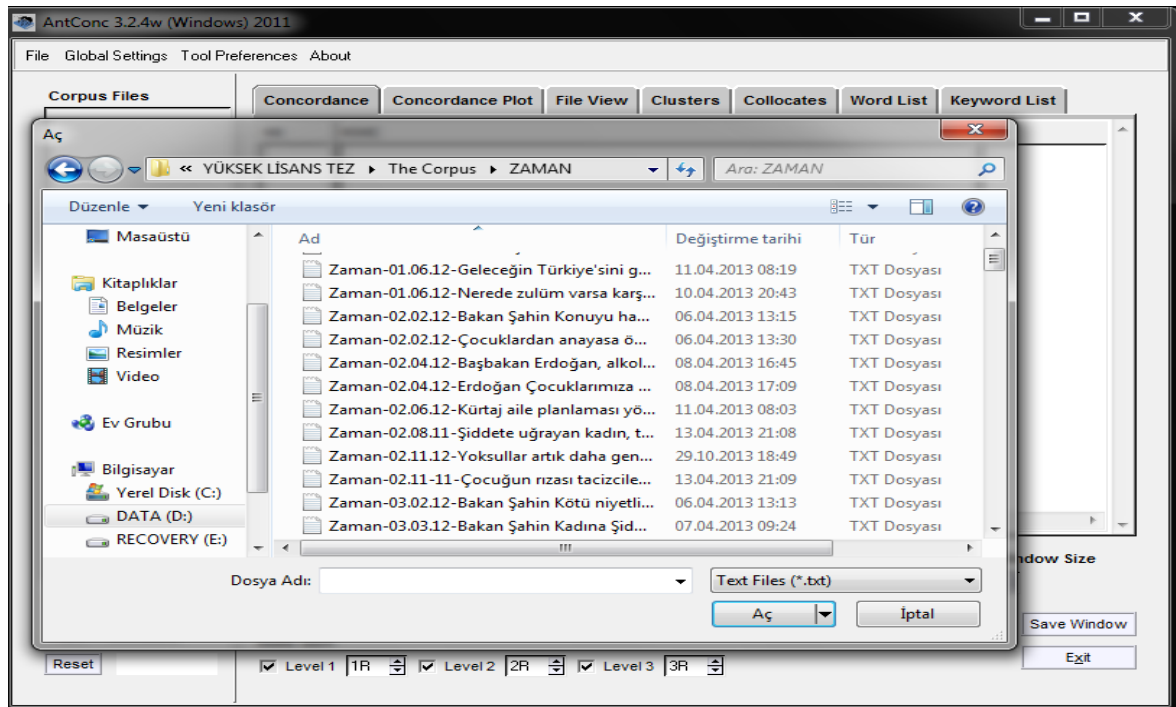
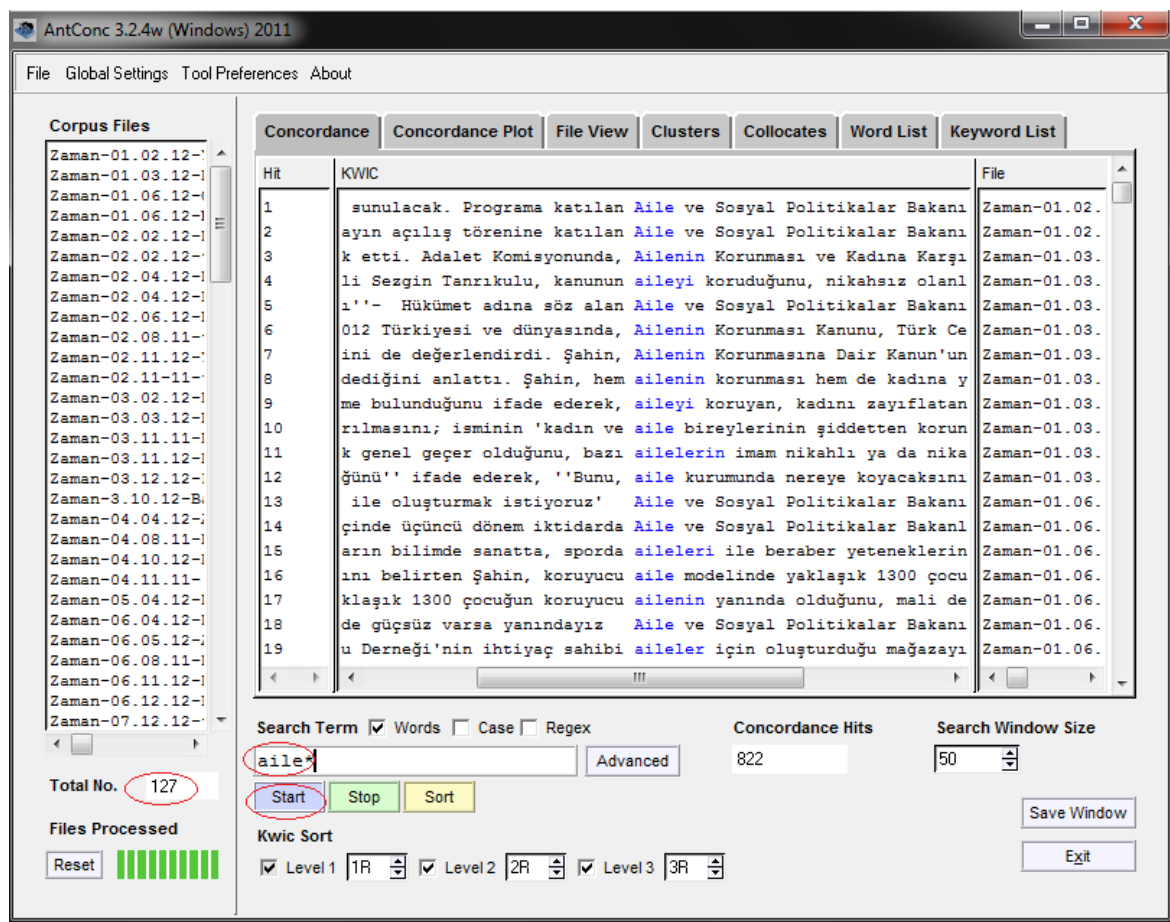


Figure 4. Retrieving the concordance lines



II.2. Methods of Analysis

"Strictly speaking, a corpus by itself can do nothing at all, being nothing other than a store of used language" (Hunston, 2002: 3). Thus, constructing the corpus and retrieving the data only comprise one part of the study, the interpretation of concordance lines and analyzing them according to a specific theory constitutes the rest. For this reason, first of all, the keyword is analyzed in its context so as to determine whether the sentence carries evaluation or not. After the evaluative discourses are separated from non-evaluative ones, they are classified according to Martin and White's (2005) appraisal theory. Labeled

as a framework for evaluative language's analysis, appraisal theory consists of three domains - attitude, engagement and graduation. First of all, attitude is related to our feelings in that it contains emotional reactions, assessments of behavior and things, which are labeled as affect, judgement and appreciation (Martin & White, 2005: 135). Secondly, engagement describes a wide range of sources that speakers/writers apply to adjust and arrange the arguability of their utterances. Thirdly, graduation deals with the concept of scalability; that is, affect, judgement, appreciation and engagement values can all defined by graduation concerning the degree of positivity/negativity or the degree of the speaker's/writer's vigour (Martin & White, 2005: 135).

The analysis of evaluative language in discourse using appraisal theory involves the identification of the Appraiser or Emoter, the evaluated entity that is the Appraised, and finally the decision of the appropriate evaluative dimension (Affect, Engagement, Graduation and their subcategories) (Bednarek, 2009: 154). Classification of the evaluative language relevant to evaluative dimensions depends on the semantic features of verbs, nouns, adjectives and adverbs. For example, the minister of family and social policies Fatma Şahin's utterance "*Bakanlığın bu çalışmalarla aile değerlerini bozduğu yönündeki eleştirilere de cevap veren Şahin şöyle devam etti: "Güçlü aile, mutlu aile nedir dediğimizde, kadının ve ailenin bütün fertlerinin mutlu olduğu bir aile ve devlet istiyoruz ."*" is categorized under affect as she uses the verb *istiyoruz* to express her desire as a government to have a contented family and government that women and the members of the family are all happy. Consequently, this sentence's analysis is as follows:

The Evaluator: Fatma Şahin,

Evaluated Entity: Strong and happy family

The Evaluative Dimension: Affect - Inclination/Desire

Similarly, the data is analyzed on the basis of the principles mentioned above.

III. FINDINGS AND DISCUSSIONS

III.1. The Analysis of Affect

Appraisal theory's first semantic region "affect is concerned with emotional response and disposition and is typically realized through mental processes of reaction (*This pleases me, I hate chocolate*, etc) and through attributive relationals of affect (*I'm sad, I'm happy, She's proud of her achievements, he's frightened of spiders*, etc.) (White, 1998: 211). Besides, Martin (2003: 173) states that affect is interpreted within the grammatical frame of *I feel very x*. In our study, such grammatical frames are observed. The number of instances about evaluations of affect is listed in Table 4 below.

Table 4. The number of instances of affect across newspapers

AFFECT								
Newspaper	dis/inclination		un/happiness		in/security		dis/stasifaction	
	Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative
<i>Zaman</i>	19	4	3	1	1	-	4	4
<i>Hürriyet</i>	10	3	2	-	-	-	2	-
<i>Cumhuriyet</i>	5	-	-	1	-	-	-	3
<i>Yeni Şafak</i>	10	-	2	1	-	1	2	2
<i>Radikal</i>	3	-	-	1	-	-	-	-

Affect's first sub-type dis/inclination, consisting of two parts: fear and desire, involves irrealis values which contain intensions as regards some probable stimulus (White, 1998: 211). In the entire corpus, there are totally 47 occurrences of positive dis/inclination: 19 in *Zaman*, 10 in *Hürriyet*, 5 in *Cumhuriyet*, 10 in *Yeni Şafak* and 3 in

Radikal. Firstly, evaluations along the dis/inclination: positive sub-value are realized by the verbs *iste-* ‘want’, *arzu et-* ‘long for’, *bekle-* ‘wait’, *arzula-* ‘desire’, *arzusunda* ‘with the desire of’ and *rica et-* ‘request’. The verb *iste-* ‘want’ occurs 14 times in *Zaman*, 7 times in *Hürriyet*, 5 times in *Cumhuriyet*, 6 times in *Yeni Şafak* and 3 times in *Radikal*. Table 5 illustrates the concordance lines related to this scope of meaning.

Table 5. Examples concerning positive dis/inclination

Example number	DIS/INCLINATION POSITIVE	
(35)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity "Bütün dünyada kürtaj meselesinin geniş bir biçimde tartışıldığını sizler basın mensubu olarak çok iyi biliyorsunuz. Elbette tartışacağız. Tartışan bir Türkiye</p>	<p>Evaluator: The then Minister of Health Recep Akdağ</p> <p>The Evaluative Dimension istiyoruz.</p>
(36)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity Benim hep söylediğim bir şey var. Butonsuz bir hayat</p>	<p>Evaluator: The then Minister of Family and Social Policies Fatma Şahin</p> <p>The Evaluative Dimension istiyoruz</p>
(37)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity Tarih bize bunu gösteriyor. Bundan sonraki süreçte de işbirliği ve güç birliği içinde yolumuza devam edeceğiz. Nimetlerin ve külfetlerin eşit paylaşıldığı bir Türkiye</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension istiyoruz</p>

(38)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity</p> <p>Şahin, "İktidarımız döneminde kadınların TBMM'de temsili yüzde 14 seviyesine ulaştı. Önümüzdeki yıllarda bu daha da yukarılara çekilecek. Kadının her alanda aktif ve etken olmasını</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>istiyoruz</p>
(39)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity</p> <p>Şahin'e burada Antalya'da 12 yaşındayken ailesi tarafından bir iş adamına satıldığı iddia edilen kızın durumu soruldu. Bu konuda hukuki süreci takip ettiklerini belirten Şahin, "... Bugün televizyon programında da kızımız babasını çok sevdiğini, babasının da karşı tarafın kötü niyetini anlayamadığını söylüyor. Biz bütün fotoğrafı görmek zorundayız, çocuklarımızı da korumak zorundayız. Şu anda mahkeme devam ediyor. Çocuklarımız için en az zararlı bu işin sonuçlandırılmasını</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>istiyoruz</p>
(40)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity</p> <p>Muhafazakar, demokrat bir parti olduklarını, aile değerlerini önemsediklerini dile getiren Şahin, ailenin güçlü olmasını, aile bireylerinin mutlu olmasını</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>istediklerini ifade etti</p>
(41)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity</p> <p>Ben bir aile üç çocuk sahibi olsun</p>	<p>Evaluator: Recep Akdağ</p> <p>The Evaluative Dimension</p> <p>isterim</p>

(42)	Newspaper: <i>Radikal</i> Evaluated entity Kadına şiddete sıfır tolerans	Evaluator: Fatma Şahin The Evaluative Dimension istiyoruz
(43)	Newspaper: <i>Zaman</i> Evaluated entity Bir yandan fiziki ihtiyaçlarını gidermek bir taraftan akademik başarılarını güçlendirmek	Evaluator: Fatma Şahin The Evaluative Dimension istiyoruz

All in all, the evaluation expressed in Table 5 is fulfilled via the verb *iste-* 'want'. Initially, concordance line (35) shows the evaluator Recep Akdağ's, the then Minister of Health, desire to have a Turkey who discusses everything. He uses the adjectival phrase *Tartışan bir Türkiye* before the verb *iste-* 'want'. The grammatical realization within this sentence can be formulated as Adjectival + Determiner + Noun. The same grammatical realization is also observed within Fatma Şahin's evaluation in *Cumhuriyet: Butonsuz bir hayat istiyoruz*. Likewise, Fatma Şahin's sentence in example (37) *Nimetlerin ve külfetlerin eşit paylaşıldığı bir Türkiye istiyoruz* is an example of Relative Clause + D + Noun + *iste-*. Besides, in this sentence, the marker of non-finite relative clause *-DİK* attached to *paylaşıldı-* 'be shared' takes place before *bir Türkiye* so as to modify them. The verb *iste-* 'want' in all these sentences occurs as *istiyoruz*, *iste-IMP-1PL*. The examples from *Zaman: Kadının her alanda aktif ve etken olmasını istiyoruz*, *Çocuklarımız için en az zararlı bu işin sonuçlandırılmasını istiyoruz* are examples of noun clauses with possessive marked *-mA*; that is, *olmasını* and *sonuçlandırılmasını*. As Göksel and Kerslake (2005: 365) highlights "in sentences expressing a desire for something to happen, the *-mA* clause is usually the object of the verb *iste-* 'want'. The examples of this usage are as follows: *buradaki çocukların en iyi okullarda okumasını istiyoruz*,

Çocuklarımız için en az zararla bu işin sonuçlandırılmasını istiyoruz, Kadının her alanda aktif ve etken olmasını istiyoruz. Also, the verb *arzu et-* 'long for' retrieved from *Zaman* reflects this usage: "*Çocuk bakış açısının, çocuk sorunlarını ve hakkını koruyacak şekilde anayasaya damgasını vurmasını arzu ediyoruz.*" The evaluator Recep Akdağ's sentence *ben bir aile üç çocuk sahibi olsun isterim* include the verb *ol-* with volitional modality + 3rd person followed by the verb *isterim* 'iste-AORIST-1SG'. In addition to these, in concordance line (42) from *Radikal*, Fatma Şahin's evaluation of the violence against women again is realised by the verb *iste-* 'want' as in *kadına şiddete sıfır tolerans istiyoruz.* Finally, the evaluator Fatma Şahin makes assessment of the children's academic success through this sentence: *Bir yandan fiziki ihtiyaçlarını gidermek bir taraftan akademik başarılarını güçlendirmek istiyoruz.* In this sentence, the verb *güçlendir-* 'strengthen' marked by the subordinating suffix *-mAK* is a non-finite noun clause followed by the verb *istiyoruz.* Additionally, the subject of the *-mAK* clause is indicated by 1st person plural marking on the verb *iste-* 'want' in this sentence. This grammatical realisation occurs 8 times in *Zaman*, 2 times in *Hürriyet*, 2 times in *Cumhuriyet*, 5 times in *Yeni Şafak*, and finally 2 times in *Radikal*.

Table 6. Further examples of positive dis/inclination

Example number	DIS/INCLINATION POSITIVE	
(44)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity Görüşlerinizi aldıktan sonra Bakanlar Kurulu'na sevk edip, parlamento ve komisyon çalışmalarını sizlerle takip edip, bu süreci götürmek</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>arzusundayız</p>

(45)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity</p> <p>Eğer etrafımızda bu şekilde risk olarak gördüğümüz, çocukların, toplumun geleceğiyle ilgili bir kaygı görüyorsanız, devletin şefkat elini uzatmasıyla ilgili toplumumuzdan bu konuda daha hassasiyet</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>bekliyoruz.</p>
(46)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity</p> <p>Çocuklarımızın geleceğiyle ilgili bir kaygı görüyorsanız, devletin şefkat elini uzatması için toplumumuzdan hassasiyet</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>bekliyoruz.</p>
(47)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity</p> <p>“Çocuk bakış açısının, çocuk sorunlarını ve hakkını koruyacak şekilde anayasaya damgasını vurmasını</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>arzu ediyoruz” diye konuştu.</p>
(48)	<p>Newspaper: <i>Hürriyet</i> and <i>Yeni Şafak</i></p> <p>Evaluated entity</p> <p>Her ailenin nasıl bir aile hekimi varsa, bir aile sosyal destek uzmanı olmasını</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>arzuluyoruz</p>

In addition to these, the verb *götür-* ‘lead to’ marked by the subordinating suffix *-mAK* is used with the verb *arzusundayız* in the concordance line (44) from *Yeni Şafak*.

The verbs *arzu et-* ‘long for’, *bekle* ‘wait’ and *arzula-* ‘desire’ all express a desire. In the entire corpus, the verb *bekle-* ‘wait’ occurs 2 times in *Zaman*, 1 time in *Hürriyet* and *Yeni Şafak*. In the example (45) from *Zaman* Fatma Şahin’s desire of people’s sensibilities is conveyed. The same concordance line carrying the same meaning is also

observed in *Hürriyet* with different wordings in example (46). The concordance line (47) from *Hürriyet* includes the verb *arzu et-* 'long for' which is used by Şahin to evaluate the effect of children's ideas on new law. Finally, Fatma Şahin's assessment of an act of violence about a little boy Ali appears both in *Yeni Şafak* and *Hürriyet*, in which the evaluation is expressed by the verb *arzula-* 'desire'.

As for the analysis of dis/inclination - negative, by attaching the negative marker *-mA* to the verb *iste-* 'want', an undesired action or state is described. In the entire corpus there are 4 occurrences of dis/inclination - negative in 1 *Zaman* and 3 in *Hürriyet*.

Table 7. The occurrences of disinclination

Example number	DIS/INCLINATION NEGATIVE	
(49)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity Aile ve Sosyal Politikalar Bakanı Fatma Şahin, "Nimetlerin ve külfetlerin eşit paylaşıldığı bir Türkiye istiyoruz. Cinsiyet ayrımcılığı</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>istemiyoruz</p>
(50)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity ... bunun için gerekenleri yapıyoruz ama şiddeti de önleyeceğiz, koruyacağız. Koruyamıyorsak, başımızı kuma gömemeyiz, yok sayamayız, üç maymunu oynayamayız. Biri birinin alternatif değildir. Hiçbir yerde şiddet</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>istemiyoruz</p>

(51)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity</p> <p>Bakan Şahin, "Yola çıkarken 'hiçbir şey eskisi gibi olmayacak' dedik. 'İnsanı yaşat ki devlet yaşasın' felsefesi her çalışmamıza da örnek oldu. Aslolan şiddetsiz bir hayat. Okulda, evde, trafikte hiçbir yerde şiddet</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>istemiyoruz.</p>
(52)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity</p> <p>Yazılı ve görsel medyanın, kadın hakları konusunda büyük sorumluluklar taşıdığına ikkat çeken Şahin, bugünün ideolojilerin kadını yalnızlaştırdığını belirterek, "Özellikle medya dünyamıza baktığımızda kadını üçüncü sayfa haberlerinde veya arka kapak güzeli olarak görmek</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>istemiyoruz</p>

Table 7 lists the concordance lines related to the evaluative dimension of disinclination. Regarding the grammatical realization of evaluations of dis/inclination - negative, NPs *şiddet and cinsiyet ayrımcılığı* precedes the verb *istemiyoruz* in the first two examples. *Zaman's* last concordance line is an example of non-finite noun clause marked by *-mAK*.

Table 8. The grammatical realizations of disinclination meaning

Cinsiyet ayrımcılığı	istemiyoruz.
Hiçbir yerde şiddet	istemiyoruz.
kadını üçüncü sayfa haberlerinde veya arka kapak güzeli olarak görmek	istemiyoruz
Hiç bir yerde şiddet	istemiyoruz

Second type of emotion along irrealis divide is DIS/SATISFACTION. “Dis/satisfaction deals with our feelings of achievement and frustration in relation to the activities in which we are engaged, including our roles as both participants and spectators” (Martin & White, 2005: 50). Initially, dissatisfaction consists of two parts: ennui (*bored, fed up, exasperated*) and displeasure (*cross, angry, furious*).

Table 9. The examples of displeasure

Example number	DIS/SATISFACTION DISPLEASURE	
(53)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity</p> <p>"Evlerimizde hayat arkadaşlarımız, çocuklarımızın anneleri, iş hayatında mesai arkadaşlarımız, dostlarımız olan kadınlara yönelik bu dil ve anlatım tarzı, kadınlardan çok inanın bizleri</p>	<p>Evaluator: Bülent Arıncı</p> <p>The Evaluative Dimension</p> <p>rahatsız ediyor</p>
(54)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity</p> <p>(13 yaşındaki N.Ç.'ye cinsel istismarda bulunan 26 kişiye düşük ceza verilmesine tepkiler büyüyor.) Az bir cezayla kurtulmalarını</p>	<p>Evaluator: Recep Akdağ</p> <p>The Evaluative Dimension</p> <p>vicdanım kabul etmiyor</p>
(55)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity</p> <p>Kürtajı</p>	<p>Evaluator: Recep Tayyip Erdoğan</p> <p>The Evaluative Dimension</p> <p>bir cinayet olarak görüyorum</p>

(56)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity</p> <p>Aile ve Sosyal Politikalar Bakanı Fatma Şahin de "Kadını ikincil hale getiren ve şiddeti özendirici dizilerden bir anne olarak ben de</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>rahatsızım.</p>
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Table 9 shows Deputy Prime Minister Bülent Arınç's, the then Minister of Health Recep Akdağ's, the then Minister of Family and Social Policies Fatma Şahin's and Prime Minister Recep Tayyip Erdoğan's displeasure about TV programs, the punishment of child molesters, and abortion. In the concordance line (53), the evaluator Bülent Arınç makes assessment of the language used in TV programs about the women. The sub-value dissatisfaction is expressed by the the light verb construction which formed by *rahatsız* 'annoy' and free auxiliary *et-* 'do'.

In the same way, in the concordance line (54), the evaluator Recep Akdağ shows his displeasure with the punishment for child sexual abuse by *vicdanım kabul etmiyor* 'my conscience does not allow me'. In this example, the light verb construction *kabul etmiyor* 'not to accept' is used with the noun phrase with possessive suffix *-(I)m vicdanım* 'my conscience'. The evaluator Recep Tayyip Erdoğan in example (55) in fact sees abortion as a crime in that his emotions offer lexicalizations grade along a high scale. He uses the converbial form of *-ol* 'be' formed with *-(y)ArAk* which has been lexicalized as a certain type of adverbial phrase (Göksel & Kerslake, 2005: 192). The grammatical realization of this sentence is;

Kürtajı bir cinayet olarak görüyorum

kürtaj-ACC D NP ol+(y)ArAk gör+IMP+1SG

Finally, in example (56) Fatma Şahin's use of *rahatsızım* 'I am annoyed' shows her displeasure with the soap operas that makes the woman secondary characters and stimulates violence.

Table 10. The examples of pleasure

Example number	DIS/SATISFACTION PLEASURE	
(57)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity</p> <p>"Biz çok büyük ve çok kutsal bir aileyiz. Bu büyük ailenin içinde yaşlımızın tecrübesi ve bilgeliği, ailenin birliği ve bütünlüğü, çocuğumuzun neşesi ve masumiyeti, kadınıımızın azmi ve cesareti, engellimizin gönül zenginliği ve şehidimizin vatan sevgisi var" diyen Şahin, bu büyük ailenin bir üyesi olmaktan</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>şeref ve onur duyduğunu kaydetti</p>
(58)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity</p> <p>Bakan Şahin, "Kürtaj çok insani, tıbbi ve hukuki bir mesele. Önemli olan bir soru; 'Neden bir kadın kürtaj olmak ister?' Sosyal ekonomik, çocuğunsalığı, tecavüzden dolayı kürtaj olmak isteyebilir. Bu durumlardan yapılan kürtajları Bakanlar Kurulu'na sunacağız. Özellikle anne ve bebeğin sağlığını önemsiyoruz. Şahsen ben anne ve bir kadın olarak gelinen noktadan</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>memnunum</p>

In contrast to dissatisfaction, the feelings of interest and pleasure are the components of satisfaction. In the concordance lines within Table 10, Fatma Şahin conveys

her pleasure about being a member of this big family, the current situation, and lastly the assaulted boy Ali. She uses the verbs: *şeref ve onur duy-* 'feel honored' and *memnunum* 'I am content' to indicate her pleasure.

The grammatical realizations along satisfaction are:

bu büyük ailenin bir üyesi olmaktan şeref ve onur duyduğunu kaydetti

V+ Subordinating suffix –mAK + ABL + *şeref ve onur duy-*

Şahsen ben anne ve bir kadın olarak gelinen noktadan memnunum

gelinen 'gel-PASS-PART-ABL' + nokta-ABL + memnun+1SG

Table 11. The occurrences of happiness

Example number	UN/HAPPINESS HAPPINESS	
(59)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity</p> <p>Çocukların kaldığı evleri de gezen Bakan Şahin, çocukların mutluluğunu görmenin</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>kendisini mutlu ettiğini belirterek</p>
(60)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity</p> <p>..., aldıkları eğitimin ardından bir çok çiftin birbirlerine karşı yok olan sevgi ve saygıyı yenide kazandıklarını belirtmeleri, kendisini ayrıca</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>mutlu ettiğini söyledi.</p>

(61)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity</p> <p>... 'Kadın erkek eşittir, şiddette sıfır tolerans istiyoruz, kadına yönelik şiddet varsa gereği yapılacaktır'anlayışı hâkim olmaya başladı. Bu çok</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>sevindirici.</p>
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Apart from dis/inclination and dis/satisfaction, the evaluative dimension happiness concerns the feelings that are construed positively (Martin & White, 2005:46). In the entire corpus there are totally seven occurrences of evaluations of happiness: 3 in *Zaman*, 2 in *Yeni Şafak* and *Hürriyet*.

Fatma Şahin's utterance in example (59) *çocukların mutluluğunu görmenin kendisini mutlu ettiğini belirterek*, is an affective mental process since the noun clause produced by attaching *-mA* to the verb *see* occurs as the process that makes her happy. Similarly, the following concordance line *birçok çiftin birbirlerine karşı yok olan sevgi ve saygıyı yeniden kazandıklarını belirtmeleri, kendisini ayrıca mutlu ettiğini söyledi*, is an affective mental process. The meanings observed within these concordance lines are results of noun clause with *-mA*. In the concordance lines (59-60), the light verb construction *mutlu et-* 'happy do-' is observed.

Evaluations of affect concerning un/happiness are clearly employed to express speaker's negative feelings. The corpus instance from *Cumhuriyet* related to this kind of evaluative dimension is illustrated in Table 12.

Table 12. The example of unhappiness

Example number	UN/HAPPINESS	
(62)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity</p> <p>Bundan sonraki süreçte yeni meleklerin yaşaması ölmemesi için bizim ata erkil sistemi sorgulamamız gerekiyo Burada çok ciddi anlamda</p>	<p>Evaluator: Fatma Şahin</p> <p>The Evaluative Dimension</p> <p>canımın yandığını ifade etmek istiyorum</p>

Table 13. The examples of trust in *Zaman*

Example number	SECURITY TRUST	
(63)	<p>Evaluator: Fatma Şahin</p> <p>Evaluated entity (aile mahkemeleri hakimlerinin) bu toplantının sonunda, sizden aldığımız bilgiler doğrultusunda, çok daha ayağı yere basan ve uygulamada 'işte şimdi oldu' dedirteceğimiz, sizin elinizi güçlendireceğimiz ve toplumsal vicdanı zedeleyen birçok olayın olmasına engel olduğumuz bir yasal altyapıyı hep beraber yapacağımıza inanıyorum. Çünkü sizlere</p>	<p>The evaluative dimension</p> <p>güveniyorum.</p>
(64)	<p>Evaluator: Fatma Şahin</p> <p>Evaluated entity Sizlerin bu konudaki bilgi birikimine</p>	<p>güveniyorum."</p>

Lastly, "in/security covers our feelings of peace and anxiety in relation to our environs, including of course the people sharing them with us" (Martin & White, 2005:

49). Besides, it consists of two parts: confidence (*declare, assert, proclaim*) and trust (*delegate, commit, entrust*). In Table 13, the evaluator Fatma Şahin uses the verb *güven-* 'trust' to express her confidence in the judges and their deep knowledge.

III.2. The Analysis of Judgement

Judgement, attitudinal sub-system's second type, deals with meanings which results in assessing human behaviour positively and negatively on the basis of a set of institutionalised norms (White, 1998: 212). The attitudinal sub-system judgement encompasses two types: social sanction and social propriety. In the first place, "JUDGEMENTS of social esteem involve evaluations under which the person judged will be lowered or raised in the esteem of their community, but which do not have legal or moral implications. Thus negative values of social esteem will be seen as dysfunctional or inappropriate or to be discouraged but they will not be assessed as sins or crimes" (White, 1998: 213). On the other hand, judgements of social sanction include a claim that culture systematizes some group of rules more or less explicitly (White, 1998: 212).

On the whole, 100 instances of evaluation belong to judgement's sub-type social esteem. Table 14 below gives detailed account of the numbers. Examples of social esteem in our data cover normality, capacity and tenacity.

Table 14. The number of instances of judgement's social esteem

JUDGEMENT SOCIAL ESTEEM						
	normality		capacity		tenacity	
	Positive	Negative	Positive	Negative	Positive	Negative
<i>Zaman</i>	1	-	12	-	25	-
<i>Hürriyet</i>	-	-	5	-	10	-
<i>Cumhuriyet</i>	-	-	9	-	8	-
<i>Yeni Şafak</i>	-	-	7	-	3	-
<i>Radikal</i>	-	-	4	-	4	-

Normality gives the answer to the question of whether the person's behaviour is unusual, special and customary. In our data there is only one occurrence of normality in *Zaman*. That is, Bülent Arıncı's comment on extended family braces the assessment of normality in that he describes the love between grandparents and grandson as natural. This meaning lexicalized by *ne kadar ise o kadar* structure.

Social esteem's other dimension capacity is interested in how capable someone is. In the entire corpus there are 37 evaluations of Judgement / Social Esteem / Capacity: 12 in *Zaman*, 5 in *Hürriyet*, 9 in *Cumhuriyet*, 7 in *Yeni Şafak* and 4 in *Radikal*. The concordance lines along capacity all prove the government's authority and power in order to protect the family. The meaning of capacity is realized by the verbs *güçlendir-* 'strengthen', *başar-* 'achieve', *başarılı ol-* 'succeed', *tamamla-* 'complete', *hazır hale gel-* 'get ready' and by the predicative adjective *hazır* 'ready'.

Table 15. The examples of capacity in newspapers

Example number	JUDGEMENT CAPACITY	
(65)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity Kadını, canı koruyacak şekilde bütün gücümüzü seferber edeceğiz. Yasal altyapımız</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension</p> <p>hazır.</p>
(66)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity Melek kardeşimizin burada üç dört yıldan beri iki aile arasında yaşanan farklı sorunlardan dolayı kurban edilmesi bir zihinsel sorundur. Zihinsel bir sorunla karşı karşıyayız sağlık devrimini gerçekleştirmiş, sosyal devlet olarak</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension</p> <p>gereğini yapmış bir iktidar olarak</p>
(67)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity Her şeye rağmen şiddeti önleyemiyorsak ‘yaşadığımız olayların hukuk devleti olarak güçlü bir yarasını hazırlayalım’ dedik. 6 ayda bu çalışmamızı</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension</p> <p>tamamladık” dedi</p>
(68)	<p>Newspaper: <i>Radikal</i></p> <p>Evaluated entity “Şiddeti insan hakları ihlali olarak görüyoruz. Zihinsel dönüşüm gerekli dedik ve şiddete karşı hukuki alt yapımızı</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension</p> <p>güçlendirdik, uygulama kapasitemizi artırdık.</p>

(69)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity Zamanın hızla akıp gittiğini belirten Başbakan Erdoğan, 2011 yılının Haziran ayında genel seçimlerin yapıldığını hatırlatarak, neredeyse bir yılın geride kaldığını ifade etti. Erdoğan, "Bugüne kadar her ne yaptysak</p> <p>Ne yaptysak aile saadeti, ailenin huzuru, refahı,</p>	<p>Evaluator: Recep Tayyip Erdoğan</p> <p>The evaluative dimension</p> <p>aile için yaptık</p> <p>ailenin güçlendirilmesi ve yaşatılması için yaptık.</p>
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Table 15 above lists the examples of capacity. First of all, in example (65) from *Cumhuriyet* the meaning of capacity is realized through predicative adjective *hazır*. In the sentence *Yasal altyapımız hazır* uttered by the evaluator Fatma Şahin, the predicative adjective is used with the NP *yasal altyapımız* (altyapı+POSS). In the concordance line (66), the evaluator Fatma Şahin makes assessment of an event about a woman who died from domestic violence. In her sentence the relative clause *gereğini yapmış* (*yap + PERF*) preceding the NP *bir iktidar* is used with *ol-* which is formed with *- (y) ArAk*. This structure is an adverbial which shows the government's involvement in an action; besides, the whole adverbial phrase shows the government's capacity in that it did the necessary. Example (67) from *Hürriyet* with the verb *tamamla-* again implies the power of the government. This verb occurs 3 times in *Hürriyet*. Moreover, in this sentence the capacity meaning is realized by the verb *tamamla-* preceded by the direct object *bu çalışmamızı* (Demonstrative pronoun + çalışma-POSS-ACC). In addition to these, the verb *güçlendir-* 'make strong' in the 44th concordance line occurs 2 times in *Hürriyet*, 2 times in *Yeni Şafak*, 1 time in *Radikal* and finally 4 times in *Zaman*. In example (68) the verb *güçlendir-*

'strengthen' is used with the NP as direct object *hukuki altapımızı* (*altyapı +POSS + ACC*). The evaluator Fatma Şahin points out the government's power that the legal infrastructure is strengthened. Additionally, the Prime Minister Recep Tayyip Erdoğan as the evaluator of concordance line (69) applies to a universal conditional clause containing a question phrase (Göksel and Kerslake, 2005: 434): "If the question phrase is kim 'who', ne 'what' or nere- 'where', the idea of universality can be reinforced by placing her 'every' before this item" (Göksel and Kerslake, 2005: 435). Thus, The Prime Minister's assessment, *'Bugüne kadar [her ne yaptıysak] aile için yaptık. [Ne yaptıysak] aile saadeti, ailenin huzuru, refahı, ailenin güçlendirilmesi ve yaşatılması için yaptık*, 'whatever we have done until today is for the family. Whatever we do is for the family's bliss, welfare, peace, the reinforcement and support of family.

Table 16 below shows the examples of Judgement's tenacity.

Table 16. The examples of tenacity

Example number	JUDGEMENT TENACITY	
(70)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: Bu merkezlerde çiftlerle görüşmeler yapılarak, evliliklerindeki sorunları çözmelerine yardımcı olunacak. Bakanlık böylece boşanmaların azalmasını ve aile kurumunun korunmasını</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>amaçlıyor.</p>
(71)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity: Bundan sonra Melek gibi dramların yaşanmaması için Melek'lerin ölmemesi için bizim bu ataerkil sistemi sorgulamamız gerekiyor. Burada çok ciddi bir şekilde canımın yandığını ifade etmek istiyorum. Sonuna kadar da bu olayın</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>takipçisi olacağız.</p>

(72)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity: Aile ve Sosyal Politikalar Bakanı Fatma Şahin, “Erkek, aile mahkemesinin uzaklaştırma kararına uymuyorsa, kadını taciz ediyorsa, psikolojik ve fiziksel taciz olabilir, kadının mağduriyetini önleyecek şekilde sosyal devlet olarak</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension: yanında olacağız” dedi</p>
(73)	<p>Newspaper: <i>Radikal</i></p> <p>Evaluated entity: Eşinden şiddet gördüğü için dava açan AKP Ağrı Milletvekili Fatma Salman Kotan’a koruma tahsis edildi. Kotan’ın eşine eve yaklaşmama tedbiri getirildi. Aile ve Sosyal Politikalar Bakanı Fatma Şahin de Kotan’a koruma verildiğini belirterek, “Kardeşimizin</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension: yanındayız dedi</p>
(74)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity: Yolculuk öncesi Atatürk Havalimanı VIP Salonu’nda açıklamalarda bulunan Sağlık Bakanı Recep Akdağ, “Hem AK Parti hükümeti olarak hem de şahsen Sağlık Bakanı olarak yaşam hakkını savunmaya</p>	<p>Evaluator: Recep Akdağ</p> <p>The evaluative dimension: devam edeceğiz.</p>
(75)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: 82il eve Sosyal Politikalar Bakanı Fatma Şahin, “Şiddetle mücadeleyi 74 milyonun seferberliğiyle hep birlikte silahsız, şiddetsiz</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension: çözeceğiz” dedi.</p>

(76)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: Zaten 15 yaş altı bir çocuğun, yeniden ‘ruh sağlığı bozuldu mu?’ şeklindeki bir sürecin, onu yeniden yıprattığını, bunun doğru olmadığını, ‘bozulmuştur’ üzerinden işlem yapılması gerektiğini uygulamalarda da vicdanen de görüyoruz. Türk Ceza Kanunu’ndaki uygulamada yaşanan sorunları Adalet Bakanlığımızla beraber diğer ilgili bakanlıklarla</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>çözüme kavuşturacağız</p>
(77)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: Aile ve Sosyal Politikalar Bakanı Fatma Şahin, çocuklar için adalet sisteminin kendileri için çok önemli olduğunu söyledi. Bakan Şahin, "Mahkemelerden çıkan kararlar hepimizin vicdanını zedeliyorsa, bu nasıl oldu diyorsak; bu hangi maddeden kaynaklanıyor, bunun için ne yapmak gerekiyor, bunları düzeltmek için de</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>çalışıyoruz dedi</p>
(78)	<p>Newspaper: <i>Zaman ve Cumhuriyet</i></p> <p>Evaluated entity: Şahin, şunları kaydetti: "Yapmaya çalıştığımız şey özellikle Ayşe Paşalı cinayetinde bu kadar şey yapılmasına rağmen 'Neden devlet koruyamadı' yı masaya yatırdık. Sahada yaşadığımız tecrübeyle yasal altyapıyı güçlendiriyoruz. Kolluk kuvvetlerinin oradaki yetkisini artırıyoruz. Aile .. Kadını, canı koruyacak şekilde bütün gücümüzü</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>seferber edeceğiz.</p>
(79)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: “... Yaşanabilecek sorunları önceden anlatmak, ihtiyaç olduğu zaman yanında olmak, boşanma elzemse boşanma sürecinde de ailenin, kadının, ailenin, çocuğun, toplumun en az zararlı geçirmesini sağlamak</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>bizim görevimiz” diye konuştu.</p>

(80)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: Burada bizim çocuklarımızın da aynı ruhla yetişmesi ve sosyal devlet olarak her zaman yanlarında olunmasını çok önemsiyoruz. Aile ve Sosyal Politikalar Bakanı olarak da çocuk politikalarını, aile temelli çocuk politikalarını güçlendirmek en büyük</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>hedefimiz</p>
(81)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity: Aile ve Sosyal Politikalar Bakanı Fatma Şahin, Kadın ve Aile Bireylerinin Şiddetten Korunmasına Dair Kanun Tasarısı ile ilgili parlamento desteğini çok önemsediklerini belirterek, 'Ayağı yere basan, yaşam hakkını koruyan ve kadının yaşamını kolaylaştıran her türlü çalışmanın</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>arkasındayız, yanındayız, destekçisiyiz.</p>
(82)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity: Tüm aile bireyleri için mutlu ve huzurlu bir yuvanın teminatı olmak aileyi oluşturan kişilerin yanında kurumların, bakanlığımızın yani hepimizin</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>görevidir.”</p>
(83)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity: Her küçük kızını satana ev verip iş mi bulacağız dediğim dünkü yazım üzerine Aile ve Sosyal Politikalar Bakanı Fatma Şahin aradı... şunları söyledi; “Bizim</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>ilk amacımız o kızımızın hayatını kurtarmak, ona yeni bir hayat kurmak.</p>

(84)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: Tek çatı altında birleşen Aile ve Sosyal Politikalar Bakanlığı'nın yeni bir çalışma modeli olduğunu bildiren Şahin, "... Bugün birçok yaşadığımız sorunların arkasına baktığımızda, parçalanmış aileler geliyor.</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>Amacımız, aileleri parçalamadan iri ve diri tutmak.</p>
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Social esteem's last subcategory tenacity shows "how dependable someone is, how well they are disposed emotionally, or in terms of their intentionality" (White, 1998: 213). In the corpus, there are totally 50 occurrences of tenacity: 26 in *Zaman*, 9 in *Hürriyet*, 8 in *Cumhuriyet*, 4 in *Yeni Şafak*, and 4 in *Radikal*. Table 16 above lists the examples of tenacity. As becomes evident from Table 16, the meaning of tenacity is observed via the verbs *amaçla-* 'to aim', *çöz-* 'to solve', *çalış-* 'to work', the light verbs *seferber et-* 'to mobilize', *takipçisi ol-* 'to be the follower', *yanında ol-* 'to give someone a back', *devam et-* 'to continue' and the compound verb *çözüme kavuşturmak* 'come up with a solution'.

In addition to the verbs, the meaning of tenacity is realized through nominal sentences whose predicate is a noun phrase and a postpositional phrase. First and foremost, Fatma Şahin as the evaluator of (70) concordance line expresses the ministry's resoluteness about the decrease of divorces and the protection of family institution. This meaning is realized by the verb *amaçla-* 'to aim' which is used after *boşanmaların azalması* and *aile kurumunun korunması* described as "composite noun phrases constructed of two noun phrases marked as follows: (noun phrase+genitive)+(noun phrase+possessive)" (Göksel and Kerslake, 2005:162).

Besides, the light verb construction *takipçisi ol-* occurring 3 times in *Zaman* and 1 time in *Yeni Şafak* shows the evaluator Fatma Şahin's determinedness to pursue the event about a young woman died from domestic violence. In the example (72), the light verb construction *yanında ol-* 'to give someone a back' reveals the government's support of the women suffering as victims of domestic violence. Additionally, in the entire corpus there are 2 occurrences in *Hürriyet*, 1 occurrence in *Zaman* and *Cumhuriyet*. In the concordance line (73), the posposition 'beside' used predicatively as *yan+POSS+LOC+BUFFER Y+IPL* has a metaphorical sense representing for the tenacity meaning. In other words, the pospositional phrase *yanındayız* represent for the government's moral and material support. This grammatical realization occurs 2 times in *Zaman*, 1 time in *Hürriyet*, *Radikal* and *Yeni Şafak*. In addition to these, the meaning of tenacity is observed by means of the verb *devam et-* 'to continue'. The concordance line (74) shows Recep Akdağ's assessment of the abortion. He opposes the abortion; and therefore, he uses the light verb *devam edeceğiz* 'we will continue' in order to make his resoluteness obvious. This verb occurs 1 time in *Hürriyet* and 3 times in *Zaman*. Apart from these verbs, the verb *çöz-* 'to solve' used by the evaluator Fatma Şahin occurs twice in *Zaman*. In the example (75) Fatma Şahin is resolved to solve the problem of violence against women without resorting to brutality. Additionally, evaluating deficiencies in Turkish Criminal Code's implementation, evaluator Fatma Şahin is determined to overcome them. This meaning of tenacity is manifested through the compound verb *çözüme kavuştur-* 'to come up with a solution'. Also, the verb *çalış-* occurring twice in *Zaman* carries the meaning of tenacity. The evaluator Fatma Şahin criticizing the decision made by court of law reflects her resoluteness to solve this problem. Finally, the light verb *seferber et-* 'to mobilize' occurs both in *Zaman* and *Cumhuriyet*; that is, both newspaper

include the same concordance line. Similarly, in this concordance line the evaluator Fatma Şahin's determinedness to protect the women against violence is reflected through the verb *seferber et-* 'to mobilize'.

Apart from these, the nominal sentences with the noun phrases *görev* 'mission', *hedef* 'aim' and *destekçi* 'supporter' are all listed in the concordance lines (79-81). Besides, the noun phrase *amacımız* 'our purpose' (amaç+poss) has sentence initial position in the concordance line (84).

The grammatical realizations of the concordance lines including the meaning of tenacity are listed in Table 17 below:

Table 17. The grammatical realizations of tenacity

Bakanlık böylece boşanmaların azalmasını boşan,V+nominalizer+plural+genitive azal,V+nominalizer+buffer,s+possessive+3rd person singular			amaçlıyor amaç+VN+IMP
ve aile kurumunun korunmasını kurum,N+compounder+buffer,n+genitive korun,V+nominalizer+buffer,s+possessive 3rd person singular			
Sonuna kadar da bu olayın Demonstrative pronoun olay+genitive	takipçisi takip+der+poss	olacağız ol+fut	
sosyal devlet olarak Noun Phrase ol+CV		yanında olacağız yan+poss+loc ol+fut	
“Kardeşimizin kardeş+poss+gen		yanındayız yan+poss+buffer, n+loc+1pl	
yaşam hakkını savunmaya yaşam hakkı+buffer, n+acc savun+nominalize+acc		devam edeceğiz devam + et+fut+1pl	
şiddetsiz şiddet+der		çözeceğiz çöz+fut+1pl	
ilgili bakanlıklarla Adj bak+der+der+plural+comitative	çözüme çözüm+acc	kavuşturacağız kavuş+causative+fut+1pl	

bunları pro+pl+acc	düzeltilmek için de düz+der+causative+nominalizer post cl	çalışıyoruz çalış+imp+1pl
bütün definite det	gücümüzü güç+poss+acc	seferber edeceğiz seferber et+fut+1pl
çocuk politikalarını n politika+pl+gen	güçlendirmek güç+der+causative+nom	en büyük superlative adj
		hedefimiz hedef+poss
her türlü çalışmanın det adj n+genitive		arkasındayız arka+poss+loc+buffer,y+1pl
		yanındayız yan+poss+buffer, n+loc+1pl
		destekçisiyiz destek+der+poss+buffer, y+1pl
hepimizin pronominalized determiner+gen	görevdir görev+poss+generalizing modality marker	
bizim we-gen	ilk determiner	amacımız amaç+poss

Judgement's second part consists of positive and negative evaluations in that it is related to the behaviour that is praised or condemned (Martin & White, 2005:52). Propriety, social sanction's first subcategory, is interested in how far behaviours or the people are beyond reproach. Table 18 shows the frequencies of these sub-types.

Table 18. The numbers of instances of social sanction

JUDGEMENT SOCIAL SANCTION				
	veracity [truth] 'how honest?'		propriety [ethics] 'how far beyond reproach?'	
	Positive	Negative	Positive	Negative
<i>Zaman</i>	-	-	-	11
<i>Hürriyet</i>	-	-	-	10
<i>Cumhuriyet</i>	-	-	-	6
<i>Yeni Şafak</i>	-	-	-	4
<i>Radikal</i>	-	-	-	-

Table 19. The examples of propriety

Example number	PROPRIETY NEGATIVE (CONDEMN)	
(85)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: "Türkiye'de kürtaj maalesef aile ve çocuk planlaması yönteminde kullanılıyor, Bu anneler için de çok yanlıştır. Kürtajın anneye inanılmaz zararları var. bu çok</p>	<p>Evaluator: Recep Akdağ</p> <p>The evaluative dimension: yanlış.</p>
(86)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity: Başbakan Yardımcısı Bekir Bozdağ, Yargıtay'ın 13 yaşındaki N.Ç'ye cinsel istişmar davasındaki kararın</p>	<p>Evaluator: The then Deputy Prime Minister Government Bekir Bozdağ</p> <p>The evaluative dimension: vicdanları rahatsız ettiğini, hukuku lekelediğini söyledi.</p>

(87)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity: Akdağ, önceki akşam CNN Türk'te şu değerlendirmeleri yaptı: "Kendisine tecavüz edilmiş bir kadın asla kirlenmiş bir kadın değildir. Buna kirlenmiş bir kadın gözüyle bakanlara biz,</p>	<p>Evaluator: Recep Akdağ</p> <p>The evaluative dimension:</p> <p>'yanlış bir töreyle buna böyle bakıyorlar, insanlık haklarını ihlal ediyorlar, kadına zulüm ediyorlar' diyoruz.</p>
(88)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity: O anaların ayaklarının altı öpülür, onlara şiddet olmaz. Ama bunu yapanlar ya cehaletlerinden yapıyorlar ya Nazi ruhu, faşist ruh taşıyorlar. Çünkü özellikle de inançlı, dindar, Müslüman bir insanın böyle bir şey yapması asla mümkün değildir.</p>	<p>Evaluator: Recep Tayyip Erdoğan</p> <p>The evaluative dimension:</p> <p>Yapıyorsa o da zalimdir'' diye konuştu.</p>

Table 19 lists all the concordance lines encompassing a negative evaluation. First and foremost, evaluator Recep Akdağ makes assessment of abortion in that he condemns it via nominal sentences with generalizing modality marker *-Dir* "is to define or classify a subject, or ascribe certain permanent qualities of inherent characteristics to it" (Göksel and Kerslake, 2005:297): bu çok *yanlış* 'this is wrong/unethical'. In addition, evaluator Bekir Bozdağ, the then Deputy Prime Minister Government, expresses his negative evaluation about the case of a sexual abuse, a 13 year-old girl forced prostitution via noun clauses *vicdanları rahatsız ettiğini* 'annoying consciences', *hukuku lekelediğini* 'tarnishing law'. Similarly, example (87) indicates Recep Akdağ's criticism of the unfavourable ideas about a woman who has been raped. He describes these people as

looking from wrong morals, violating human rights and torturing. Last but not least, the Prime Minister evaluates a Muslim as cruel if he resorts to violence. On the whole, all these utterances include negative evaluations such that the behaviours are condemned.

III.3. The Analysis of Appreciation

Appreciation, attitude's final semantic region, deals with the aesthetic features of objects and entities (White, 1998:211).

APPRECIATION encompasses values which fall under the general heading of aesthetics, as well as a non-aesthetic category of 'social valuation' which includes meanings such as significant and harmful. APPRECIATION can be thought of as the system by which human feelings, either positive or negative, towards products, processes and entities are institutionalised as a set of evaluations. Thus, whereas JUDGEMENT evaluates human behaviours, APPRECIATION typically evaluates texts, more abstract constructs such as plans and policies, as well as manufactured and natural objects. Humans may also be evaluated by means of APPRECIATION, rather than JUDGEMENT, when viewed more as entities than as participants who behave- thus, *a beautiful woman, a key figure*. (White, 1998: 215)

Additionally, appreciation is classified into three sub-categories: reaction, composition and valuation. Table 20 lists the number of instances in the entire corpus.

Table 20. The number of instances of appreciation

APPRECIATION						
	reaction impact 'did it grab me?'		reaction quality 'did I like it'		valuation 'was it worthwhile'	
	Positive	Negative	Positive	Negative	Positive	Negative
<i>Zaman</i>	-	-	1	1	61	-
<i>Hürriyet</i>	2	-	-	-	19	-
<i>Cumhuriyet</i>	1	1	1	-	29	-
<i>Yeni Şafak</i>	-	-	-	-	15	-
<i>Radikal</i>	-	-	-	-	3	-

First of all, “under reaction, the product/process is evaluated in terms of the impact it makes or its quality” (White, 1998:215).

Table 21. The examples of reaction

Example number	APPRECIATION REACTION	
(89)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: "Onun için sayın başbakanımız bu kötüye gidişi engellemek için ailelere çocuk tavsiyesinde bulunuyor. Bu, hepimizi</p>	<p>Evaluator: Bülent Arınç</p> <p>The evaluative dimension: gülümseten bir tavsiye ama aslında sosyal çok büyük bir gerçek.</p>
(90)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity: Bu 100 bin kişiden 80 bini ikinci defa evleniyor, 12 bini yine eski eşiyle evleniyor. Bu bize</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension: enteresan bir şey söylüyor.</p>
(91)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity: “... Bizim bütün gayretimiz ve niyetimiz akademik olarak birçok alanda başarıyı sağlamış olsalar ve devletin kurumlarında karar alma mekanizmalarında olsa bile bazen erkek bakış açısı dediğimiz bu tür</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension: garip çözümlerin söylendiğini duyabiliyoruz</p>

In our data, the evaluator Bülent Arınç evaluates positively the Prime Minister’s advice to people to have three children as raising a smile. In addition, Fatma Şahin's evaluation from *Hürriyet*, *bu bize enteresan bir şey söylüyor* 'this tells me an interesting thing' conveys her reaction to the marriage of ex-spouses. And finally, Fatma Şahin makes assessment of solutions from men's point of views as odd/strange.

Secondly, appreciation's sub-type social valuation is concerned with the normative principles' use for products and entities (White, 1998:376). In fact, "... social valuations are closely tied to the particular discourse or social setting in which they operate. Within the media, social valuations are primarily concerned with either social salience (how important or noticeable the entity is) or with harm benefit (the degree to which the entity is seen as beneficial to society)" (White, 1998:376).

As discussed above, the notion of social valuation is used to refer to entities. In the whole corpus evaluations of social valuation are much more frequent than other sub-types of evaluation meanings in that 127 number of instances in total. As far as the corpus at hand is concerned, the usages are distributed among all five newspapers.

Concerning social valuation, it is noticeable that evaluations of the valuation of entities often evoke importance. That is, the evaluations of importance: important is quite frequent. There are 61 occurrences of social valuation in *Zaman*, 29 in *Cumhuriyet*, 20 in *Hürriyet*, 16 in *Yeni Şafak* and finally 3 in *Radikal*. In addition to the quantity, the evaluative dimension importance becomes apparent with the noun *önem* 'importance', adjective *önemli* 'important' and *hayati* 'vital'.

First of all, in the entire corpus there are 20 occurrences of the adjective *önemli* 'important' in *Zaman*, 4 in *Hürriyet*, 9 in *Cumhuriyet*, and 3 in *Yeni Şafak*. This adjective is used to modify the noun phrases which are either about the marriage and family or the government's resources and facilities. By using the adjective *önemli* 'important', the evaluators aim to emphasize the importance of the entities and their benefits to the society.

Table 22. The concordance lines of social valuation

Example number	APPRECIATION SOCIAL VALUATION	
(92)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: Aile ve Sosyal Politikalar Bakanlığı Sosyal Yardımlar Genel Müdürlüğü'nün çok</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>önemli bir fonu hayata geçirdiğini de konuşmasında belirten Şahin,</p>
(93)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity: Ama evlilik birliği dediğiniz, ömür boyu devam edilmesi gereken ve toplum açısından çok</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>önemli bir müessese</p>
(94)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity: "Bu olaylarda bir de erkeklerdeki zihinsel dönüşüm çok</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>önemli</p>
(95)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity: Şahin, ehliyet için bile uzun süre eğitim almak gerektiğini, evlilik öncesinde de eğitimin</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>önemli olduğunu vurguladı</p>
(96)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity: "... Herkesin doğuştan gelen hakkını, fırsat eşitliğini kullanmalarını çok</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>önemsiyoruz</p>

(97)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity: "Konuyla ilgili düzenli ve derlenmiş bilginin eksikliği, kesin bir kanaate ulaşmayı engellemekle beraber, kadına yönelik şiddette oransal bir artıştan ziyade, sorunu görünür kılan ve gündem güne yükselen toplumsal duyarlılığın altını çizmek istiyorum. Sevindirici olan bu duyarlılığın, çözüm için çok önemli bir hareket noktası haline gelmiş olmasıdır. Bu sayede toplum bu</p>	<p>Evaluator: The Then Minister of Justice Sadullah Ergin</p> <p>The evaluative dimension:</p> <p>hayati meseleye odaklanabilmiş, mevzuat çalışmaları hız kazanmış, sosyal araştırmalar ve bilimsel çalışmalar çeşitlenerek artmıştır."</p>
(98)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: "... Eğer bugün bu yolculukta iyi bir organizasyon yapabilirsek,</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>çok iyi bir örnek olacak ve inşallah Türkiye'de mağduru da korumada, failin rehabilitasyonunu da güçlendirmede önemli bir merkez olacak</p>
(99)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity: Sezaryenle kürtaşı ayırmak lazım. Sezaryen,</p>	<p>Evaluator: Azize Sibel Gönül: the then Deputy Govenor of Kocaeli</p> <p>The evaluative dimension: doğru bir konu</p>
(100)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: Belli suçlara bulaşmamış olanların, çocuğa bakma ve yetiştirme bakımından gerekli sağlık şartlarını taşıyan ailelerin koruyucu aile olabileceğini vurgulayan Şahin şunları söyledi: "Koruyucu ailenin çocuğu istismar ettiği durumlarda</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>etkin bir izleme ve değerlendirme mekanizması devreye giriyor.</p>

Table 22 illustrates the examples of social valuation. Here the examples represent how social valuation occurred; consequently, the grammatical realizations of this meaning become obvious. As becomes evident from example (92) adjective *önemli* 'important' used before determiner *bir* 'one' and noun *fon* 'fund' implies the social valuation applied to the entity fund. This kind of usage may repeat with other nouns such as: *önemli bir modeli*, *önemli bir müessesese*, *önemli bir örnek*, *önemli bir yasal alt yapı*, *önemli bir caydırıcılık*. All these usages actualize within the frame Adjective + Determiner + Noun.

Other evaluations in this sub-group involve the use of adjective *önemli* in nominal sentences as adjectival in concordance line 94: *Bu olaylarda bir de erkeklerdeki zihinsel dönüşüm çok **önemli***. This usage is observed 2 times in *Radikal*, 13 times in *Zaman*, 2 times in *Hürriyet*, 7 times in *Cumhuriyet* and 3 times in *Yeni Şafak*. In the example (95) from *Yeni Şafak* adjective *önemli* 'important' is used before *ol-* with subordinating suffix *-DIK*. In addition, in the concordance line (96), the verb *önemse-* 'care about' is used to state the evaluator's feelings towards the products or processes. The number of occurrences of *önemse-* 'care about' is 4 in *Hürriyet*, 8 in *Cumhuriyet*, 2 in *Yeni Şafak*, 9 in *Zaman* and 1 in *Radikal*.

Appreciation is also expressed by means of other adjectives in our corpus, and these are illustrated in concordance lines (97-100). In the concordance line (97) adjective *hayati* 'vital' is used before the noun *mesele* 'issue' to evaluate the violence against women by the Then Minister of Justice Sadullah Ergin. Making assessment of the safety button against violence, Fatma Şahin considers this safety button will be a good reference by using the adjective *iyi* 'good'. In the example (99) Azize Sibel Gönül, the Then Deputy Governor of Kocaeli, regards the caesarean as a right subject. In the final concordance line,

evaluator Fatma Şahin makes assessment of the foster family; in other words, in the event of an abuse, an effective monitoring and judgement mechanism comes into play.

In addition to these literal meanings which show the social valuation, the metaphors are also used to emphasize the importance of family. In the entire corpus, there are 7 occurrences in *Zaman* and *Cumhuriyet*, 3 in *Hürriyet* and *Yeni Şafak*. The examples of metaphors are illustrated in Table 23 below:

Table 23. The examples of metaphors

Example number	SOCIAL VALUATION METAPHORS	
(101)	Newspaper: <i>Cumhuriyet</i> Evaluated entity: Aile toplumun	Evaluator: Fatma Şahin The evaluative dimension: temel taşı...
(102)	Newspaper: <i>Zaman</i> Evaluated entity: Aile; toplumu da, ülkeyi de ayakta tutan en önemli, en sağlam	Evaluator: Recep Tayyip Erdoğan The evaluative dimension: tuğladır
(103)	Newspaper: <i>Yeni Şafak</i> Evaluated entity: "Toplumların bereketi	Evaluator: Fatma Şahin The evaluative dimension: temel taşı dediğimiz ailenin gücüyle alakalı.

As a matter of fact, metaphor is described as the relationship between conceptual domains; that is, one conceptual domain is perceived in terms of another conceptual domain (Kövecses, 2002:2). In fact, these two conceptual domains are defined

as target and source domains; in particular, target domain is understood through source domain. As Kövecses (2002:6) explains:

The conceptual domain from which we draw metaphorical expressions to understand another conceptual domain is called source domain, while the conceptual domain that is understood this way is the target domain. Thus, life, arguments, love, theory, ideas, social organizations, and others are target domains, while journeys, war, buildings, food, plants, and others are source domains. The target domain is the domain that we try to understand through the use of source domain.

In the concordance lines from Table 23, the target domain family is tried to understand through the source domain building. That is to say, by using the words such as keystone and brick related to the source domain building, it is aimed to express the importance of family via building metaphor.

Apart from the social valuation's positive examples, some negative evaluations of social valuation are also observed in the corpus. In fact, Martin and White's (2005) appraisal theory does not involve such categorisation; however, as Bednarek and Caple (2010) have suggested in their studies, appreciation system should have some additional sub-type such as negative effect. This type of meaning is observed 4 times in *Cumhuriyet* and *Hürriyet*, 3 times in *Yeni Şafak* and *Zaman*. The concordance lines are listed in Table 24.

Table 24. The examples of social valuation: negative

Example number	SOCIAL VALUATION NEGATIVE	
(104)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: Bakan Şahin, bir gazetecinin 'Örfi hukuk ile modern hukuk bu noktada çakışmıyor mu? şeklindeki sorusuna, şu şekilde cevap verdi: "Örflerimiz geleneklerimiz eyvallah başımız üstüne, iyi olanları kullanırız, ama</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>topluma zarar veren, kız çocuğuna zarar veren, toplumun değişimine, gelişimine engel olan bir gelenek, bir örf varsa buna da müsaade etmeyiz.</p>
(105)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity: Bugünkü tartışmaların ya da arayışların asıl sebebinin anne sağlığı, bebek sağlığı ve yaşam hakkının kutsallığı olduğunu ifade eden Bakan Akdağ, "Kürtajın kadında, kadının doğurganlığında</p>	<p>Evaluator: Recep Akdağ</p> <p>The evaluative dimension:</p> <p>birçok problemlere yol açtığını biliyoruz.</p>
(106)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity: Şahin, 'O yüzden bu durum, bireysel ve toplumsal bir uzlaşmadır, sözleşmedir. Tek başına ben bitirdim denildiğinde zararın iki kişi arasında olmadığını topluma çarpan etkisiyle önemli</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>zararlar verdiğini biliyoruz' dedi.</p>

(107)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity: Üçüncü sayfa haberlerinin birinci sayfa olduğu, kamuoyu duyarlılığının arttığı bir dönemde şiddetin insan hakkı ihlali olduğunu ve</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>halk sağlığı sorunu olduğunu net şekilde ortaya koyduklarını dile getiren Bakan Şahin, karakolda veya Meclis'te her türlü şiddeti reddeden bir anlayışla yola devam ettiklerini söyledi.</p>
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As becomes evident from the concordance lines in Table 24, the objects and entities are concerned as having negative social valuation. The evaluator Fatma Şahin expresses her judgements about the custom and tradition that harm the society and the girls and prevent the change and development of the society. This negative social valuation attributed to the custom and tradition is the effect of the relativizing constituent *topluma zarar veren, kız çocuğuna zarar veren, toplumun değişimine, gelişimine engel olan* used before the determiner+noun *bir gelenek* 'a tradition'. Also, in this example the feelings cover intention with respect to a stimulus that is irrealis (Martin & White, 2005:48).

In the concordance line (105) whose evaluator is the Then Minister of Health Recep Akdağ, he makes assessment of abortion as negative by means of the relative clause whose verb suffixed by *-DİK* plus a possessive suffix *Kürtajın kadında, kadının doğurganlığında birçok problemlere yol açtığını* biliyoruz.

In fact, the negative meaning in this concordance line is due to the noun phrase *problem* 'problem'. Additionally, example (106) involves Fatma Şahin's evaluation of divorce with regards to its effect on the society. The evaluation expressed in this concordance line is the result of the noun phrase *zararlar* 'harms'. Finally, in the example

(107) evaluator Fatma Şahin describes the violence as a community health problem; and therefore, a negative social valuation is attributed to the violence.

III.4. The Analysis of Engagement

Appraisal system's second category engagement is interested in the sourcing attitudes and the role of voices around opinions in discourse (Martin & White, 2005: 35). Engagement consists of five distinct meanings: disclaim, proclaim, entertain, and attribute. The table 25 below illustrates the frequencies of these meanings across the newspapers.

Table 25. The number of instances of engagement from five newspapers

	<i>Zaman</i>	<i>Hürriyet</i>	<i>Cumhuriyet</i>	<i>Yeni Şafak</i>	<i>Radikal</i>
Dialogistic expansion-attribution	171	82	66	44	10
Proclaim: endorsement	7	-	1	1	1
Proclaim: pronounce	9	-	5	3	-
Proclaim: concur	1	-	-	-	-
Entertain: Obligation	72	40	37	32	2
Entertain: Possibility	3	10	4	1	-
Dialogic Contraction: disclaim	6	5	2	9	-
Dialogic Contraction: deny	-	11	2	1	-

As stated before in appraisal theory section, the terms dialogic expansion and dialogic contraction gains importance for engagement. Briefly, dialogic expansion is used for the locutions providing opportunities for dialogically alternative positions and voices;

on the other hand, dialogic contraction is used for those limiting the scope of such alternative positions and voices.

As to the interpretation of those dialogically expansive locutions, first and foremost, entertain shows the author's position as one of the possible positions. As a matter of fact, entertain is closely related to modality and evidentiality. In our data, obligation is frequently observed via not only the suffix *-mAll* but also these lexical means such as: *gerek-* 'must/should', *lazım* 'necessary', *zorunda* 'have to'. Table 26 below lists the frequency of occurrences of these grammatical realizations of obligation.

Table 26. Frequency of occurrences of *-mAll*, *gerek-*, *lazım* and *zorunda*

Newspaper	<i>-mAll</i>	<i>gerek-</i>	<i>lazım</i>	<i>zorunda</i>
<i>Zaman</i>	8	19	11	9
<i>Radikal</i>	1	1	-	-
<i>Hürriyet</i>	9	15	8	1
<i>Yeni Şafak</i>	4	8	3	1
<i>Cumhuriyet</i>	4	10	4	2

In addition to the frequencies, the concordance lines of obligation are illustrated in Table 27 below:

Table 27. The examples of obligation

Example number	ENTERTAIN OBLIGATION	
(108)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: Köyde yaşanlardan ötürü herkesi suçlayan Bakan Fatma Şahin, "Her şeyimiz var hastanemiz var doktorumuz var. Devletimiz burada ancak devlete bilgi verilmeyen bir zihniyet var. Bunu çok ciddi manada kınıyorum. Bundan böyle yeni Meleklerin olmaması için sizlerle beraber bu mücadeleye devam etmemiz</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>gerekiyor.</p>
(109)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity: Sezaryen, doğru bir konu. Türkiye’de yüzde 40’lar seviyesinde; yüksek. Türkiye’deki oran, dünya ortalamasına</p>	<p>Evaluator: Azize Sibel Gönül</p> <p>The evaluative dimension:</p> <p>çekilmeli.</p>
(110)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity: Beni biz yapan, çiftleri yuva yapan birbirine omuz vermeden geçiyor. İki fidan bir araya geliyor, oradan bir çınar çıkacak. Yürek, sabır ve emek istiyor. Toplumun temel taşı olan aileyi güçlendirmememiz</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>gerekiyor.</p>
(111)	<p>Newspaper: <i>Radikal</i></p> <p>Evaluated entity: Aile ve Sosyal Politikalar Bakanı Fatma Şahin konuşmasında, TÜBİTAK’la Bilim Kampı’nın düzenlendiğini anımsattı: “Onlara dedik ki, ‘Sizin hiçbir eksikliğiniz yok. Siz Harvard’da da okuyabilirsiniz, Steve Jobs da bir yetimdi.’ Onun için bizim hedefleri büyük koymamız</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>gerekiyor.</p>

(112)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity: "Butonlardan şiddet gören erkeklere de verilecek mi?" sorusunu da Şahin, "Hayır. İçeride de erkekler için bir bölümümüz var. Şiddete maruz kalan bir bireyin erkek ya da kadın olduğu önemli değil. 'Ben şiddet görüyorum beni koruyun' diyen herkesi korumak</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>zorundayız" şeklinde cevapladı.</p>
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All the concordance lines indicate obligation such that they are based on the speaker's subjectivity. In the example (108) the evaluator Fatma Şahin says *mücadeleye devam etmemiz gerekiyor* 'we should go on struggle' to express her subjective opinion about the violence against women. Using the suffix *-mAlI*, the grammatical marker of obligation, Azize Sibel Gönül, commenting on caesarean section, talks about the necessity that the ratio must be brought down. Likewise, the example from *Yeni Şafak* indicates the obligation of Fatma Şahin with respect to the strengthening family. The example from *Radikal* also illustrates Fatma Şahin's use of *gerek-* 'must/should' with aims about children. Finally, the concordance line from *Cumhuriyet* shows the use of *zorunda* 'have to' by Fatma Şahin. To provide an account of their grammatical realizations is possible with analysing the phrases before these lexical means of obligation. Initially, *devam etmemiz* 'going on', *aileyi güçlendirmememiz* 'strengthening family', *hedefleri büyük koymamız* 'setting the goals' are all used with *gerekıyor* 'necessary'; besides, they all are the subject of verbal sentence. In the final example, the verb *zorunda* 'have to' realized as *-mAk zorunda*.

Apart from entertain, attribution is also one of the ways of dialogic expansion. In fact, attribute means to base the proposition on an external voice's subjectivity. The

formulations such as *X said...*, *X believes...*, *according to X*, *in X's view* shows the attributed material. The term attribution consists of two sub-categories. The first category is acknowledge, “those locutions where there is no overt indication, at least via the choice of framer, as to where the authorial voice stands with respect to the proposition” (Martin& White, 2005: 112). In our data the attributed material is identified with the verbs *söyle-* ‘tell’, *de-* ‘say’, *belirt-* ‘state’, *dile getir-* ‘put into words’, *vurgula-* ‘emphasize’ and *ifade et-* ‘express’. Table 28 shows the examples of attribution in five newspapers.

Table 28. The examples of attributed material

Example number	ATTRIBUTE	
(113)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: ... Bu nedir diye soracak olursanız, aile hekimliği modeli gibi her ailenin nasıl bir hekimi varsa, her ailenin bir sosyal destek uzmanı da olacak."</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>dedi</p>
(114)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity: Bakan Akdağ, Annenin sağlığını ile ilgili hayatını tehdit eden bir durumda kürtaja itiraz etmediklerini belirterek, şunları</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>söyledi: "Bebeğin ağır bir problemi olacaksa bu konuyu da tartışabilir buluyoruz. Dikkat edin. 'Tartışabilir buluyoruz' dedim. ...</p>
(115)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity: Muhafazakar, demokrat bir parti olduklarını, aile değerlerini önemsediklerini dile getiren Şahin, ailenin güçlü olmasını, aile bireylerinin mutlu olmasını istediklerini</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>ifade etti.</p>

(116)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity: Kadın ve Aile Bireylerinin Şiddetten Korunmasına Dair Kanun Tasarı Taslağına ilişkin sorular üzerine Şahin, kadına yönelik şiddetin kamu vicdanını yaraladığını ve bu sorunun büyük bir mağduriyet alanı yarattığını</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>vurguladı.</p>
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In contrast to entertain and attribute, the resources of dialogic contraction are: disclaim and proclaim. Firstly, disclaim covers meanings where direct rejection of some dialogic alternatives takes place. Within the disclaim category, two sub-types are described: deny and counter. Deny, the first category of dialogic contraction, is closely related to negation, which presents alternative positive position into the discourse (Martin & White, 2005: 118). Table 29 lists some examples of this meaning.

Table 29. The examples of disclaim: deny (negation)

Example number	DISCLAIM DENY	
(117)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity: “4320 sayılı Ailenin Korunması Kanunu biliniyor, toplumda farkındalığın arttığı bir süreçte, kadına yönelik şiddet tanımının getirilmesinin süreci toplumsal hafıza olarak bitireceğini düşündük. İkisini birleştirdik. Ailenin korunması kadının zayıflatılması anlamına</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>gelmez.</p>

(118)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity: Bu konu tartışılınca bunun bir doğum kontrol yöntemi olmadığı algısı yerleşti kamuoyunda. Kürtaj sadece kadınların sorumlu olduğu bir alan</p>	<p>Evaluator: Azize Sibel Gönül</p> <p>değildir.</p>
(119)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity: İki fidan bir araya geliyor, oradan bir çınar çıkacak. Yürek, sabır ve emek istiyor. Toplumun temel taşı olan aileyi güçlendirmememiz gerekiyor. İnsanca beraber yaşayabilmeyi, her şeyi paylaşabilmeyi başarırız, insan mutluluğunu yakalıyoruz. Güçlü aile demek, zayıf kadın demek</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>değil</p>
(120)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: Bakan Fatma Şahin, tasarının isminin değiştirilmesi taleplerini de değerlendirdi. Şahin, Ailenin Korunmasına Dair Kanun'un ismini kadınların öğrendiğini belirterek, kadınların, ... Şahin, hem ailenin korunması hem de kadına yönelik şiddetle ilgili güçlendirme bulunduğunu ifade ederek, aileyi koruyan, kadını zayıflatan bakış açısı</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>bulunmadığını belirtti.</p>

In these lines, *değil* ‘not’ negates the nominal sentences and *-mA* is used for negating verbal sentences. The evaluator Fatma Şahin's sentence *Ailenin korunması kadının zayıflatılması anlamına gelmez* ‘Protecting family does not mean to weaken the women’ includes the positive that protecting family means to weaken the women. Thus, Fatma Şahin denies this view. Similarly, in the last line, evaluating the name of the proposal, she remarks that the proposal's name does not include a weakening viewpoint regarding women. Other two concordance lines are negated with *değil* as they are nominal sentences. Making assessment of abortion, Azize Sibel Gönül rejects the view that abortion is a scope where only the women are responsible. Likewise, Fatma Şahin's evaluation of powerful family does not mean a weak woman. All in all, as seen from the concordance lines, the denial is dialogic since the speakers introduce themselves as responding to the positive form of these utterances. In addition to this, "they are corrective rather than confrontational, presenting the addresser as sensitively attending the addressee's level of knowledge and seeking to adjust their communication accordingly" (Martin & White, 2005: 120).

"The second sub-type of disclaim includes formulations which represent the current proposition as replacing or supplanting, and thereby 'countering' a proposition which would have been expected in its place" (Martin & White, 2005: 120). This type of disclaim is normally indicated by means of conjunctions and connectives such as *although*, *however*, *yet* and *but*. Apart from these, adjuncts such as *even*, *only*, *just*, *still* also convey counter-expectational aspect.

Table 30 below illustrates the concordance lines with disclaim: counter. All the concordance lines are dialogistic like denials due to introducing a contrary position. Evaluator Fatma Şahin uses *fakat* ‘but’ to express a contrary position about family

protection act, the partners' perspective on divorce and the negative news. Besides, evaluating abortion, Recep Akdağ rejects the view that abortion is a preventive method of not having a baby.

Table 30. The examples of counter

Example number	DISCLAIM COUNTER	
(121)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: Bugün gelinen noktanın 10 yıllık geçmişi olduğunu ifade eden Şahin, şöyle konuştu: "İktidar olduktan sonra 98 yılında çıkmış Ailenin Korunması Kanunu vardı,</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>fakat aile mahkemeleri kurulmadığı için kağıt üzerinde kalmıştı.</p>
(122)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity: Bu 100 bin kişiden 80 bini ikinci defa evleniyor, 12 bini yine eski eşiyle evleniyor. Bu bize enteresan bir şey söylüyor. Eşler çok hızlı bir şekilde boşanmayı bir çözüm olarak görüyor</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>fakat boşandığı zaman her şeyin düzelmediğini, çok daha zorlandığını yaşadığı zaman yeniden eşiyle evlenme kararı alıyor.</p>
(123)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity: 'Kürtaj ya da istemli düşük söz konusu olduğunda genelde 'ulaşılabilir ve güvenilir istemli düşük' kavramı öteden beri çok kullanılır. Bir hamile kadının güvenilir istemli düşük imkanına ulaşması lazım.</p>	<p>Evaluator: Recep Akdağ</p> <p>The evaluative dimension:</p> <p>Ama bunun anlamı, istemli düşük veya kürtajın çocuk yapmayı önleyici çok normal bir yol olduğu değildir tabii ki.</p>

(124)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity: Özellikle sosyal politikalar alanında, tabii ki haber niteliği taşıdığı zaman negatif haber de verilecek,</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>ama negatif haberleri aşırı büyütüp, pozitif şeyleri de yok saydığınız zaman toplum huzurunu, iç barışını ve ciddi manada pozitif enerjisini kaybediyor</p>
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Unlike the sources of disclaim and deny, engagement's other sub-type proclaim takes steps in order to restrict the scope of dialogic alternatives rather than rejecting a contrary position (Martin & White, 2005: 121). Three sub-types of proclamation are identified: concur, pronounce and endorse.

First of all, the expressions indicating the addresser's agreement with or having the same knowledge as some projected dialogic partner belong to the category of concur (Martin & White, 2005: 122). In our data from *Zaman*, Associate Professor Aşkın Asan's utterance about violence fall within proclaim's concur: *Zaten Türk toplumunun yapısı insana karşı şiddeti reddetmekte* 'Already the structure of Turkish community rejects violence to people'. With this sentence, Aşkın Asan implies that he agrees on Turkish community's attitude towards violence and this attitude is reflected as expected one.

Secondly, Martin and White (2005: 126) explains endorsement as in the following:

By the term 'endorsement' we refer to those formulations by which propositions sourced to external sources are construed by the authorial voice as correct, valid, undeniable or otherwise maximally warrantable. This construal is achieved indirectly by the use of verbal processes (or their nominalised equivalents) which

portray certain acts of semiosis as providing the grounds for the speaker/writer to presuppose this warrantability.

As proposed above, evaluations of endorsement have to do with referencing and endorsing a prior speaker's utterances in that the authorial voice becomes involved in a dialogic relationship of alignment with that speaker (Martin & White, 2005:126). Concerning endorsement, it is noticeable that they are linked with an individual subjectivity and indeed with the authorial voice's subjectivity.

There are only 10 occurrences of endorsement in the corpus.

Table 31. The examples of endorsement

Example number	PROCLAIM ENDORSEMENT	
(125)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: Koruyucu ailelere çocukların bakımını yapabilmeleri için belli bir ödeme yapılacağını hatırlatan Şahin,</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>"Başbakanımızın 'Rol model çocukları olan bir ülke hedefine yönelik çalışıyoruz.</p>
(126)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity: Kesinlikle sağlıklı bulmuyorum. Sayın Başbakan Yardımcımızın yorumuna da aynen</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>katılıyorum.</p>
(127)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity: Sorunun herhangi bir sosyal kesimle sınırlı olmamasının olayın çarpıcı yanı olduğunu vurgulayan Adalet Bakanı Ergin,</p>	<p>Evaluator: Sadullah Ergin</p> <p>The evaluative dimension:</p> <p>yapılan araştırmalara göre her gelir ve eğitim düzeyinden kadının aile içinde şiddete maruz kalabildiğini ortaya koyduğunu dile getirdi.</p>

In these examples, all evaluations are based on what has been said by Recep Tayyip Erdoğan, Bülent Arınç and previous researches. Evaluators Fatma Şahin and Sadullah Ergin construe these external sources as correct, valid and undeniable in that the sentences *Başbakanımızın rol model çocukları olan bir ülke hedefine yönelik* 'Our Prime Minister's intended aim of a country with role model children', *katılıyorum* 'agree with', *yapılan araştırmalara göre* 'according to the conducted researches' are used by them subjectively. Simultaneously, in these examples, endorsement may also function as basis for the speaker's decision of the proposition as maximally warrantable.

III.5. The Analysis of Graduation

Graduation, appraisal system's final region, deals with scaling by which feelings are intensified and categories blurred (Martin & White, 2005:35). "Graduation operates across two axes of scalability – that of grading according to intensity or amount, and that of grading according to prototypicality and the preciseness by which category boundaries are drawn" (Martin & White, 2005:137). In other words, force involves the scaling with reference to intensity. On the other hand, focus is different from the values of force. As White (1998:287) explains:

Here the scaling operates in terms of the sharpness or softness of the *valeur* relationship represented by the item. Values at the 'sharp' end of the focus scale are exemplified by true friend, pure evil, a clean break, a genuine mistake, a complete disaster, par excellence. Here FOCUS values operate to indicate that the *valeur* represented has core or prototype status – that the *valeur* relationship is sharply focussed. Values at the 'soft' end of the focus scale are exemplified typically by examples of what Lakoff (see section II.3.(c).2. previously) termed 'hedges' – 'all day, it was kind'v nerve-wracking', 'a whale is fish, sort'v', 'he as good as killed his brother' etc. Here the value operates to indicate that the item in question has marginal status in the category or that the *valeur* relationships are blurred or have imprecise boundaries.

The semantics of graduation, central to the appraisal system, takes place as a defining property of attitude and engagement. Table 32 below shows the instances of graduation across newspapers.

Table 32. The instances of graduation across newspapers

	<i>Zaman</i>	<i>Hürriyet</i>	<i>Cumhuriyet</i>	<i>Yeni Şafak</i>	<i>Radikal</i>
Focus	-	-	1	-	-
Force: Intensification	39	19	37	14	2
Force: Quantification	47	10	25	9	-

First and foremost, force, one of the major sub-category of graduation, includes evaluations concerning degree of intensity and amount. “The assessment of degree of intensity of qualities and processes is termed ‘intensification’” (Martin & White, 2005: 141). In our data, adverbs such as *çok* ‘very / much’, *sürekli* ‘continuously’, *hızla* ‘rapidly’, *hızlı* ‘rapid’ are used to express intensification. Initially, the adverb *çok* ‘very’ indicates up-scaling of verbal processes in that it is described as adverbially modified verbal group (Martin & White, 2005: 142).

Table 33. The occurrences of intensification

Example number	GRADUATION FORCE: INTENSIFICATION	
(128)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: Bakan Şahin, şöyle devam etti: Nimetlerin ve külfetlerin eşit paylaşıldığı bir Türkiye istiyoruz. Cinsiyet ayrımcılığı istemiyoruz. Herkesin doğuştan gelen hakkını, fırsat eşitliğini kullanmalarını</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>çok önemsiyoruz.</p>
(129)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity: Canların gitmemesi lazım. Bu kadar varlığın içinde yokluğu yaşamamamız lazım. Biz bakanlık olarak da işin sosyal boyutu ve insani boyutunu</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>çok önemsiyoruz.</p>
(130)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity: Her iki evladımızı candan tebrik ediyorum. Biz evliliğe</p>	<p>Evaluator: Bülent Arınç</p> <p>The evaluative dimension:</p> <p>çok önem veriyoruz.</p>
(131)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: Artık kadınılarımız, 'Ben kendimi idare edebiliyorum' diyecek vaziyete gelmesini sağlayacağız. Biz bunun daha önceki modellerini inceledik. Bu cinayetlerin azaldığı bir zaman dilimini</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>hızla yakalayacağız</p>

(132)	Newspaper: <i>Zaman</i> Evaluated entity: kaydeden Şahin, şunları söyledi: "... Bizler kurumsal olarak daha geniş kapsamlı ne yapabiliriz diye	Evaluator: Fatma Şahin The evaluative dimension: sürekli çalışıyoruz.
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As Table 33 below suggests, the adverb *çok* 'very / much' is used to intensify the appreciation's sub-type social valuation. That is to say, Fatma Şahin states that they care about the use of equal opportunities along with the human dimension very much. Besides, in the example (130), Bülent Arınç points out that they care about the marriage very much. As to the grammatical realization of the graduation meaning, the adverb *çok* 'very / much' is used before the verb *önemse-IMP-1PL*, *önem ver-IMP-1PL*. All in all, the scaling of social valuation in terms of importance via the adverb *çok* 'very / much' occurs 5 times in *Yeni Şafak*, 6 times in *Zaman* and finally, 7 times in *Cumhuriyet* and *Hürriyet*.

The last sentence also reflects this meaning due to Fatma Şahin's use of *hızla* 'rapidly' before the verb *yakalayacağız* catch-FUT-1PL. Similarly, Fatma Şahin's last intensification involves the use of *sürekli* 'continuously' as a maximiser – a locution "which construe the up-scaling at being at the highest possible intensity" (Martin & White, 2005: 142). In addition, the evaluator Fatma Şahin's use of *sürekli çalışıyoruz* ADV + *çalış-IMP-1PL* covers modal assessment of usuality's highest value. Here the adverb is used to intensify the meaning of tenacity.

Additionally, under force, the intensification can be realised through repetition that is by repeating of the same lexical item (Martin & White, 2005:144).

Table 34. The examples of repetition

Example number	GRADUATION FORCE: INTENSIFICATION / REPETITION	
(133)	Newspaper: <i>Zaman</i> Evaluated entity: Bundan sonra da her adımımızda	Evaluator: Recep Tayyip Erdoğan The evaluative dimension: önce insan, önce aile diyecek, önce aileyi gözeteceğiz
(134)	Newspaper: <i>Zaman</i> Evaluated entity: Aile; toplumun da, ülkenin de, geleceğin de nüvesidir, çekirdeğidir. Ailenin olmadığı, ailenin parçalandığı, örselendiği bir toplumun geleceğe umutla bakması	Evaluator: Recep Tayyip Erdoğan The evaluative dimension: asla ve asla söz konusu değildir.

Example (133) and (134) above involve the Prime Minister Recep Tayyip Erdoğan's evaluation of the family in *Zaman*. Here the adverbs *önce* 'firstly' and *asla* 'never' are used to intensify the assessments of the family.

Apart from the repetition, the graders such as the adjective *inanılmaz* 'unbelievable' and the adverbs *tamamen* 'completely', *şiddetle* 'intensely', *ciddi* 'seriously', *son derece* 'extremely', *mutlaka* 'absolutely' and *kesinlikle* 'certainly' are used to intensify the evaluation. In fact, "graders are lexical items which form sets of terms by which degrees of intensity, from low to high, may be specified" (White, 1998:289). The concordance lines with the graders are listed in Table 35 below.

Table 35. The examples of graders

Example number	GRADUATION GRADERS	
(135)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity: Başbakan Recep Tayyip Erdoğan, bugün kadına yönelik şiddetle mücadeleyle ilişkin yeni adımların atıldığını belirterek, "Biz kadına şiddeti</p>	<p>Evaluator: Recep Tayyip Erdoğan</p> <p>The evaluative dimension: kesinlikle AK Parti iktidarı olarak lanetliyoruz, kınıyoruz" dedi.</p>
(136)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity: Bu anneler için de çok yanlıştır. Bir kürtajın anneye</p>	<p>Evaluator: Recep Akdağ</p> <p>The evaluative dimension: inanılmaz zararları var.</p>
(137)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity: Gençler vakti geldiğinde</p>	<p>Evaluator: Bülent Arınç</p> <p>The evaluative dimension: mutlaka evlenmeliler</p>
(138)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity: - Tecavüze uğrayan bir kadının aslında tertemiz bir kadın olduğunu vurgulayan Akdağ, "O kirlenmiş bir insan değildir.</p>	<p>Evaluator: Recep Akdağ</p> <p>The evaluative dimension: Tamamen masumdur.</p>
(139)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity: Bazılarının hakaretlerle meseleyi tartışmaya çalıştığı bir zeminde bu şekilde anne rahmine düşmüş bir çocuğu adeta kirli bir çocuk oradan koparılıp derhan atılması gereken bir canlı gibi gören anlayışı</p>	<p>Evaluator: Recep Akdağ</p> <p>The evaluative dimension: şiddetle kınıyorum. O anne nasıl tertemiz ve masumsa o annenin karnındaki bebekte tertemiz ve masumdur.</p>

(140)	Newspaper: <i>Yeni Şafak</i> Evaluated entity: Özellikle koruyucu ve önleyici tedbirleri artırmada erkeklerin de sorumluluk alması	Evaluator: Fatma Şahin The evaluative dimension: son derece önemli.
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As to the frequencies of these lexical items, the adverb *son derece* ‘extremely’ occurs 1 time in *Zaman* and *Hürriyet*, similarly, the adverb *kesinlikle* ‘certainly’ has 1 occurrence in *Zaman* and *Cumhuriyet*. Besides, Recep Akdağ’s sentence including the grader *inanılmaz* ‘unbelievable’ occurs in *Cumhuriyet*, *Hürriyet* and *Zaman*. Likewise, Recep Akdağ’s evaluation of abortion in example (136) takes place in *Zaman*, *Cumhuriyet* and *Hürriyet*. The adverb *mutlaka* ‘absolutely’ occurs 2 times in *Zaman* and 1 time in *Yeni Şafak*. Finally, the adverb *şiddetle* ‘intensely’ is observed 1 time in *Hürriyet*.

In the concordance line (135), the adverb *kesinlikle* ‘certainly’ is used to intensify the meaning of affect. The evaluator Recep Tayyip Erdoğan makes assessment of the violence against women by intensifying the displeasure meaning by means of the adverb *kesinlikle* ‘certainly’. In example (136) the evaluator Recep Akdağ’s negative social valuation of the abortion is sharpened by the adjective *inanılmaz* ‘unbelievable’. In addition to these, the adverb *mutlaka* ‘absolutely’ in the concordance line (137) shows the intensification of the engagement’s sub-type obligation. The evaluator Bülent Arınç expresses his subjective point of view towards the marriage of the youngs by using the adverb *mutlaka* ‘absolutely’ to make his idea more persuasive. In example (138) evaluating the rape victims and their children as innocent, Recep Akdağ uses the adverb *tamamen* ‘completely’ to intensify this opinion. In addition to the example (138), in the concordance line (139) the evaluator Recep Akdağ uses the adverb *şiddetle* ‘intensely’ to express his

feelings about the child as a result of the rape. In the last concordance line, the meaning of appreciation is intensified by using the adverb *son derece* ‘extremely’.

Secondly, quantification contains assessments of amount related to entities instead of qualities and processes (Martin & White, 2005: 141). In other words, “Quantification involves scaling with respect to amount (eg size, weight, strength, number), and with respect to extent, with extent covering scope in time and space (ie how widely distributed, how long lasting) and proximity in time and space (ie how near, how recent)” (Martin & White, 2005: 149).

As to the examples of quantification from our data, firstly, the abstract and concrete entities such as project, law, results, and reality are quantified by *büyük önem* ‘great importance’, *çok önemli* ‘very important’, *en büyük* ‘the biggest’, *büyük* ‘big’.

Table 36. The examples of quantification

Example number	GRADUATION FORCE: QUANTIFICATION	
(141)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: Çocuk Hizmetleri Genel Müdürlüğü'nün TÜBİTAK ile birlikte Çocuk Erken Tanı ve Uyarı Sistemi (ÇETUS) Projesi üzerinde çalıştıklarını belirten Şahin, "Bu</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>çok önemli bir proje.</p>
(142)	<p>Newspaper: <i>Hürriyet</i></p> <p>Evaluated entity: Şahin, "Mesela bir araba kullanırken bile kursa gidiyorsunuz, sertifika alıyorsunuz, nasıl araba kullanmanız gerektiğiyle ilgili. Ama evlilik birliği dediğiniz, ömür boyu devam edilmesi gereken ve toplum açısından</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>çok önemli bir müessese</p>

(143)	<p>Newspaper: <i>Yeni Şafak</i></p> <p>Evaluated entity: TBMM'de yasal noktada</p>	<p>Evaluator: Recep Tayyip Erdoğan</p> <p>The evaluative dimension: çok önemli reformlar gerçekleştirdik.</p>
(144)	<p>Newspaper: <i>Zaman</i></p> <p>Evaluated entity: Sağlık Bakanı Akdağ, kürtaj işlemini şöyle anlattı: "Kürtaj, bir kadının rahmini kazıyorsunuz; oradan bebeği alıyorsunuz.</p>	<p>Evaluator: Recep Akdağ</p> <p>The evaluative dimension:</p> <p>Bir dünya da komplikasyonu var.</p>
(145)	<p>Newspaper: <i>Cumhuriyet</i></p> <p>Evaluated entity: Oysa biz Aile ve Sosyal Politikalar Bakanlığı'na baktığınız zaman 5 genel müdürlük, 32 daire başkanlığı var. Bu 5 genel müdürlükten biri Aile ve Toplum Hizmetleri Genel Müdürlüğü.</p>	<p>Evaluator: Fatma Şahin</p> <p>The evaluative dimension:</p> <p>Çok güçlü bir idari ve mali altyapıya kavuşturuldu.</p>

As for the comment on these concordance lines, example (141), whose evaluator is Fatma Şahin, exemplifies the scaling of an entity *proje* ‘project’ by means of the adverb *çok* ‘very’. This adverb also includes an upscaling meaning of an attitude, namely appreciation’s social valuation. As a matter of fact, the entities performed or developed by the government are reflected as having vital importance. Additionally, the aim of this appraisal system from the writer-reader relationships is explained by Martin and White (2005: 152): “Upscaling of an attitude frequently acts to construe the speaker/writer as maximally committed to the value position being advanced and hence as strongly aligning the reader into that value position”. Likewise, in the concordance line, (142) evaluating the union of marriage, Fatma Şahin identifies marriage as a very important institution. The next line, evaluator of which is Recep Tayyip Erdoğan,

reinforces judgement's sub-type capacity via the adverb *çok* 'very': *çok önemli reformlar gerçekleştirdik* 'we carried out very important reforms'. Besides, ADV + ADJ + Noun is the grammatical realization of *çok önemli reformlar* 'very important reforms'. The same meaning is also observed in: *çok önemli/iyi/büyük bir* 'very important/good/big D +Noun. This kind of grammatical realization occurs 10 times in *Zaman*, 3 times in *Hürriyet*, 7 times in *Cumhuriyet*, and 4 times in *Yeni Şafak*. In addition to these, in the concordance line (144), the evaluator Recep Akdağ evaluates the harms of abortion to the women. The use of *bi dünya* is an example of infusion because the noun head carries the quantity meaning. In the last line, attitude's sub-type capacity is up-scaled by the adverb *çok* 'very'.

CONCLUSION

The aim of this study is to identify AKP's conservative idea through the evaluative language in newspapers with regards the concept of family. So as to fulfill the description of evaluative language, Martin and White's (2005) appraisal theory is followed.

In fact, there are several reasons for studying evaluative language. The first reason for studying is its indispensable role in life and discourse. As Bednarek (2006: 4) highlights:

"Secondly, evaluation itself is a significant element of our lives: as a device for interpreting the world and offering this evaluation to others, it pervades human behaviour: when we interact with the world around us, we perceive, categorize and evaluate what we encounter. Our short term evaluations may then turn into long-term values, which are as important to our lives as our beliefs. Our values arguably determine to a large part who we are personally, which path of life we choose to take, and which friendships we form. Furthermore, evaluation is extremely important in actual discourse in that it is difficult if not impossible for human beings (and perhaps not even desirable) to speak with a completely 'objective' voice, not to impose evaluations on one's utterance, and not communicate value judgement."

In other words, evaluation has an important role in discourse due to conveying the writer's or speaker's value judgement and establishing the relationship between the speaker/writer and the reader (Thompson and Hunston, 1999: 6).

Consequently, a special purpose corpus including 137.389 words constitutes the data of this study. The texts of the corpus are taken from digital sources of five different Turkish national newspapers *Cumhuriyet*, *Hürriyet*, *Radikal*, *Yeni Şafak* and *Zaman* produced between June 12, 2011 and December 31, 2012. The concordance lines are obtained via free software concordance program AntConc (2014). By searching the node word family, the concordance lines are extracted. After eliminating the non-

evaluative concordance lines, the evaluative ones are grouped under appraisal theory's regions of meaning.

In fact, the results of this study are very revealing about the use of evaluative language based on appraisal theory.

Within affect, the results indicate that the government expresses their feelings related to the violence or other events in family. The speaker will become happy on condition that the family is happy. To exemplify, evaluator Fatma Şahin's utterance *çocukların mutluluğunu görmenin kendisini mutlu ettiğini belirterek*, is an affective mental process since the noun clause produced by attaching *-mA* to the verb *see* occurs as the process that makes her happy. As a result, the criterion of being happy is closely tied to the happiness of family by the government. In the same way, the problems in the family or the unfavourable events within family and society leave a negative effect on the government.

AKP also shows how much importance they give to family by appreciation in that the government's evaluations of the valuations of entities often evoke importance. Generally, these entities are their projects, studies and law about the protection of violence against the members of the family. Examples such as *önemli bir modeli*, *önemli bir müessese*, *önemli bir örnek*, *önemli bir yasal alt yapı*, *önemli bir caydırıcılık* are explicit formulations reflecting this aim. Additionally, these usages are preceded by *çok* 'very', which means an up-scaling of social valuation via graduation.

In addition to these, engagement reveals the structures that indicate the government's responsibility to protect the family. The modality of necessity and obligation within engagement is frequently observed not only via the suffix *-mAll* but also these lexical means such as: *gerek-* 'must/should', *lazım* 'necessary', *zorunda* 'have to'.

Under graduation, the semantics of grading according to intensity or amount is explained. Initially, adverbs such as *çok* ‘very’, *sürekli* ‘continuously’, *hızla* ‘rapidly’, *hızlı* ‘rapid’ are used to express intensification of the appreciation's positive social valuation and judgement's tenacity meanings. Secondly, the graders such as the adjective *inanılmaz* ‘unbelievable’ and the adverbs *tamamen* ‘completely’, *şiddetle* ‘intensely’, *ciddi* ‘seriously’, *son derece* ‘extremely’, *mutlaka* ‘absolutely’ and *kesinlikle* ‘certainly’ are used to up-scale the evaluation. By using such graders, the speakers want to direct the readers points of views' towards theirs; as a result, they leave a significant effect on the readers.

All in all, describing themselves as a party having the principle of conservative democracy, they attach importance to preserve the custom and social values. Seeing family as an indispensable and essential part of the society, they aim to protect the family.

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