# Global Times Editorial from the Perspective of the Appraisal Theory

**Bai Yixuan**

*English College, University of International Business and Economics, Beijing, China*
*13570226910@163.com*

*Abstract: The Global Times, one of the leading media in the Chinese press, was launched in 2009 in English, focusing on international news and conveying comprehensive news to foreign countries in line with China's basic national conditions. The editorial section is an important resource reflecting the newspaper's position. Appraisal theory is an important theory in the study of interpersonal communication and is important to explore opinions and attitudes. This paper selects an editorial on the G20 in the Global Times and its official English version. Theoretically, this paper proves the feasibility of the application of the theory to translation research. In practice, this paper elaborates on how the choices of expression chosen by the author and translator influence readers.*

*Keywords: appraisal theory; editorial; attitude system; engagement system; graduation system*

## 1. Introduction

### 1.1 Research Background

Global Times plays an important role in giving China's voice. The text chosen is from the Global Times, with the title: Anyone who deviates from the G20 theme will be booed. The Global Times was launched in April 2009. From the day it was launched, the Global Times tentatively broke away from the journalistic tradition seen as normal in the Chinese media landscape, which avoids touching upon conflict and confrontation. It, however, distances itself from the other extreme, namely, the designed provocation that is common in Western media's China reportage. Given the circumstances in China, the Global Times takes great pains to present facts and views that could help the readers better understand international issues. The Group of Twenty is an intergovernmental forum comprising 20 countries and the European Union. It works to address major issues related to the global economy. As the covid-19 still wreaks havoc across the world, it's high time that all member states of G20 intensify their cooperation to achieve sustainable development, instead of quarreling with each other for their own interests. Besides, this article is also full of judgments and emotions, which means the appraisal framework could be applied to analyze some linguistic aspects of this essay.

### 1.2 Significance of the Study

This research carries great significance. The analysis of attitudes is an indispensable part of translation, and the appraisal theory remains the most perfect tool to analyze attitudes. In translation practice, how to grasp the overall attitude of the source text and how to reproduce it in the target text has always been a problem for translators. Applying the appraisal theory, we can analyze the overall attitude of the source text from different levels and perspectives, and also evaluate the translated text by analyzing and comparing the attitudes in the source text and the target text. In addition, the research methods and subjects of the appraisal theory can also play a complementary role in text translation theory. Apart from that, the dialogistic perspective in Appraisal Theory can also shed light on translation study. Introducing Appraisal Theory to translation study is sure to facilitate translation study and translation teaching.

### 1.3 Organization of the Paper

This thesis consists of five parts, namely the introduction, literature review, theoretical framework, text analysis, and conclusion.

## 2. Literature Review

### 2.1 The development of Appraisal Theory

The appraisal theory was developed under the well-established Systemic Functional Linguistics (SFL).[1] It expands the study of interpersonal meaning at the semantic level of vocabulary. As a systematic theory, it aims to explore, describe and reveal how speakers in communication determine standings and attitudes, and establish relationships through language resources. The theory is to form an alliance with readers with similar views and to alienate communicators with different views. The communicator uses language to adjust the potential of dialogue between various voices inside and outside the discourse. This part gives a brief introduction to the development and theoretical framework of Appraisal Theory.

The Appraisal Theory is developed on the basis of the systemic functional linguistic theory of Halliday and his associates.[1] They claimed that meaning-making can usefully be divided into three broad modes: (1) "ideational" meaning by which language construes the world of experience, (2) "interpersonal" meaning by which speakers/writers enact social rules, personas, and relationships, and (3) "textual" meaning by which these ideational and interpersonal meanings are organized into coherent texts appropriate for a given communicative setting. Some of the mechanisms operated by "interpersonal" metafunction provide a reference for the evaluative meanings described by the appraisal framework. For instance, they present speakers/writers' feelings, tastes, or opinions through the semantics of evaluation. However, that is not enough.

To fill the gap, Australian linguist James R. Martin and his colleagues sought to establish a new analytical theory within the SFL. As part of the Write it Right, a literacy project in the 1990s, a group of linguists including Martin established a framework of appraisal resources for discourse analysis. Later on, Martin, Peter White, and their colleagues extended its application scope to the evaluation of various genres including literary criticism, the print media, and administrative documents. For the first time, Martin introduced the Appraisal Theory in his book *Beyond Exchange: Appraisal Systems in English* in 1998. In 2003, Martin and Rose added the three subsystems: attitude, engagement, and graduation. Scholars, until today, keep trying to illustrate this theory in more detail.

Specifically speaking, Martin and his colleagues focus on the appraisal recourse, one of the three major discourse semantic resources that construct the interpersonal meaning mentioned in the first paragraph. The other two are involvement and negotiation. In simple words, negotiation is related to interactive structure, involvement discusses non-gradable resources for negotiating tenor relations while appraisal concentrates on how evaluation is established, amplified, targeted and sourced. [2]As White said in his *Appraisal Theor*, "The appraisal framework...provides for analyses of those meanings by which texts convey positive or negative assessments, by which the intensity or directness of such attitudinal utterances is strengthened or weakened and by which speakers/writers engage dialogistically with prior speakers or with potential respondents to the current proposition." That is to say, the speakers/writers' personal, evaluative involvement is revealed through the stances they adopt either toward phenomena (the entities, happenings, or states of affairs being construed by the text) or toward metaphenomena (propositions about these entities, happenings, and states of affairs). Thus, researchers currently employ it in work that compares and contrasts evaluative meanings across languages.[3]

### 2.2 Previous studies on Appraisal Theory

As a branch of the SFL, the Appraisal Theory has been widely applied in discourse analysis, especially in identifying the writers/speakers' stance and position towards the text and information receivers. It was firstly used in media discourse analysis and gradually applied in various genres of written material, ranging from academic writing to political discourse and to advertisement. Besides focusing on authorial attitude of a discourse, Appraisal Theory takes the social context into account, such as how people interact and share feelings with others. As a result, the theory was also useful to understand the stance, position, and attitude of the participants, such as in foreign language teaching and interpreting.

Appraisal framework has been applied in almost every branch of linguistics. When it comes to the studies of translation, appraisal perspective deals with the interpersonal meaning which is central for negotiation meaning between writers and readers, showing great potential in evaluation and analyzing translation. Munday was among the first to prove the validity of the Appraisal framework by analyzing the simultaneous interpreting of 2009 inauguration speech of President Barack Obama[4]. Since then, the Appraisal system has been widely applied in studies of evaluation in translation.[5]

Appraisal Theory was first introduced into China around 2000. Wang was made an overview of this system to Chinese academia, which then starts the research in China. Many Chinese scholars have worked to improve this theoretical system and make it accessible to Chinese language. Meanwhile, the discourse analysis has, for a long time, dominated the application research of Appraisal Theory, such as online news, literature and government documents. As for translation studies, Chinese scholars applied the theory to seek equivalence between source texts and target texts, develop translation strategies for appraisal resources, and analyze the appraisal meaning in ST and TT.

## 3. Theoretical Framework

The appraisal theory is a comprehensive approach to exploring how attitudes, judgments, and emotive responses are explicitly presented in texts and how they may be more indirectly implied, presupposed, or assumed. As well, it explores how the expression of such attitudes and judgments is, in many instances, carefully managed so as to take into account the ever-present possibility of challenge or contradiction from those who hold differing views. Thus, it explores how speakers and writers pass judgment on people. The Appraisal systems are at the core of the Appraisal Theory. Each of the three subsystems as we have mentioned above has a refined system. This sub-chapter will illustrate them one by one.
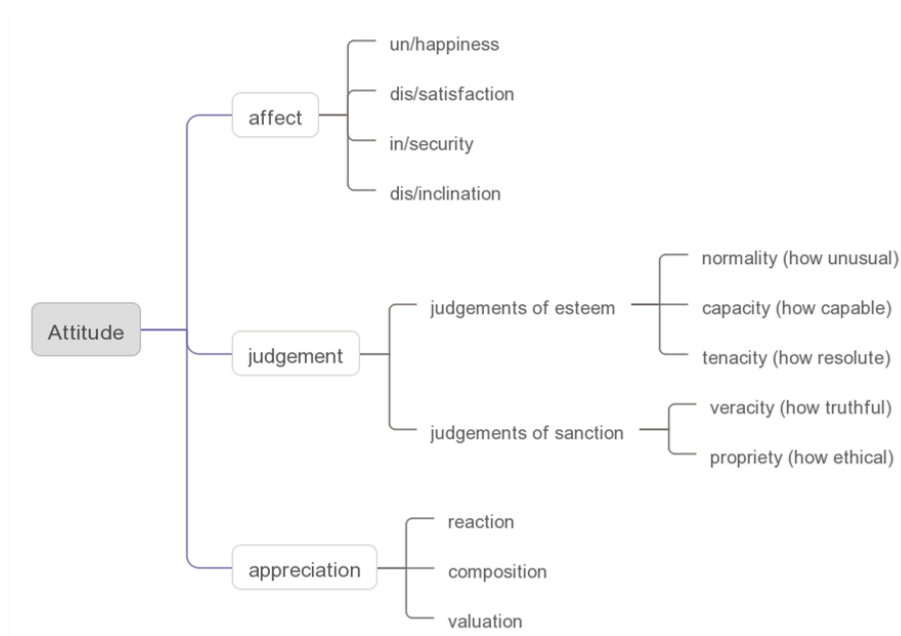
### 3.1 The Subsystem of Attitude



*Figure 1: The system of attitude*

Attitude is positive or negative assessments of various behaviors, text/process and phenomena. It is the core of appraisal resources. To make it specific, it is divided into three broad subtypes: "(1) positive/negative assessments as emotional reactions (labeled "affect"), (2) positive/negative assessments of human behavior and character by reference to ethics/morality and other systems of conventionalized or institutionalized norms (labeled "judgement"), and (3) positive/negative assessments of objects, artifacts, texts, states of affairs, and processes in terms of how they are assigned value socially (labeled "appreciation"), that is, in terms of their aesthetic qualities, their potential for harm or benefit, their social salience, and so on." , as shown in Figure 1.

There are four categories of affect, which are un/happiness, dis/satisfaction, in/security and dis/inclination. The first three types are related to people's feelings or emotions about certain items or events while the last one refers to the speakers/writers' intention. Judgement deals with the appraisal resources usually under laws and moral standards. For example, he is against the law, or he is an upright person. People usually make their judgement in accordance with certain rules or standards. Thus, judgement is divided into judgements of esteem and judgements of sanction (Li, 2020). Judgements of esteem consist of normality (how unusual someone is), capacity (how capable someone is) and tenacity (how resolute someone is), while judgements of sanction are concerned with veracity (how truthful someone is) and propriety (how ethical someone is).

Appreciation is about resources that describe the value of a thing, usually from the perspective of aesthetics. For example, thirty years ago this week, Secret Service agent Tim McCarthy set out for work at the White House in a brand-new suit, the nicest one he'd ever owned. In this sentence, "the suit" is viewed by Tim as "the nicest" one he'd ever have. That is the appreciation of Tim to this suit. Appreciation can be categorized into three groups which are reaction, composition and valuation. Reaction is the emotional impact of the discourse to readers; composition talks about the complexity and balance of the events; valuation is how people value a thing under the guidance of social norms.

### 3.2 The Subsystem of Engagement

Engagement is the choice of speakers/writers whether they use their own voices (monogloss) or quote others' voices (heterogloss) to express their opinions. Usually, different categories of engagement deal with the writers/speakers' responsibility towards the attitudinal value and reduce or expand the possible range of response. Monogloss refers to the tone from the perspective of speakers/writers themselves when sharing views with the readers, often by presenting an idea as being common-sense and having no alternatives. For example, in my view the media has been lying. By contrast, heterogloss allows others' voices; for instance, some people believe the media has been lying. By employing different engagement resources, writers/speakers could demonstrate the interaction and negotiation among attitudes of different subjects. For this point, heterogloss can be detailed into of contract and expand with each has its own subsystems.

"Dialogistically contractive" refers to the situation when speakers/writers engage with possible alternative positions by confronting them but nevertheless suppress those alternatives. In comparison, "dialogistically expansive" talks about the cases when speakers/writers make available space for alternative positions by grounding the proposition in an individual, contingent subjectivity (either that of the speaker/writer or the quoted source).

In the "contraction" subsystem, disclaim rejects certain position. It consists of deny and counter. Deny refers to negation (don't) while counter is concession expectation (although). Proclaim is the resource that agrees with certain position. It includes concur, pronounce and endorse. Concur is the locutions of the expression of agreement, such as of course, obviously, definitely and rhetorical or leading questions. Pronounce is the choice that expresses the writers/speakers' own voice explicitly into the text. Endorse is introducing outside voice to show the support of certain positions.

In "expand" subsystem, there are "entertain" and "attribute". Entertain means that while expressing their own voices, writers/speakers allow the existence of alternative voices. Attribute provides outside voices without passing an overtly authorial attitude. It can be categorized into two types, acknowledge and distance. Acknowledge introduces an outside voice mainly through reporting verbs, or who says/reports what, without overtly inserting authorial stance. Distance explicitly detaches the authorial voice with certain position. One frequently used verb is "claim". For example, he claims that the media has been lying.

In dealing with these resources, White and Martin are influenced by Bakhtinian/Voloshinovian notions of dialogism. They believe that the appraisal framework interprets all such meanings as orienting the speakers/writers either to what has been said previously on the same subject (or is presented as likely to have been said) or to what is likely to be said in response to the current proposition.

### 3.3 The Subsystem of Graduation

A key parameter of variation in interactions is the degree of the speakers/writers' personal investment in the propositions. It includes "force" by which propositions are strengthened or mitigated and "focus" by which the boundaries of semantic categories can be blurred or sharpened. To raise or lower attitudinal categories, force contains two kinds of dimensions, "intensification" and "quantification". The first category refers to the scaling of quality such as "slightly" and process such as "greatly disturb". Besides adverbs, process also sheds light on modal words, such as "may". The other one includes number such as "a few" and "many", mass such as "small" and "large" and extent such as "wide-spread".[2]

## 4. Text Analysis

### 4.1 Attitude System

Attitude concerns the utterances that indicate a positive or negative view of some person, situation, and other things and objects. The attitude system can be divided into effect, judgment, and appreciation. Affect refers to the positive or negative biological emotions of humans. Judgment consists of social esteem and social sanction, and appreciation comprises reaction, composition, and evaluation. In the attitude system, attitudes could be presented in both explicit and implicit ways. Under the explicit attitude, we can point to evaluative words which are easy to identify their negative or positive senses. On the contrary, under the implicit attitude, it is not easy to point to evaluative or attitudinal words or phrases. Judgment can be inscribed, provoked, and evoked. Inscribed judgment is an explicit judgment wording, which is easy to identify. Provoked judgment is an implicit judgment with some evaluating elements that direct the reader to a judgment. Evoked judgment is a purely factual description that could lead to some inference of good or bad, appropriate or inappropriate behaviors.

This analysis will introduce the attitude system by demonstrating three examples from three subsystems.

**Example 1**

"We hope that instead of playing a geopolitical chess game at the summit, all G20 members will be sincere from the heart so that the organization can play its proper role."

Affect usually refers to people's emotional states and responses. Under affect, the evaluation is explicit that of some human subject, the individual or group which is represented as making this or that emotional response or being in this or that emotional state.

This is an instance of verbs projecting the writer's attitudes in both explicit and implicit ways. In this sentence, "hope" means somebody wants something to be true or happen, suggesting the writer's inclination for "being sincere from the heart". He agrees with this kind of behavior and hopes all countries would do the same thing. It seems to be a straightforward instance of explicit affect. However, affect can also be implicit or invoked instead of explicitly indicated. Under the implicit affect, it could also be interpreted as the writer is indicating his dissatisfaction with the current or projected behaviors of some countries playing geopolitical games at the summit. In this case, a negative attitude is implicitly indicated.

**Example 2**

"As a result, as Washington's interest in multilateral coordination fades, and its enthusiasm for forming its own bloc grows, the US has become increasingly disinterested in the G20."

Under the judgment system, we are concerned with language which criticizes or praises behaviors such as the actions, deeds, sayings, beliefs, and motivations of human individuals and groups. Judgment assesses if the issue in discussion fits moral and legal rules and regulations that are agreed upon by the writer. It should be noted that writers can express their attitudes in both explicit and implicit ways. Under explicit attitude, we can easily identify words that might suggest a negative sense. For example, "forming its own bloc" means the U.S. is building a small group of countries with a common interest and preventing other countries from joining it. This phrase is an explicit and negative judgment of the behaviors of the U.S.

"Gang up" means to join together as a group specially to attack, oppose or criticize. This is a negative and informal word. In the target text, instead of adopting "gang up", the translator uses "forming its own bloc". The word "bloc" is more accurate, professional, and formal and carries no negative implications. In this way, the translator maintains the formal style of this editorial article as well as renders the original meaning in a more convincing and credible way. Although it might not be as easy as in the source text to identify the evaluative phrases.

### 4.2 Engagement System

The engagement system in appraisal theory reflects various points of view inside and outside the discourse. It shows how the author is allied with the readers and is divided into two systems, monogloss and heterogloss. When a discourse creates a dialogue space for multiple voices or opinions, it fits in the heterogloss, and when the discourse only has one point of view, it fits in the monogloss.

The heterogloss includes two strategies, namely dialogue contraction and dialogue expansion. The

former refers to the restriction of some of the sounds in the discourse; the latter refers to the introduction of a certain voice in the discourse and actively arousing other voices to expand the dialogue space.

To narrow the space of the dialogue, there are two ways. One is to disclaim, which has two types, namely to deny and to counter. Another is to proclaim, which has three types, namely to concede, to affirm, and to endorse.

The Negative words and inflection words are symbols to disclaim, which is to directly exclude or refute a point of view. Taking "It should be emphasized that the G20 is not an expanded G7" as an example, the translation accords with the source language. By using "is not", it directly showcases that the space of discourse is contracted. What's more, this translation emphasizes the opposing attitude of the author and leaves no implications. So, the author aims to deny the point of view. In addition, "expanded" adds a kind of meaning that the author disagrees with the voice that the G-20 is only created, and the people who create it is just for some specific purpose.

Except for disclaiming, proclaiming can also narrow the space of discourse. For example, in the article, the word "obviously ' from the text: "This is obviously a reference, followed by directly naming the US and the Group of Seven (G7)…" is a good example. "Obviously" and "there is no doubt that" are typical words to proclaim a point of view. This example is to endorse, using the excerpt from the article to support the author's view, saying other people believe that the US and the G7 are destroying the achievements of the G20. By supporting the point of view of the author, the example indirectly suppresses other people's voices and creates a situation that the author has gotten a lot of supporters.

To expand the dialogue, there are two ways. One is to entertain, which implies that a certain point of view (usually the author's point of view) is one of the multiple points of view. Entertaining can empower the author and include other voices in the dialogue space. "Maybe", "should", and "I think" are signs to entertain. The other is to attribute, which clearly indicates that a point of view comes from an external voice. From the content the author attributes, the author can either acknowledge or distance himself from a point of view.

In this discourse, anyone who deviates from the G20 theme will be booed, many examples can be analyzed by the engagement system. Since it is an editorial, a kind of news common, heterogloss is widely used to show objectivity and monogloss is used to highlight the author's attitude. The combination of the two usages makes the article powerful.

**Example 1**

"Anyone who deviates from the G20 theme will be booed: Global Times editorial"

First, by analyzing the source language, the example is the title of the editorial. As its place in an article always has a special role to play, the title not only needs to attract readers' attention but also needs to show the main idea and attitude of the author. The title implies a possibility that somebody will talk or is talking about something with no relation to the theme and that the author disagrees with the activity to destroy G20's efforts. Since this editorial is written by Chinese media and the standing point is to call for cooperation in the G20, the translation should be appraised according to this standard, that is to say, it should attract readers' attention and it should show the call for G20 cooperation.

Then, according to the engagement system of the appraisal theory, the targeted language used the strategy of dialogue contraction and helped readers to focus on the strong opposition of the author's attitude to the bad behavior of anti-G20 countries. In the targeted language, translator chooses to use "boo", which is a verb and has both sound and meaning. In English, many words have this feature. For example, people can infer the word "trickle", whose meaning is the little drop of water, from its light pronunciation. Boo, the word with the meaning of both the meaning of contempt and also with disappointing sound has the same feature. Compared with using "the sound of disagreement", the translation "boo" can better demonstrate the attitude of the author and can attract readers' attention through the sound. All in all, this translation can better contract the dialogue and emphasize that everyone will discredit the behavior of destroying the G-20 meeting. It is a good translation according to the engagement system of the appraisal theory. It succeeds in attracting readers' attention and highlighting the author's attitude.

**Example 2**

"Ahead of the summit, an article was published by The Jakarta Post with the title "G20 leaders, please don't come to Bali just to quarrel." The article said, "Indonesian people, and global citizens, hope the leaders refrain from using the precious moments during the summit simply as opportunities to criticize

and attack one another."

By analyzing the source language, it is obvious that the text can be divided into two parts. The first part is the citation from The Jakarta Post, with obvious citation marks; the second part is the summary of the article published in the post with no citation mark, whose main idea is calling for cooperation in the G-20. While in the targeted language, the first part is the declarative sentence, pointing out the title of the article directly; the second part is the citation from the article.

According to the engagement system, the target language and source language, each has their own merits in promoting the calling for cooperation. The reasons are as follows. First, in the source language, the two parts all introduce the point of view from the Jakarta Post in the discourse, showing there are people who support that someone just come to Bali just to quarrel. "Please don't" is a typical symbol of the disclaim in the heterogloss system of the engagement theory.

Second, in the targeted language, the translation of the first part is a heterogloss. By introducing the title of the article, the author leaves no space for discussion and secretly appeals to the idea of no quarrel should appear in the G-20 meeting. Although like the source text, it also introduces other voices, it's objectively pointing out the title still is much more trustworthy than just using citation marks to show the article's idea; After all, only cite a sentence like what the source text did can mislead readers to one situation, that is the sentence is indeed from the article but not the main idea of the article.

The translation of the second part adopts the strategy of dialogue contraction in the heterogloss system, leveraging the voice of the article. By translating the source language as the article, the author makes the translation more trustworthy and objective. By picking this article with the same idea as the author but expressing this in other people's mouths, the author emphasizes the calling again, making the whole passage more powerful.

In the whole passage, the heterogloss system and the monogloss system are all widely used, but since the editorial is to show objectiveness while showing the author's idea, heterogloss is used more often than monogloss.

Another feature of this article is that there are a lot of sentences using both two systems at one time. For example, many dialogues can find themselves first expanding the space of dialogue by saying a great number of people are worrying about the conflict in G-20 and implying there are a lot of ways to avoid quarrels, then contracting the space of dialogue by directly narrating that some authority wants the US to stop meddling in the case. By leveraging others' voices same as the author's standing point, the main idea will be better demonstrated, and the readers will much more easy to catch the author.

*4.3 Graduation System*

According to Martin and Rose, graduation is referred to as resources for adjusting the volume of gradable items. In other words, it can be considered as a set of resources for turning up or turning down the volume of a lexical item either in positive or negative appraisal. Lots of text analysis is relevant to the graduation system since the intensity of emotion, attitude and opinion can be inferred as strong or weak. Graduation is associated with intensity, extent and amount involved in the attitude system and engagement system. Under the attitude system, the value of affect, judgment and appreciation resources can be graded into different degrees according to their intensity. Under the engagement system, the values are divided into different degrees according to the intensity, or the degree of their engagement in the utterance, such as "I suspect she betrayed us". Up-scale and down-scale are two directions of the graduation system. Apart from that, according to the different kinds of scalability, Martin and White divided the graduation system into two branches: force and focus.

With force, it refers to the grading according to intensity or amount. Furthermore, force has two divisions based on different applicable objects: intensification and quantification. Intensification can be normally seen as the amplification of qualities, which can be further utilized to describe quality and process. Quality description normally relates to adjectives and adverbs. For instance, "very" can be used to demonstrate the high level of the person's confidence. Process always shows the possibility, commonality, inclination and obligation, being closely bounded with verbs or modal words. Quantification refers to the depiction of the quantity, size, the extent in time or space. Quantification assesses the number of entities from the perspective of number, representing the number of entities, such as "a dozen apples/ few apples"; mass, the assessment of shape presentations of entities, such as "large/small"; extent in time and space. The extent includes proximity and distribution.

From the perspective of main expressions, both quantification and intensification have two main

expressing ways: isolating and infusing. Isolating can refer to the situation that amplification of quality is achieved through the addition of terms with only scaling semantics, such as an intensifier like "very". Infusing always relates to the combination of both scaling semantic and lexical meaning, such as "the recent surge in inflation", in which surge means a sudden large increase, representing both the up-scale direction and the sudden increase. Force can also be realized by using repetition, synonyms and metaphor.

Focus is the language resource by which we can grade the prototypicality and preciseness of ungradable resources. It contains two divisions: sharpen and soften. By sharpening the resource, the originally ungradable material would have a more specific meaning, while softening would make the meaning vaguer. For example, "man" is an ungradable word, by saying "the tall man", we can have a clear idea on what kind of man the person is. While softening relates to phrases like "kind of/ sort of". Focus is the grading according to prototypicality and the preciseness by which category boundaries are drawn. It has two divisions, sharpen and soften. Sharpen means up-scaling the specification so that prototypicality is indicate[2]. While soften is to down-scale the preciseness.

**Example**

"To be honest, Indonesia's job as chair of the summit is not easy."

In the source text, there is the assessment on the quality of work, which falls into the category of intensification of force in graduation system. The adverb belongs to the expression of isolating, with the single graduation meaning intensifying the difficulty of Indonesia's work as the host of G20. While in the target text "not easy", the corresponding lexical resource is absent. That is to say, the adverb which is supposed to be used to describe the level of difficulty of the work does not appear. From one possible perspective, the translator may have neglected the intensifier and failed in delivering the equivalent nuance of the source text. In this case, adding the adverb "very/ extremely" would better convey the original meaning of the author. From the other perspective, since the source text is editorial with the objective to reader China's voice to the world, omitting the up-scaling adverb can better show that China's political stand is more objective and neutral, representing the fair assessment upon the work of Indonesia. Thus, in the latter scenario, the original force of the text is down-scaled, showing China's objective stand. Concerning the position of this sentence as in the first paragraph, it also sets the tone for the whole passage to better illustrate the difficulty to proceed the work in G20. With the overall tone of the text, the second perspective would be more reasonable.

## 5. Conclusion

The study explores an editorial from the Global Times and its English translation from the perspective of appraisal theory. As a very special genre of news, editorials, according to Elisabeth Le[6], not only present authors' positions, but also signify that news media openly represent themselves by stating their own positions on issues they deem of special importance. In the previous chapters, the thesis has elaborated on research background, appraisal theory and its application on news translation through detailed case analysis. This thesis tests the feasibility of using appraisal theory in guiding the production of translation and evaluating the quality of translation. This section aims to provide the findings, limitations and suggestions for further studies.

Major findings are as follows. First, engagement resources are adopted in the combination of heterogloss and monogloss systems, which highlights the author's attitude behind the passage and makes the article more powerful. Second, in the attitude system, appreciation resources are most frequently used, followed by judgement and affect. Therefore, the passage develops an objective and persuasive style of expressing ideas. Third, within graduation system, up-scaled force is preferred to down-scaled force in the translation. The latter helps to show an objective position, but more importantly, the former corresponds with the need of the aim of the passage. Fourth, Attitude and graduation resources are usually more easily and clearly identifiable than engagement resources, which, however, account for the largest proportion and are easy to be neglected.

Admittedly, there are some limitations in this thesis. Firstly, the quantity of the corpus can be more abundant. Due to limitation of time, this research selects merely one editorial. A richer research data will no doubt ensure more accurate conclusions. Secondly, the objectivity of the annotation of appraisal resources can be improved. For example, researchers may cooperate with peers to conduct rounds of annotation work and then discuss on different opinions.

As for further studies, on the one hand, there is a lack of quantitative analysis. Corpus tools can be useful for counting annotation and conducting data analysis. However, it is worth noting that to study

appraisal theory researchers have to conduct manual annotation in a corpus. Hence, the workload is heavy and efficiency is likely to be sacrificed to ensure the accuracy of annotation.

On the other hand, the Chinese terminology of appraisal theory should be unified. It is noteworthy that various Chinese translations of certain terms, particularly "judgement", are used in different papers regarding to Martin's appraisal theory.

**References**

[1] Halliday M. A. K. (1994). An introduction to functional grammar. Oxford, UK: Oxford University Press.
[2] Martin J.R., & White P.R.R. (2005). The language of evaluation--Appraisal in English. New York: Palgrave Macmillan.
[3] Thomson E. A., & White P. R. R. (Eds.). (2008). Communicating conflict: Multilingual case studies of the news media. London, UK: Continuum.
[4] Munday J. (2012). New directions in discourse analysis for translation: a study of decision-making in crowdsourced subtitles of Obama's 2012 State of the Union speech. Language and Intercultural Communication, 12(4), 321-334.
[5] Kamyanets A. (2019). Evaluation in translation: a case study of Ukrainian opinion articles. Perspectives, 28(3), 393-405.
[6] Elisabeth L. (2008). Editorials' genre and media roles: Le Monde's editorials from 1999 to 2001. Journal of Pragmatics, 41(9), 1727-1748.