

**Notes on methodological decisions regarding the analyses in my paper on
“Local grammar and register variation: explorations in ‘broadsheet’ and ‘tabloid’
newspaper discourse”¹**

What has been excluded from the frequency analysis of evaluative adjective patterns:

1.

The paper focuses exclusively on adjective patterns, meaning that all verb phrases (e.g. *understood to*, *expected to*, *thought to*, *believed to*, *orchestrated*), noun phrases (including pronouns such as *much*, *enough*), adverb phrases, and prepositional phrases (*in turmoil*, *under suspicion*, *at risk*, *at work*, *under threat*, *at variance with*, *no doubt*, *in disarray*, *in danger*, *in favour*) that occur with the analysed link verbs were excluded from the analysis, even if they inscribe evaluation.

It must be noted that participles of some verbs are often not easily distinguished from adjectives (compare Halliday & Matthiessen 2004: 221-224). For distinguishing between those, the *very* test was used. Three native speakers were asked to pronounce acceptability statements on sentences where *very* was inserted in front of the lexical item in question. The final choice, however, was made by me. Excluded as verb participles were the forms *orchestrated*, *stage-managed*, *emboldened* as well as the following examples:

*Eriksson was said to be **seething** about the decision*

*She was constantly **puzzled** by attempts by Prince Charles’s supporters*

*Diana was **obsessed** with the idea that her every move was being monitored*

*Britain’s intelligence community was **enraged** by suggestions it was behind Diana’s death
it was **alarmed** by credit card debt*

*they were **sickened** by the racism*

*the IRA was **committed** to resolve the issue of arms*

*how far the escort was **prepared** to go*

*those who are not **prepared** to take responsibility for themselves*

*one rookie constable would be **prepared** to kill an Asian*

*he was **prepared** to be tested that same day*

*earlier than they were **prepared** to admit*

¹ Status of publication: submitted to *English for Specific Purposes*.

2.

Also excluded were adjectives that I classified as ‘non-evaluative’ in the context in which they occur. Examples are: *aware, low, active, close to, illegal* (stating an existing law), *available, connected, dead, free, penniless, successful* (reporting what happens if an appeal is successful), *busy, injured, wounded, ill, preoccupied, responsible, different, British, specific*. Some of these might be on the borderline to inscribing evaluation, whereas examples such as the following (**included** in the analysis) are on the borderline to being non-evaluative: *strong, racist, honest, lucrative, caring, impregnable, lonely, long, suspicious, fragile, modest, open to doubt, isolated, weak, definite, irrefutable, intelligent, blind* (in: *love is blind*). The analysis of evaluation is always subjective to a certain extent, since there is a cline between evaluative and non-evaluative meaning (Bednarek 2005), and no easily applicable criteria to distinguish between the two. However, there are some indications relating to the status of evaluative adjectives:

An adjective which has comparative and superlative forms, and which is sometimes or often used with a grading adverb, such as *rather, fairly, more, most, so, too* or *very*, is likely to be evaluative, though it is not necessarily so. An adjective which is not graded in these ways is unlikely to be evaluative. (Hunston & Sinclair 2000: 92)

3.

Some idioms (*far from*) and modal adjectives/past participles (*able to, bound to, allowed to, set to, liable to, eligible for, due to, entitled to, about to, capable of*) were also not counted.

4.

Examples such as *more than a little frustrating*, which are paraphrased by the OALD as indicating degree (‘extremely’) were not included as expressing gradedness.

Evaluating response vs. evaluative category

Some adjectives which were included as indicating an evaluating response (rather than an evaluative category) refer to mental states rather than emotions, e.g.: *careful, confused, numb, physically sick, impassive* (but not *preoccupied*)

References:

- Bednarek, M.A. 2005. *Evaluating the World: the Evaluative Style of British Broadsheet and Tabloid Publications*. Unpublished Ph.D. dissertation, University of Augsburg, Augsburg. [extracts available on demand to author]
- Hunston, S. & J. Sinclair 2000. 'A local grammar of evaluation'. In: Hunston, S. & G. Thompson (eds) *Evaluation in Text: Authorial Stance and the Construction of Discourse*. Oxford: OUP, pp. 74-101.
- Halliday, M.A.K. & C. Matthiessen 2004. *An Introduction to Functional Grammar* (third, revised edition). London: Arnold.
- OALD = *Oxford Advanced Learner's Dictionary*, 7th Edition, Oxford Advanced Learner's Compass on CD-Rom.