

**MINISTRY OF EDUCATION AND TRAINING
THE UNIVERSITY OF DANANG**

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**AN ANALYSIS OF “APPRECIATION” USED IN
SHANGRI-LA DIALOGUE IN THE APPRAISAL
PERSPECTIVES**

Field : The English Language

Code : 60.22.02.01

**MASTER THESIS IN SOCIAL SCIENCES AND HUMANITIES
(A SUMMARY)**

Danang - 2015

**The study has been completed at College of Foreign Languages,
THE UNIVERSITY OF DANANG**

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The thesis was be defended at the Examining Board at the
University of Da Nang

Field: The English Language

Time: 18th July 2015

Venue: Danang University

The original of the thesis is accessible for purpose of reference at:

- *The College of Foreign Language Library, University of Danang*
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CHAPTER 1

INTRODUCTION

1.1. RATIONALE

In this age of globalization, it is undoubted that language study introduces us to new realms of ideas, customs, habits, and value. Moreover, in this day, knowing another language enriches our both professional and personal lives, helps us meet the demands on people' global knowledge.

And it is indisputable that English is currently the global language. English is used in global commerce, science, education, travel, diplomacy and so on. English will still maintain and grow its dominance. The study of English helps us become effective communicators, grounded visionaries, hopeful speakers, or faithful communicators. English study brings us a lot of benefits; however, to understand English is not at ease for Vietnamese students because of the differences in language systems.

People use language principally to perform a lot of ordinary verbal actions of everyday life such as requesting a favor, making a promise, giving directions, seeking information, etc. And when people communicate, they can use the verbal actions to express their feelings, their attitude.

Dialogue is a mean of exchange views or to negotiate at both international and national levels. The IISS Asia Security Summit or The Shangri-La Dialogue as an example of an inter-governmental security forum that held annually where all participants have their rights to show their views, their attitude about concerned problems.

One of the popular ways of making negotiation in a dialogue among nations is the using of appreciation, a speech function that help the interlocutor express his/ her dialogistic positioning.

For example:

- *I think, for many of the people of Japan, we have a strong awareness of that.*

- *If you remember the London bomb blasts, we sent representatives – Ministry of Home Affairs sent representatives – to learn because they manage their media very well, not only on just, not just binary ‘yes or no’ but giving the information to the media beforehand, giving precise information.*

- *Because there is a sense that we can continue to pretend it is 2002 and everything and the American dominance is fine, China gets on with economic development and we are all okay, and yet the world has changed dramatically.*

Appreciation is the way to express the attitude and it is concerned with composition, structure or form, with the question of how well the parts of the entity under evaluation fit together.

When and why these appreciations appear and how they are used effectively are not simple issues for many Vietnamese learners of English. So, it is hoped that the findings of the study entitled ***An Analysis of “Appreciation” Used in Shangri-la Dialogue in the Appraisal Perspectives*** would reveal some useful information as well as providing Vietnamese learners of English with pragmatic knowledge to comprehend and use appreciation effectively.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

The aim of this thesis is to examine the appreciation in

Shangri-la Dialogue in the syntactic and semantic features. The findings of the study, is expected to increase knowledge and effective use of the appreciation to Vietnamese learners of English.

1.2.2. Objectives

With the purposes mentioned above, this research is intended to:

To achieve the objectives in the thesis, this research is planned to:

1. Identify the syntactic and semantic features of appreciation in Shangri-la Dialogue in view of Appraisal theory, Functional grammar and speech act theory.

2. Suggest some implications the teaching and learning of English concerning the Appreciation with reference to resource of Shangri-la Dialogue.

1.3. RESEARCH QUESTIONS

To fulfill the objectives mentioned above, the research questions below will be addressed:

1. What are types of appreciation used in Shangri-la Dialogue in terms of Appraisal theory?

2. What are the syntactic and semantic features of the appreciation in Shangri-la Dialogue in view of Functional grammar?

3. What are the pragmatic features of the appreciation in Shangri-la Dialogue in view of speech act theory?

1.4. SCOPE OF THE STUDY

This research was carried out on appreciation in terms of syntax and semantics, conventions of language use and the goals of the speaker / writer.

In this research, phonetic features of speech acts like stress

and intonation were put beyond the scope of this study.

1.5. SIGNIFICANCE OF THE STUDY

It is hope to provide Vietnamese learners of English with insights about how and when appreciation can be used correctly to enhance the effectiveness of teaching English and to facilitate students' learning of the language.

1.6. ORGANIZATION OF THE STUDY

This study covered the following 5 chapters:

Chapter 1, Introduction

Chapter 2, Literature Review and Theoretical background

Chapter 3, Research Design and Methodology

Chapter 4, Findings and Discussions

Chapter 5, Conclusions and Implications

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. LITERATURE REVIEW

So far there have been a number of studies on the Appraisal theory. According to Whitelaw, Garag and Argamon [19], using of features based on appraisal group analysis can improve sentiment classification. "The Language of Evaluation" by Martin and White [12] presented clearly the appraisal framework with the construction by texts of communities of shared feelings and values, and with the linguistic mechanisms for the sharing of emotions, tastes and normative assessments. "On possible factors in the aesthetic appreciation of metaphors" by Csatár, Pethő, and Tóth [2] revealed

that aesthetic judgments concerning metaphors are measurable to some extent. Xinghua and Thompson [20] found that the high-rated essay successfully employed appraisal values to foreground authorial voice and position readers. Read and Carroll [13] discussed an inter-annotator agreement study, and considered instances of systematic disagreement that indicated areas in which Appraisal might be refined or clarified. Ghauri [4] studied on improving performance appraisal practices. In Vietnamese, Nguyễn Văn Khôi [11] studied Proclaim markers in English and Vietnamese based on a theoretical framework of Appraisal. Nguyễn Ái Ngân [10] examined idioms related to compliment and appreciation in English and Vietnamese. Trần Hữu Thuận [17] investigated appreciation in football commentaries in English and Vietnamese.

2.2. THEORETICAL BACKGROUND

2.2.1. Definition of terms

- Appreciation is the system by which evaluations are made of products and processes. It 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 typically evaluates natural objects, manufactured objects, texts as well as more abstract constructs such as plans and policies. 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.

Values of Appreciation may focus on the compositional qualities of the evaluated entity - how well formed it is, for example -

harmonious, symmetrical, balanced, convoluted. Or they may focus on the aesthetically-related reaction with which the entity is associated. That is, the appreciation is formulated in terms of the entity's aesthetic impact, for example, arresting, captivating, boring, dreary, beautiful, lovely.

- Functional grammar is a general theory of the organization of natural language. In the theory functional notions play essential and fundamental roles at different levels of grammatical organization. The theory is based on data and descriptions of many languages, and therefore has a high degree of typological adequacy. Functional Grammar offers a platform for both theoretical linguists interested in representation and formalism and descriptive linguists interested in data and analysis.

- Shangri-La Dialogue is an inter-governmental security forum held annually by an independent think tank, the International Institute for Strategic Studies (IISS) which is attended by defense ministers, permanent heads of ministries and military chiefs of 28 Asia-Pacific states. The forum gets its name from the Shangri-La Hotel in Singapore where it has been held since 2002. The summit serves to cultivate a sense of community among the most important policymakers in the defence and security community in the region. Government delegations have made the best out of the meeting by holding bilateral meetings with other delegations on the sidelines of the conference while primarily an inter-governmental meeting, the summit is also attended by legislators, academic experts, distinguished journalists and business delegates. The participants have included Australia, Brunei, Burma, Cambodia, Canada, Chile, France, Germany, India, Indonesia, Japan, Laos, Mal

aysia, Mongolia, New Zealand, Pakistan, People's Republic of China, Philippines, Russia, South Korea, Sri Lanka, Singapore, Sweden, Thailand, East Timor, United Kingdom, United States and Vietnam.

2.2.2. Functional Grammar in Halliday's Perspective

According to Halliday (1985), language is a system of meanings; it means that when people use language, their language acts are the expressions of meanings and grammar becomes a study of how meanings are built through the use of words and other linguistic forms. Halliday's grammar is concerned with meanings and how the language is used; therefore, it is semantic and functional. It can be said that it is a grammar which respects human because language has evolved to be satisfied with these needs. And grammar is the main means by which people can be creative, systematic and powerful in their communication.

a. Clause as Message

In the 1960s, Halliday developed a systematic and comprehensive theory of language, called "Systemic-Functional Grammar", and published his book *An introduction to Functional Grammar* in 1985 and 1994; then, this book is revised in 2004. Halliday (2004), language has three main purposes. Firstly, it is to talk about what has happened, what is happening, and what will happen. Secondly, it is to interact or express a point of view. Thirdly, it is to turn the output of the previous two functions into a coherent whole. Three main purposes deal with three meanings and these three meanings are related to the three different and very basic functions of language, in which he calls three broad functions: the *ideational*, *interpersonal* and *textual metafunction*.

The significance of these three functional concepts is that each one corresponds to a different mode of meaning in the clause. Clause as message, clause of exchange, and clause of representative refer to the three main kinds of meaning that are embodied in the structure of a clause. Each of these kinds of meaning is expressed by means of certain configuration of functions.

b. Nominal Group

Halliday (2004) states that in terms of the modal structure of the clause, nominal groups serve as Subject or Complement, verbal groups as Finite + Predicator, and adverbial groups as Adjunct; and in terms of the experiential structure, nominal groups serve in participant roles, verbal groups as Process, and adverbial groups in circumstance roles.

c. Adverbial Group

Halliday (1994) recognizes a separate category of adverbial group, with an adverb as head, which may or may not be accompanied by modifying elements. Adverbial groups serving as circumstantial Adjunct have an adverb denoting a circumstance as Head or of quality. Adverbial group serving as modal Adjunct have an adverb denoting as assessment as Head, an assessment of time or of intensity.

2.2.3. Appreciation and Related Concepts

Appraisal framework is an approach to exploring, describing and explaining the way language is used to evaluate, to adopt stances, to construct textual personas and to manage interpersonal positionings and relationships. Three main resources of the Appraisal framework are *Engagement, Attitude, Graduation*.

Hommerberg's study [8] takes as point of departure the original Attitude system of Appreciation, which includes the subcategories of *Reaction*, *Composition* and *Valuation*.

Attitude is "concerned with our feelings, including emotional reactions, judgements of behaviour and evaluation of things" [11, p. 35]. It consists of three resources: *Affect*, *Judgement*, and *Appreciation*.

Rothery and Stenglin (in press) propose three subcategories under which appreciations may be grouped: reaction, composition and valuation. According to Rothery & Stenglin, reaction is 'interpersonally tuned. It describes the emotional impact of the work on the reader/listener/viewer.' Thus, under reaction, the product/process is evaluated in terms of the impact it makes or its quality. For example:

- reaction:impact:positive - *arresting, stunning, dramatic,*
- reaction:impact:negative - *dull, uninviting, monotonous,*
- reaction:quality:positive - *lovely, splendid, attractive,*
- reaction:quality:negative - *ugly, plain.*

Under composition, the product or process is evaluated according to its makeup, according to whether it conforms to various conventions of formal organisation. As Rothery and Stenglin state, 'Composition is textually tuned. It describes the texture of a work in terms of its complexity or detail.' For example:

- composition:balance:positive - *unified, symmetrical, harmonious,*
- composition:balance:negative - *unbalanced, incomplete, discordant,*
- composition:complexity:positive - *simple, intricate, precise,*

- composition:complexity:negative - *convoluted, simplistic.*

2.2.4. Speech Acts

a. Definition of Speech Acts

Speech act theory was proposed by Austin (1955) and has been developed by Searle (1969). According to them, language is not only used to inform or to describe things, it is also used to “do things”, and to perform acts. Actions performed via utterances are generally called speech acts and, in English, are commonly given more specific labels, such as apology, complain, compliment, invitation, promise or, or request (Yule).

According to Trask (2007) speech acts are an attempt at doing something purely by speaking. Furthermore, with speech acts we can do many purpose such as make a promise, plans, ask a question, order or request somebody to do something, give advice and suggestion, make a threat, give commands .

By Longman Dictionary of Language Teaching and Applied Linguistics (2010) “Speech act is defined as an utterances a functional unit in communication”. Speech act theory consists of two kinds of utterance: “Propositional meaning or locutionary meaning” and “illocutionary meaning or illocutionary force”.

b. Austin’s Speech Acts Theory

According to Austin’s theory (1962), what we say has three kinds of meaning: *Locutionary, Perlocutionary*and *Illocutionary*.

(i) *Locutionary Acts*: the literal meaning of what is said or the locution is what the words say.

(1) *It’s hot in here*

(ii) *Perlocutionary Acts*: the act of producing some kind of effect on the addressee or the social function of what is said

(2) '*It's hot in here*' could be:

- an indirect request for someone to open the window
- an indirect refusal to close the window because is cold
- a complaint implying that someone should know better than to keep the windows closed (express emphatically)

(iii) *Illocutionary Acts*: more commonly known as speech acts, are acts performing a particular language function or the effect of what is said.

'*It's hot in here*' could result in someone opening the windows.

c. Searle's Speech Acts Theory

Searle (1975) states that communicative functions are reducible to five major classes, there are representatives, directives, expressive, commissives, and declaratives.

Declarations are utterances used to change the status of some entity. They are acts of appointing, naming, resigning, baptizing, surrendering, excommunicating, asserting, and so on.

Representatives are speech acts that indicate what the speakers believe to be the case or not. Statement of fact, assertions, conclusions, and descriptions, as the example of the speaker representing the world as he or she believes it is.

Expressive are those kind of speech acts that state what the speaker feels. They express psychological states and can be statements of pleasure, pain, like, dislike, joy or sorrow. In using an expressive, the speaker makes words fit the world of feeling.

Directive are speech acts that speaker use to get someone else to do something. They are commands, orders, invites, advice, begs, request, suggestions.

Commissives are speech acts that speaker use to commit themselves to some future action. They are promises, plans, vows, threats, offers, refusals, pledges. In using commissives, the speaker undertakes to make the world fit the world via the speaker. Like directives, commissives vary in strength. They may be very strong or highly hedged in either positive or negative directions.

2.3. SUMMARY

In conclusion, this chapter has mentioned the previous studies relating to this research. The theories of functional grammar, appraisal and speech acts theory are the foundation for analysis in the following chapters.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. RESEARCH METHOD

The study is concerned with describing and analyzing the syntactic, semantic features of appreciation in Shangri-la Dialogue. So we chose descriptive method with qualitative information to achieve these aims.

Descriptive method was used to give a detailed description of the syntactic and semantic features of appreciation with qualitative information. This method seems to be the most popular tool in doing any linguistic research since linguistics is by nature a descriptive science.

3.2. DATA COLLECTION

The data in my study was collected from the website of the International Institute for Strategic Studies www.iiss.org including

sixty-seven Shangri-la Dialogue's texts from 2004 to 2014.

Two hundreds of appreciations were taken out to serve the analysis of the linguistic features.

Hopefully, the analysis of the hundred appreciations is enough to achieve the set goal of the study.

3.2.1. Sampling of Study

The data consists of sixty-seven texts in which two hundreds of appreciations were taken out to analyze. Appreciations in Shangri-la Dialogue can be a single word, a phrase, a simple complex or compound sentence. The samples were chosen randomly from their occurrences in Shangri-la Dialogue so every sample has the equal opportunity to occur in the data source.

3.2.2. Population of Study

The data used in the study was collected from the website of the International Institute for Strategic Studies: www.iiss.org. Two hundred samples of appreciation were gathered and selected in Shangri-la Dialogue from 2004 to 2014 to serve the analysis of the linguistic features.

3.2.3. Instruments of Data Collection

The appreciations in Shangri-la Dialogue were analyzed qualitatively in terms of syntactic, semantic features.

3.2.4. Procedure of Data Collection

The following steps will be involved:

- Collecting instances of appreciation in Shangri-la Dialogue from the official website the International Institute for Strategic Studies;
- Selecting different types of appreciation according to structural, semantic and functional characteristics;

- Classifying them qualitatively in terms of syntactic, semantic features;
- Analyzing and discussing the results in terms of syntactic and semantic features in view of Appraisal theory;
- Making statistical tables to show quantitatively the distribution of appreciation in Shangri-la Dialogue;
- Suggesting some implications for teaching and learning of appreciation for the Vietnamese learners of English.

3.3. DATA ANALYSIS

After collecting the appreciations in Shangri-la Dialogues, we grouped instances in terms of two main aspects: syntactic and semantic features.

- Syntactically, the analysis and classification of the data was done based on the syntactic features of appreciation like clause, adverbial group, and nominal group in view of functional grammar.
- Semantically, the analysis and classification was carried out on the basis of the semantic features of appreciation in view of appraisal and speech acts.

3.4. RELIABILITY AND VALIDITY

Reliability and validity are two the most criteria to guarantee the quality of the data collection. The syntactic and semantic features of appreciation have been analyzed carefully based on theoretical backgrounds.

The data was collected and extracted from the website of the International Institute for Strategic Studies: www.iiss.org with the corpus of 200 samples. It was crucial that the samples were carefully

considered and selected in order to verify a reliability and validity of results. Therefore, the objectivity of the study is assured.

The results of the study, providing some theoretical background for studying some linguistic features, making a contribution to the learning and teaching of English. Thus, the research is significant not only in theory but also in actual practice.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. SYNTACTIC FEATURES OF APPRECIATION IN SHANGRI-LA DIALOGUE IN VIEW OF FUNCTIONAL GRAMMAR

4.1.1. Appreciation in Shangri-la Dialogue as Clause of Message

The appreciation in Shangri-la Dialogue as clause of message consists of *Theme* and *Rheme*.

a. Theme-Rheme structure

Theme and rheme help us understand how information is conveyed in clauses. Writers put the Theme first and this orients the reader to what is about to be communicated. The rest of the clause tells the reader something about the Theme and this 'rest of the clause' is called the rheme.

b. Theme in declarative sentences

Possibly the most common sentence type in the English language, declarative sentences are used when you want to make a statement. Whether it's a bold statement or a simple fact, the sole purpose of a declarative sentence is to give information. It always

ends with a simple period. And if you'd like to see an example of a declarative sentence, you don't need to look any further. Actually, every sentence in this paragraph is a declarative sentence.

(17)	The relative wealth and political legitimacy of the GCC leadership	gives it some comparative advantages in effectively controlling the pace of modernisation when compared to other Middle East states.	[111]
(18)	Then, on a bright September morning, those concerns	proved prescient.	[140]
	Theme	Rheme	

c. Appreciation in Rheme as Complement

In a broad general sense of complement a complement can be understood as a word, phrase or clause that is necessary to complete the meaning of a given expression.

Let's consider some examples examined below:

Table 4.1. Appreciation in Rheme as Complement

(21)	That	was	impressive.	[112]
(22)	That	is	an extraordinary list of questions to answer.	[111]
	Subject	Finite	Complement	
	Theme	Rheme		

From the examples above we can see that the Theme in these sentences is *That* and then in order to make clear about what is said before, it is followed by the Rheme *impressive, an extraordinary list of questions to answer.*

d. Appreciation in Rheme as Predicate

Appreciation also appeared in the Rheme as below:

Table 4.2. Appreciation in Rheme as Predicate

The result	has been	the growth of the Shangri-La Dialogue into the richest collection of defence professionals in the Asia-Pacific.
Subject	Predicate	
Theme	Rheme	

e. Appreciation in Theme and Rheme

Table 4.6: Appreciation in Rheme

We	are pleased	that	China	has agreed to play a leading role.
Theme	Rheme	Theme	Rheme	
Theme		Rheme		

As a message, there are two parts in each sentence. Themes are the first parts and Rhemes are the second parts. Appreciation is located in themes or rhemes in those above sentences and we can see that appreciation is appeared in rhemes more often than themes.

4.1.2. Appreciation in Shangri-la Dialogue as Adverbial Group

The adverbial group serves as Adjunct in the modal structure of the clause either circumstantial Adjunct or modal Adjunct.

Table 4.10. Appreciation in Adverbial Groups serving as circumstance Adjunct

More	Deeply
Very	Severely
So	artfully
Modifier	Head

As can be seen, Circumstance Adjunct often occurs in the median position in Shangri-la Dialogue. Circumstance Adjunct also stands between Subject and finite verb expressing speaker's opinion and evaluation.

Table 4.13. Appreciation in Adverbial Groups serving as model Adjunct

Very	Certainly	for us
Modifier	Head	Post-modifier

The adverbial groups serving as model Adjunct have an adverb denoting an assessment as Head.

4.1.3. Appreciation in Shangri-la Dialogue as Nominal Group

a. Appreciation in Experiential Structure of Nominal Group: Epithet, Thing

Speakers / writers use epithet to mention the thing that they want listeners/ readers to pay attention about. Appreciation in experiential structure of nominal group is essential to emphasize speakers / writers' comments.

b. Appreciation in Experiential Structure of Nominal Group: Deictic, Epithet, Thing

In Shangri-la Dialogue, speakers / writers tend to use this structure: deictic as determiner, epithet as adjective, and thing as noun.

c. Appreciation in Experiential Structure of Nominal Group: Deictic, Epithet, Classifier, and Thing

The epithet as adjective classifies the appreciation in these sentences. The arrangement of word order: deictic as determiner, epithet as adjective, classifier as adjective or noun and thing as noun.

4.1.4. Summary

There are a lot of expressive and representative clauses in Shangri-la Dialogue. As clause as message, appreciation is composed of Theme and Rheme and can be found in the clausal structure. As clause as message, appreciation can also be found in nominal group.

4.2. SEMANTIC FEATURES OF APPRECIATION IN SHANGRI-LA DIALOGUE IN VIEW OF APPRAISAL

4.2.1. Reaction Meaning of Appreciation in Shangri-la Dialogue

a. Reaction: Impact

It describes the emotional impact of the work on the reader/listener/viewer.

Let see some examples:

(72) One nation can make a *notable* contribution in persuading North Korea to return to the six-party talks, and that is China.

[145]

(73) No doubt the *dramatic* economic growth of India and China will

bring unquestionable and desirable rewards, but it will also bring challenges. [93]

b. Reaction: Quality

The reaction-quality deals with the quality of something.

(82) Singapore's emergence as a key contributor to security in the region is both significant and *welcome*. [148]

(83) The Minister for Defence for Singapore finished off on a very *fine* statement saying that regional security needs to be a cooperative activity. [160]

4.2.2. Composition Meaning of Appreciation in Shangri-la Dialogue

a. Composition: Balance

We can identify the composition-balance appreciation by the question: 'did it hang together?'

Here is an example:

(92) For the first time it was possible that *unrestrained* war waged by a single nation could destroy us all. [37]

b. Composition: Complexity

Complexity can be identified by the question: 'was it hard to follow?'

Here is an example:

(94) Rather, it was enabled by *clear* choices about the enduring principles that we all believe are essential to peace, prosperity, and stability. [102]

4.2.3. Valuation Meaning of Appreciation in Shangri-la Dialogue

When we construe institutionalised feelings towards the aesthetic or value of things, we turn to the appreciation resources to

evaluate how worthwhile a thing is.

Let see an example below:

- (98) It is a *unique* meeting in the fact that it not only can be established but now that there is continuity I think is a great credit to the Institute. [73]

4.2.4. Summary

In Shangri-la Dialogue, Speakers / writers can use appreciation to express their opinion, valuation to listeners / readers.

4.3. SEMANTIC FEATURES OF APPRECIATION IN SHANGRI-LA DIALOGUE IN VIEW OF SPEECH ACTS

4.3.1. Making positive remarks

In Shangri-la Dialogue, representative is the most popular type of illocutionary force of appreciation that speakers / writers use to show their feeling or their attitude. Speakers / writers may use the appreciation to strengthen their opinion, their feeling and make readers/ listeners agree with them at that point of view.

4.3.2. Making negative remarks

Speakers / writers sometimes use the appreciation to express their sympathy about something.

4.3.3. Summary

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSIONS

Syntactically, appreciations in Shangri-la Dialogue were realized in such syntactic categories, and sentences. Appreciation was found in theme / rheme structure in the clause of message.

Appreciation was analyzed in Adverbial Groups serving as Circumstance Adjunct and modal Adjunct. Appreciation was analyzed in nominal group as epithet, epithet with thing; deictic, epithet with thing or deictic, epithet, classifier and thing.

Semantically, appreciation was analyzed based on appraisal and speech acts theory. In terms of appraisal, it was based on reaction, composition and valuation meaning. In terms of speech acts, the descriptive meaning of illocutionary force, boosting or mitigating was considered.

5.2. IMPLICATIONS

5.2.1. To the learners

The main and final purpose of learning a foreign language is that learners can successfully express their ideas in real life situation such as making a request, invitation, command, appreciation, and so on. That is students have ability to communicate effectively. Therefore it is not sufficient for students to master the grammar of la language. Also, they should pay much attention to the functions of language to get communicative competence. The ignorance of one of these features can lead to some problem. So it is important for the languages learners to improve their ability in comprehending and communicating in English. This thesis only focused on appreciation as a mean of expressing speakers/ writers' feeling, or idea. Comprehending the content and structures of appreciation is not easy for all of English learners. There are many different types of appreciation which maybe make a lot of learners difficult to use appreciation effectively. This study may help learners have better knowledge of understanding appreciation that speakers / writers use to express their intention, their opinion, their feeling, their emotion

and their attitude when they use appreciation. Moreover, learners may learn how to use appreciation in suitable situation or context that help them a lot in their linguistics field.

5.2.2. To the teachers

This thesis helps teachers the knowledge of appreciation in terms of Appraisal theory. A lot of learners may find it hard to distinguish among Appreciation, Judgment and Effect. Through the study, teachers can help learners to use these types of Attitude correctly and help them to avoid using wrong appreciation in particular context.

The study once again emphasizes the need to pay more attention to appreciation in terms of Appraisal theory, which has been taken into account in teaching and learning in a few years. So this research is expected to be a useful tool for teachers and learners. Therefore, teachers and learners and those who concerned with these matters can understand and use appreciation appropriately.

5.3. LIMITATION OF THE STUDY

The number of samples collected is only 200 samples so that they are not enough to reflect the reality of using appreciation in Shangri-la Dialogue.

Besides that the research only focuses on the small measure in context in order to analyze the small aspect: syntactics and semantics.

In addition, there is still lack of study conducted in the light of pragmatics.

Finally, we hope to contribute useful knowledge to teachers and learners, but it has not reached our expectation as it should.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

The following aspects will be taken more consideration and investigation:

- An Investigation into Stylistic Devices of Appreciation in English.
- An Investigation into Linguistic Devices of Appreciation in English.
- An Investigation into Speech Acts used in Appreciation in English.
- A Discourse Analysis of Appreciation in English