

ATTITUDINAL RESOURCES IN UNDERGRADUATE ARGUMENTATIVE
ESSAYS: AN APPRAISAL ANALYSIS OF L2 WRITINGKomal Shahzadi^{*1}, Nazia Anwar²^{*1}MPhil, English, University of Gujrat²Assistant Professor, English, University of Gujrat^{*1}komalm689@gmail.com, ²nazia.anwar@uog.edu.pkDOI: <https://doi.org/10.5281/zenodo.21772942>**Keywords**

Argumentative essays, Appraisal theory, attitudinal resources, corpus-based approach, second language learning

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Abstract

Argumentative writing skills enable English language learners to produce and evaluate discourse, an authorial voice and build solidarity with target readers. The present study investigates the positive and negative use of attitudinal resources such as affect, judgement and appreciation along with their subtypes through the framework of Appraisal Theory by Martin and White (2005). The purpose of the study is to explore different types of attitudinal resources employed by Pakistani undergraduate learners, examine their frequency of distribution and interpret their evaluative meanings in academic argumentative undergraduate essays. A corpus-based approach is used to collect and analyze attitudinal resources. For this purpose, a small corpus of 85 undergraduate argumentative essays written by the students of BS English, Department of English, University of Gujrat has been compiled. A mixed method research design QUAN-QUAL by Cresswell and Clark (2018) along with Antconc (4.4.1) have been used to identify and analyze the frequencies of use of positive and negative instances of affect, judgement and appreciations along with their subtypes. The findings revealed that appreciation has been the most frequently (45%) used attitudinal resource, particularly Valuation showing that Pakistani L2 undergraduate learners tended to evaluate arguments and ideas rather than expressing personal feelings and biased opinions. Judgement has been used less frequently (42%) while affect has been the least employed (13%) attitudinal resource in the nonnative corpus of undergraduate essays. The analysis shows that Pakistani non-native undergraduate learners predominantly evaluate issues and ideas rather than emphasizing on personal emotions or making judgements about individuals. These findings contribute to a better comprehension of evaluative language in English as second language (ESL) academic writing.

INTRODUCTION

Academic writing is a fundamental aspect of higher education as it enables learners to communicate ideas, develop arguments and demonstrate critical thinking through suitable linguistic choices (Hyland, 2004). Among various

types of academic writing, argumentative essays require writers to present evidence, justify claims and express evaluative meanings in a persuasive manner. The development of advanced language skills in the field of second language is a common practice for undergraduate learners, particularly

in humanities, arts and social sciences (Wingate, 2012 & Hirvela, 2017). Swales (1990) argues that academic writing is shaped by the expectations and conventions of specific discourse communities. Learners must learn how to construct arguments using accepted rhetorical and linguistic patterns in order to participate successfully in these communities. Bailey (2018) states that academic essays should be objective, coherent, evidence based and logically organized. Effective essays require writers to support claims with reliable evidence while maintaining an appropriate academic style. Effective argumentation depends not only on logical reasoning but also on the strategic use of evaluative language to position the writer's stance and engage readers.

In addition, Hunston and Thompson (2000) argue that "evaluation is the expression of the speaker or the writer's attitude or stance towards, view point on, or feelings about entities or propositions that he or she is talking about. Largely evaluation is related to what, how, when and why a writer or a speaker evaluates individuals, places and things through lexical and syntactic choices". It specifies three major roles: it creates and maintains a link between a writer and reader, organizes the discourse and plays a vital role in the creation of dogma and organization of persuasive writing (Hunston & Thompson, 2000). Moreover, Hunston (2011) argues that study of evaluative language is crucial for various causes. It specifies an approach towards an important entity in speech acts such as persuasion and argumentation. Evaluative language indexes act of stance taking and evaluation. It expresses a specific attitude towards a person, unit or condition that is subjective in nature and also found within a specific social system. In other words, the evaluative language denotes the ability of a language to show attitude, point of views and opinions of writers or speakers (Drasovean & Tagg, 2015). Thus, it points out polar position and valuation of individuals about things, spaces and various events.

Furthermore, Argumentative writing is considered as vigorous use of language demonstrating real world practices while

recognizing, fabricating and conveying social affairs (Hyland, 2005). Interpersonal function of language plays an important role in influential writing, providing linguistic sources to writers to express authorial voice and introduce variant perspectives, in order to bring forth a compelling argument and create solidarity with readers. Significantly, written research has long appeared to evaluative perspective of interpersonal language sources. (Hunston & Thompson, 2000). Also, systemic functional linguistics is a theory of language that focuses on exploring how people use language in various contexts and how it is structured for views as a semiotic system. According to SFL, language consists of three Meta functions ideational, textual and interpersonal meanings. Ideational meanings elaborate the experience of what is happening and who is involved. Textual meaning concerns the flow of information. While interpersonal meanings relate how social relations are negotiated. Hence, stance is found within the interpersonal that focuses on how writers enact meanings in text towards both the material they present and those with whom they communicate (Martin & White 2005). Appraisal model provides comprehensive linguistic means to present interpersonal meanings in written discourse, specifically meaningful in constructing evaluative stance in argumentative essays, as argumentative writing consists of complex linguistic resources.

The present study utilizes Martin and White's (2005) Appraisal model specially Attitude as a theoretic and systematic framework for evaluating argumentative essays written by non-native Pakistani undergraduate learners of University of Gujrat. It accommodates different types of sub-system of attitude such as affect, judgement and appreciation. Each type is categorized into positive and negative sub domains to explain affirmative or negative evaluation of place, individuals, state of affairs and events. The current study identifies different types of attitudinal resources, the rate of recurrences of affirmative and negative use of attitudinal markers and their evaluative meanings in Pakistani undergraduate argumentative essays and

provides discernment into the capricious use of evaluative language in non-native academic discourse. A lot of research has been conducted on appraisal analysis of discourse to evaluate interpersonal functions and stance of language users including published articles (Bruce, 2014), corpus research (Sinclair & Granger 2004) in literature such as Hood (2005) and Wharton and Geng (2016). No significant corpus-based study of attitudinal resources in Pakistani undergraduate academic essays is found so, the current study anticipates to fill this gap. Furthermore, the study is significant for the language teachers and researchers to understand the variant use of attitudinal resources by the undergraduate nonnative learners in academic essays.

2. Literature Review

Appraisal theory of Systemic and Functional Linguistics by Martin and White (2005) has been widely used by many researchers to explore stance (Biber & Finegan, 1989), Metadiscourse (Hyeland & Tse, 2004), evaluation patterns (Hunston & Sinclair, 2003; Caro 2014), multimodality in critical discourse analysis (Breeze, 2014) and lexical items expression by Thompson Zhou, 2000. For these purposes researchers studied books (Coffin, 1997), newspapers (Breeze, 2014), blogs (Dong, 2006), research articles (Pascual & Unger, 2010), speeches (Tutin, 2010) and abstracts (Zang, 2015). The researchers have done many studies in academic genre by utilizing appraisal model to analyze affect, graduation and appreciation quantitatively and qualitatively. A few pertinent studies are stated in the following paragraphs.

In addition, Wu (2007) investigated essays with high and low rating to analyze variant manners to present information by the L2 learners. The results revealed that high rated essays employed more counter arguments and dialogic reasoning as compared to the low rated essays. It also explored that low rated essays primarily focused on authors' perspectives. Moreover, Liu and McCabe (2018) researched attitudinal meanings through a comparative study of essays produced by native and non-native learners and found that L2 English stance taking showed parallel

structures in L1 Chinese and L1 English. Moreover, low rated essays showed tendency to personal feelings. Furthermore, Anwar and Anwar (2022) conducted a corpus based comparative study titled "Attitude markers in sports news: A corpus-based study of native and nonnative discourse". The researchers used appraisal theory as framework and mixed methodology by Creswell and Clark (2010) to examine the use of attitudinal resources in Pakistani and British news corpora. The results of the study revealed that nonnative Pakistani news writers tend to use more positive and negative Attitude resources as compared to the British news writers. Nonnative news writers used Affect resources excessively while native news writers largely used Appreciation to evaluate sports players and events. The study highlighted that evaluative language varies across native and nonnative contexts depending on cultural, linguistic and ideological differences.

On the other hand, Chung and Crosthwaite (2024) studied stance taking through appraisal framework in L1 and Vietnamese L2 argumentative essays. The study revealed through corpus assisted approach that L2 English learners were more explicit in argumentative essays than L1 English writers. Moreover, the high rated essays employed more judgmental evaluation and invocation while low rated essays showed more personal feelings. In addition, another study by Gill et al., (2022) explored interpersonal persuasive writing skills of Pakistani English language learners through corpus-based approach and analyzed that Pakistani essays drawn from ICLE (International Corpus of Learners English) revealed inappropriate use of appraisal choices regarding phase and stage criteria that undermined the persuasiveness of Pakistani learners' arguments. Several significant conclusions are drawn from the studies mentioned above. Firstly, the common challenge for L2 learners is difficulty in using argumentative techniques and maintaining objectivity in academic writing. Furthermore, a clear distinction is found in high rated and low rated essays. The former employ more complex social and moral evaluations, while latter tend to

rely on personal reactions. Moreover, cultural differences also lead to the difficulty of confirmation with norms of academic English (Liu & Furneaux, 2014; Anwar & Anwar, 2022). The findings from these studies have a direct link with investigation in the present study. The present study focuses on investigating the different types of attitudinal resources and their frequency distribution in Pakistani L2 undergraduate argumentative essays by using Appraisal model by Martin and White (2005). It aims at finding these objectives by satisfying answers to the following research questions:

1. Which attitudinal resources (affect, judgement, appreciation) are realized most frequently in L2 undergraduate academic essays?
2. How are the positive and negative polarities of attitudinal resources distributed
3. across the evaluative meanings in L2

academic essays?

3. Research Methodology

3.1. The Appraisal Framework

Appraisal system proposed by Martin and White (2005) is utilized as theoretical and conceptual framework to identify and explain attitudinal resources such as affect, judgement and appreciation in L2 undergraduate essays. The Appraisal model consists of three major domains including Attitude, Engagement and Graduation. as shown in the following figure 1. The first domain i.e. attitude refers to the feelings and emotions of the writer (Affect) depicted through certain vocabulary such as happiness, sadness, anxious, behavioral assessment (Judgement) and assessment of objects, ideas and processes (Appreciation). A precise outline of the appraisal system is revealed in the following figure 1:

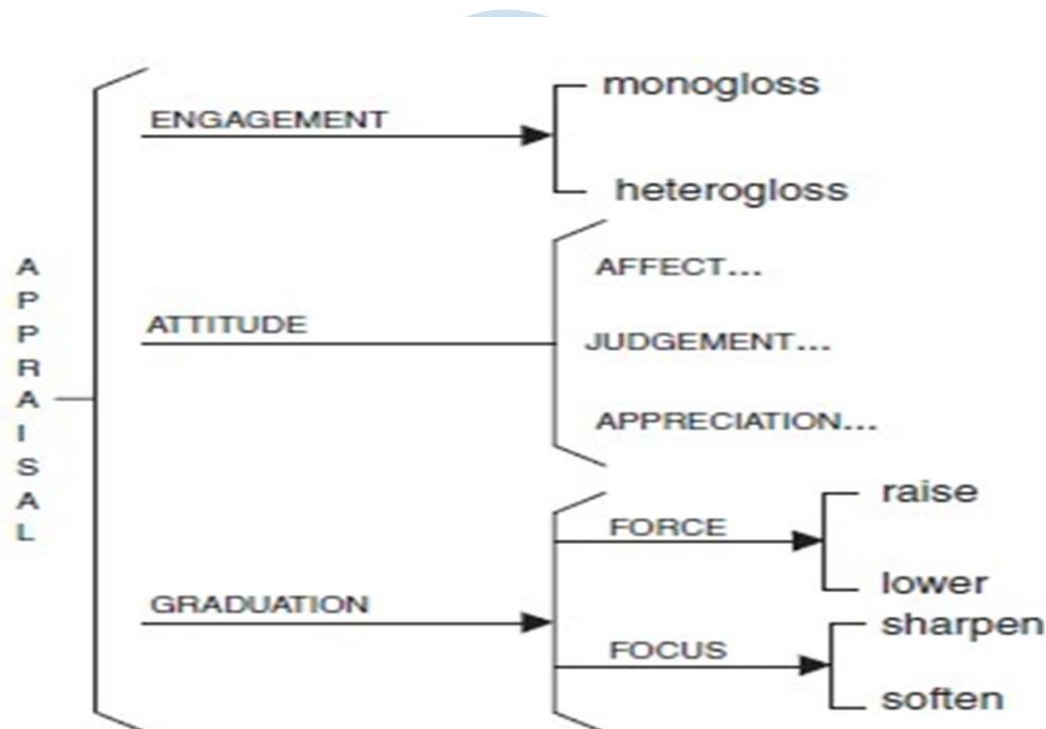


Figure1. Appraisal System (Martin and White, 2005, p. 38)

The contemporary study concerns attitude domain of appraisal theory. Attitude refers to the selection of expressions for the evaluations of individuals 'feelings, character of people, value of things and places. It can be both positive and

negative that can be used explicitly and implicitly by the writers. According to Foley (2011), "it states such linguistic means that are utilized for positive and negative assessment or evaluation of something or someone". Martin and White

(2005) states that attitude relates our feelings and emotions along with reactions. It judges the conducts comprising emotive reactions, communicative judgement and other entities of a speaker or a writer. Lexical realization of sub types of affect, judgement and appreciation proposed by Martin and White (2005) provide a comprehensive description of use of the Attitude resources in a writing that shows the feelings, judgement and attitude of a writer and speaker in specific context. The detail of attitudinal resources is provided in the following subdivision.

3.1.1. Affect

The sub domain affect includes all types of positive and negative feeling about entities. Its realization ranges from process, quality and comment. It is expressed through various resources such as in/security, un/happiness, dis/inclination and dis/satisfaction. Authorial affect employs when a writer expresses his personal feelings for others. while non-authorial affect is employed when others express the feelings. Figure 2 elaborates the sub categories of affect along with examples.

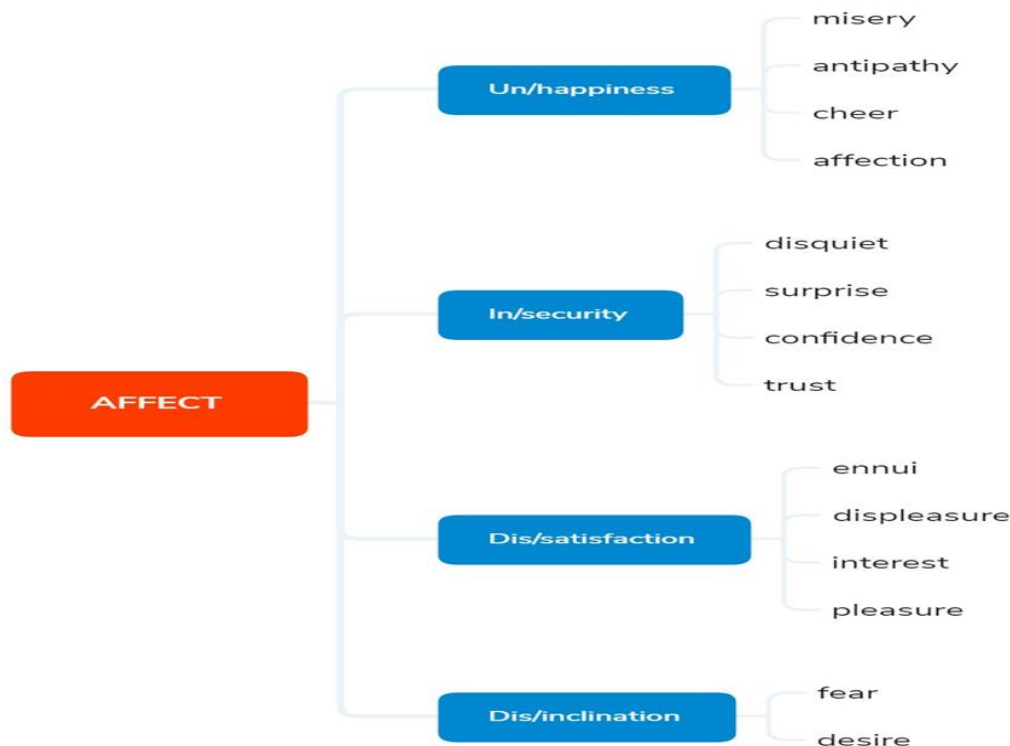


Figure2. Affect resources (Martin and White, 2005, p. 52)

3.1.2. Judgement

According to White and Martin (2005), social esteem and social sanction are utilized to assess behavior as judgement resources. These are used to observe specialty of entities (normality), their competency (capacity) and their determination

(tenacity). On the other hand, for social sanction, the appraisal means are used to judge others' credibility (veracity) and their morality (propriety). Judgement targets the conduct of conscious participants.

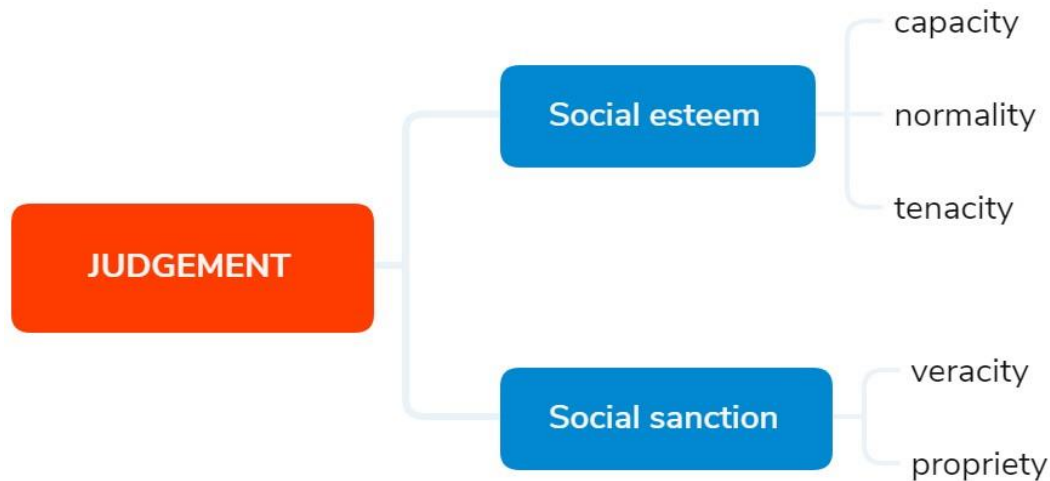


Figure 3. Judgement Resources (Martin and White, 2005, p. 53)

3.1.3. Appreciation

Appreciation deals with evaluation of objects and events. Particularly these resources explain peoples' reactions to objects, events and addressing following questions: Do they grab attention? Related to impacts (such as boring, captivating). Do they delight people? Regarding their quality (such as plain, lovely) In addition, Appreciation also interprets the composition of events and things by responding such questions:

Do these hang together? Regarding their balance (such as contradictory, consistent) and are they hard to follow? Concerning their complexity (such as clear, unclear). Moreover, Appreciation decodes value of events and objects by replying following questions: Were these events or things worthwhile? (such as fake or authentic) The term 'valuation' was later called social valuation in Martin and White (2005) coding.

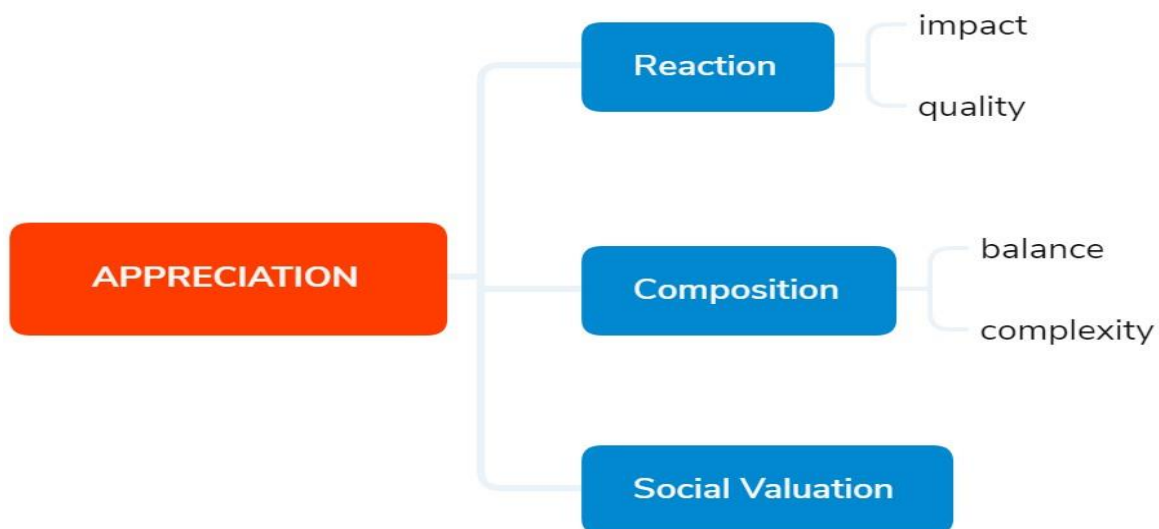


Figure 4. An overview of Appreciation resources (Martin and White, 2005, p. 53)

The present study uses Appraisal model specifically attitudinal resources as a theoretical

framework. It highlights and analysis different types of Attitudes along with their positive and negative sub-categories. The primary focus is to explain and analyze different types of attitudinal resources in undergraduate argumentative essays and their frequency distribution.

3.2. Corpus compilation

A corpus of 11000 words was compiled by collecting eighty-five essays of undergraduate students of department of English in University of Gujrat. The topics of the essays were 'Importance of Education in Pakistan' and 'Social evils in Pakistan' having argumentative genre. These essays were collected, saved, cleaned and then converted into plain text to identify the frequency of distribution of attitudinal markers across the corpus by Antconc software.

3.3. Use of Mixed Methodology

In the current study, the mixed methods approach is used to accumulate, identify, evaluate and interpret the attitudinal resources in L2 Pakistani undergraduate essays. According to Venkish, Brown and Bala (2013), it is the third methodological movement that includes both quantitative and qualitative methods. Though, this approach carries a few flaws, the current study utilizes this methodology by adopting its strengths and avoiding its weaknesses for deeper analysis. (Creswell, 2012). Sequential explanatory design (QUAN QUAL) by Cresswell and Clark, (2018) is utilized in the present study. Quantitative analysis presents frequencies of different types of attitudinal resources such as affect, judgement and appreciation and their components along with their affirmative and negative realization in L2 undergraduate argumentative essays. Qualitative analysis focuses on evaluative functions provided by the language

used in the L2 argumentative academic essays. The qualitative analysis is based on the quantitative interpretations of the attitudinal resources.

3.4. Data Analysis Tool

The present study utilizes Antconc version 4.4.1 to quantify frequency of different types of attitudinal resources such as affect, judgement and appreciation in the corpus. This concordance tool introduced by Anthony (2004) has many useful features including concordance hits, plot, word list and file views. In the current study, Word list tool is used to get frequency of node words while KWIC (key word in context) is used to analyze the attitudinal resources qualitatively.

4. Result and Discussion

The frequencies of attitudinal resources i.e. affect, judgement and appreciation have been presented in the following figures and further explained qualitatively.

4.1 Overall Frequency Distribution of Attitudinal Resources

According to Martin and White (2005), "Affect deals with the emotional attitude of the speakers or writers towards the content of the message". "The judgement refers to the way a speaker or writer evaluates human attitude" (Foley, 2011). In other words, judgement deals with behavior and character of people. Appreciation refers to the acknowledgement of people, places and things by using positive and negative attitudinal resources. Following figure shows the overall frequency distribution of attitudinal resources such as affect, judgment and appreciation in the Pakistani second language learner corpus.

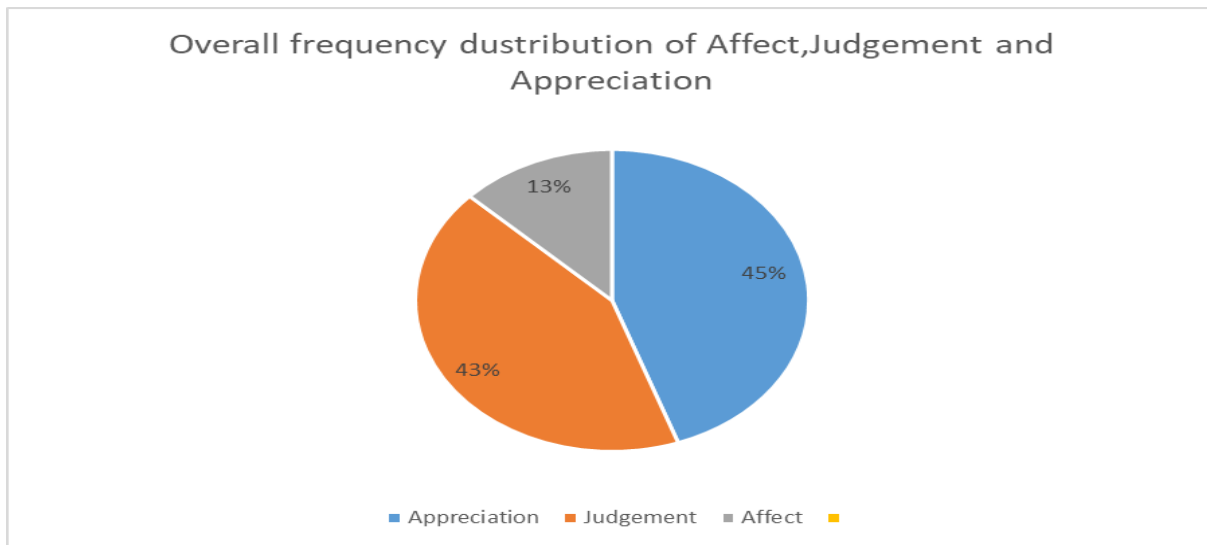


Figure 5. Overall frequency distribution of affect, judgement and appreciation in corpus

Figure 5 presents the overall frequency distribution of Attitude resources in non-native corpus of undergraduate argumentative essays. The results show that Appreciation is the most frequently used attitudinal resource in non-native corpus, accounting for 45% of the overall occurrences. Judgement is the second most widely used category, representing 43% frequency in non-native corpus. Affect is the least used attitudinal resource comprising 13% of the overall attitudinal resources. The prevalence of appreciation shows that the L2 undergraduate writers mainly evaluate value and importance of issues rather than revealing personal feelings. The extensive use of judgement resources reveals that the Pakistani L2 undergraduates also evaluate people's attitude specifically in terms of their capabilities and responsibilities to fortify their arguments. Such type of evaluation assists writers to establish credibility and convince target readers by evaluating their actions and qualities.

In contrast, affect is the underused category in nonnative corpus that indicates less expression of personal feelings by the Pakistani L2 undergraduate writers. This suggests that L2 undergraduate writers showed tendency to maintain formality and objectivity in their argumentative essays where logical evaluation is preferred over emotional appeal. Many other

researchers support the results of the study such as Bruce (2014) found that appreciation was the dominant attitudinal marker in academic discourse because the writers primarily evaluated arguments instead of conveying personal feelings. Hunston and Thompson (2000) argue that academic writing comprises evaluative language to assess the significance of arguments by making appreciation resources prominent. Bahmani et. al., (2021) in appraisal analysis of academic writing found that appreciation occurred excessively than affect resources because of writers' focus on evaluating concepts in formal style. The results are in contrast with the study of Anwar and Anwar (2022) that revealed diverse results in native and non-native comparative study of attitudinal markers in sports news. It showed that non-native news writers used affect resources while native sports news writers used more appreciation resources in their writing. This discussion offers a strong transition to the meticulous analysis of affect, judgement and appreciation in the following sections.

4.2. Affect (Positive)

"Affect deals with the emotional attitude of the speakers or writers towards the content of the message" (Foley, 2011). Martin and White (2005) classified affect into positive and negative types

because feelings can be both worthy or depraved, positive or negative, happy and unhappy. Figure 6 shows the dispersal of positive use of Affect subcategories in the Pakistani second language learner corpus of undergraduate essays. Figure 6 displays that 'security' is the most frequently (11%) used while 'inclination' is the least frequently used (3%) in the Pakistani second language learner corpus. While 'happiness' and 'inclination' subtypes fall between the highest and lowest frequencies as are only 5% used in the corpus.

Example

1. This way we can all have happy and fun world together, like a big colorful puzzle.

Explanation

In example 1, the use of adjective 'happy' shows writer's positive emotional evaluation of the desired state of world. Because it reflects his positive emotional stance for a world where no social evil exists. So, it is analyzed as positive Affect (Happiness). (txt.58)

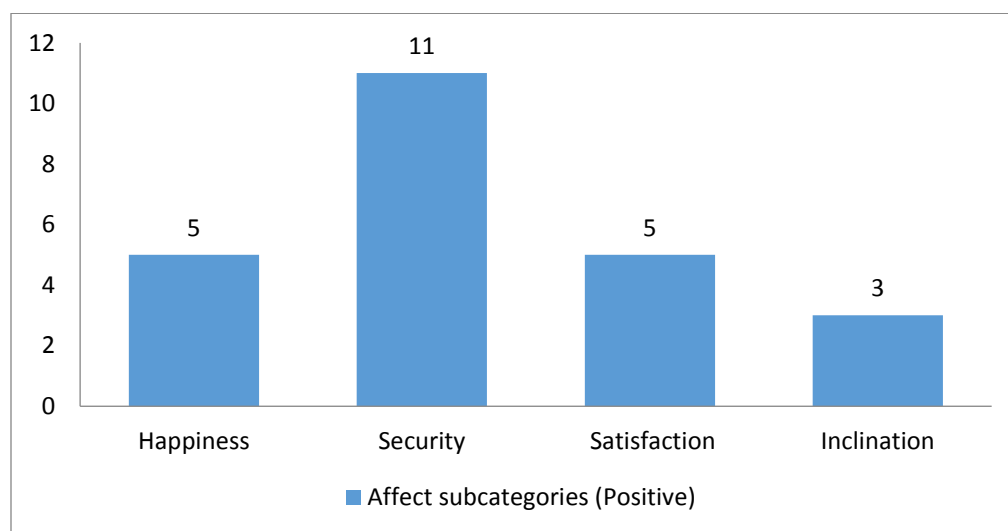


Figure 6. Frequency distribution of the positive use of affect subcategories in the corpus

The findings of the positive subtypes are aligned with the study of attitudinal markers in sports news by Anwar and Anwar (2022), that revealed that non-native Pakistani sports news writers tended to use more positive affect resources as compared to the negative affect resources.

4.3. Affect (Negative)

Following figure 7 shows the frequency distribution of negative use of Affect subcategories in the Pakistani second language learner corpus.

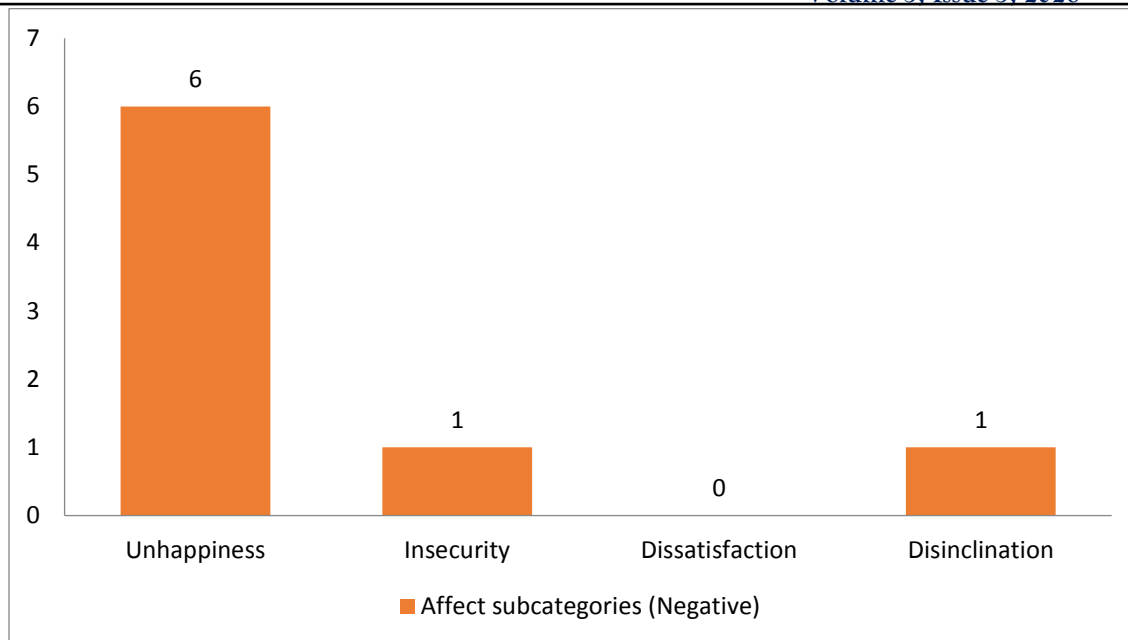


Figure 7. Frequency distribution of negative subcategories of affect in the corpus

The figure 7 presents the frequency distribution of Affect subcategories in the Pakistani second language learner corpus. The findings indicate that 'unhappiness' is the most frequently used negative Affect category with 6 instances. It suggests that second language learners predominantly express emotional distress. In contrast, insecurity and disinclination occurred only once, showing that expressions of anxiety, unwillingness and lack of confidence are comparatively rare. Notably, dissatisfaction does not occur at all in the corpus. Overall, frequency distribution shows that unhappiness is the dominant negative affect category while other subcategories are either infrequent or absent in the second language learner corpus. Moreover, it is evident through the results that negative use of Affect subtypes is under used by the second language learners as compared to the positive use of Affect subcategories. The findings are also supported by Lee (2015), who also reported that positive affect resources are used more frequently in L2 academic writing as compared to the negative affect resources. The greater use of positive affect resources propose that Pakistani L2 undergraduate learners show tendency to use favorable emotions such as confidence, hope,

happiness and satisfaction. This highlights a supportive and optimistic stance toward the subject and reflects inclination for fabricating positive interpersonal meanings in academic discourse (Martin & White, 2005).

Example

2. However, basic reason behind this is hate against the government of the state. (txt.67)

Explanation

In the above-mentioned example lexical word *hate* shows negative affect as it explicitly demonstrates a strong negative emotion of the L2 essay writer towards the state for not controlling crime rates in Pakistan. Here writer directly carves an emotional attitude rather than employing it.

4.3. Judgement

The judgement refers to the way a speaker or writer evaluates human attitude (Foley, 2011). In other words, judgement deals with behavior and individual's character. According to Martin and White (2005), individuals, character or behavioral judgement can be both positive and negative. The subsequent figure 7 and its interpretation depict the positive and negative

frequency distribution of judgement resources in

the Pakistani L2 corpus of argumentative essays.

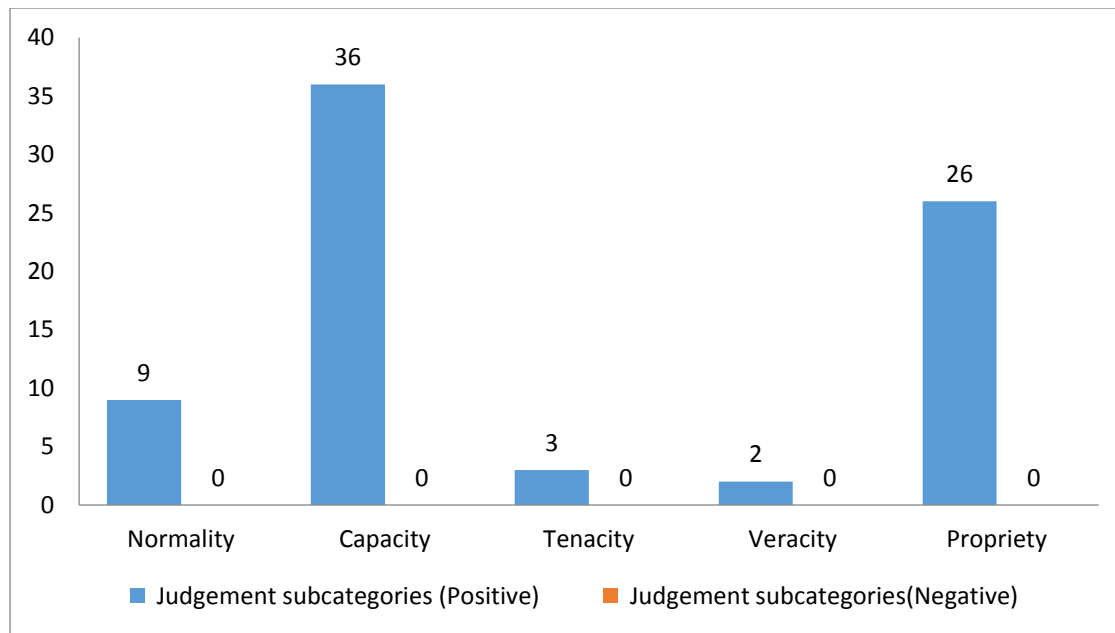


Figure 8: Frequency distribution of positive/negative Judgment subcategories in the corpus

Figure 8 shows distribution of the frequency of positive and negative use of words of subtypes of Judgment in the Pakistani second language learner corpus. The figure shows that positive attitudinal judgement resources are 50% more frequently used as compared to the negative use of subtypes of judgement. Moreover, it shows that Pakistani non-native undergraduate learners tend to use *capacity* more frequently (36%) as compared to other positive resources of judgement such as *propriety*, *normality*, *tenacity* and *veracity* that show 26%, 9%, 3% and 2% frequencies in the corpus respectively. Thus, *veracity* is the most underused category of judgement by the Pakistani undergraduate non-native learners. On the other hand, the Pakistani L2 learners have not made the use of negative instances of judgement markers. The highest frequency of *capacity* shows that the L2 undergraduate learners predominantly assess people in terms of their capability, competence and effectiveness. This reveals a tendency for evaluating achievement and performance rather than truthfulness and morality. Such a pattern mirrors the importance of ability-based evaluation in argumentative academic essays. It

also suggests that L2 learners largely rely on evaluating competence to support their arguments. The results of the study align with the research by Krizen (2016) who also proved in his research on language of appraisal resources in British advertisement that the positive use of *capacity* resources is the most frequently used as compared to other positive judgement resources. Findings are also supported by another study by Anwar and Anwar (2022), who analyzed attitude resources in sports news through a corpus-based approach and found that negative judgement markers were least used by the news writers while positive marker *capacity* was most frequently used in the native and nonnative corpus.

Examples

4. It helps people become responsible citizens and improve both individual life and society. (txt.76)
5. The students give weak performance. (txt.83)

Explanation

In example 3, the word *responsible* is analyzed as positive subtype of judgement called *capacity*

resource because it emphasizes positive ability of the people to improve their social life. In example 4, the word *weak* is analyzed as negative *capacity* marker because it evaluates students' performance as reflection of their ability.

4.4. Appreciation

According to Martin and White (2005), appreciation refers to the acknowledgement of people, places and things by using positive and negative attitudinal resources. The use of positive and negative appreciation resources in the Pakistani non-native learner corpus is presented in the following figure 7 along with their interpretation. It shows that L2 learners tend to use 34% more positive appreciation markers as

compared to the negative markers. Moreover, Valuation is the most frequently (69%) used while composition is the least frequently (1%) used positive appreciation resource. The results also show that L2 learners showed tendency towards negative judgement marker reaction (12%) more than the positive ones that are merely 2% used in the Pakistani second language learner corpus. On the other hand, negative use of valuation is analyzed as most frequently used while composition is found least frequently used in the corpus. The results are in accordance with that of presented by Chung et al (2021) who provided appraisal analysis of Vietnamese L1 and English writing L2 and analyzed appreciation as a major evaluative marker in L2 academic writing.

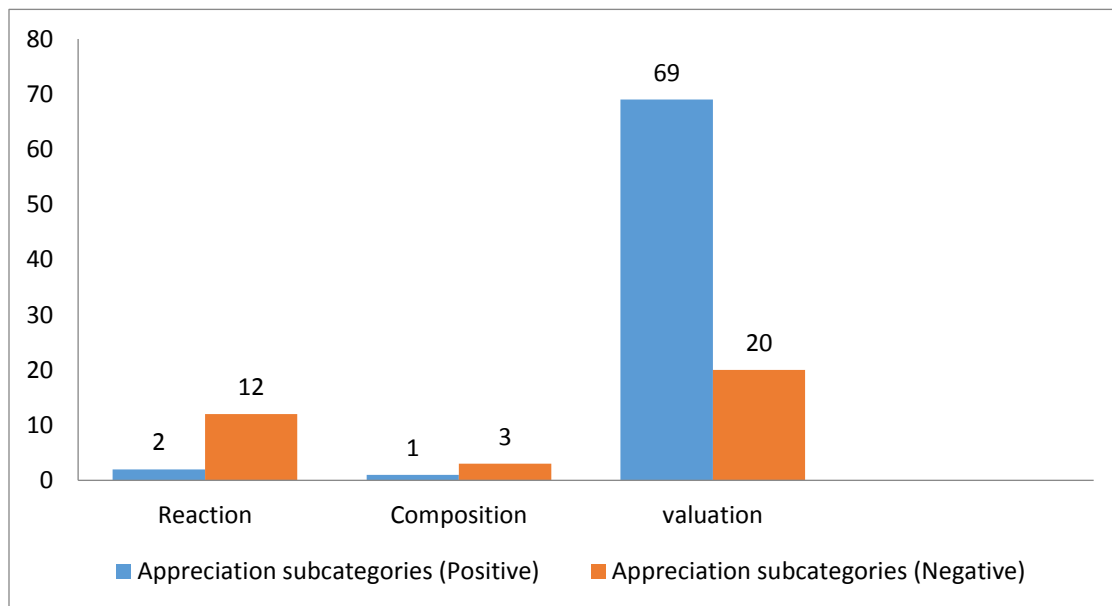


Figure 9: Frequency distribution of positive/negative appreciation subcategories in the corpus

The above shown figure clearly depicts that Pakistani L2 undergraduate learners tend to use positive valuation as compared to reaction and composition in the corpus. The highest frequency of valuation resources shows that L2 learners primarily evaluate the value and importance of issues to strengthen their arguments. In contrast, the underuse of composition resources highlights that evaluation of complexity, balance and structural qualities are rare in the argumentative essays. This pattern reveals the persuasive genre in

which writers tend to prioritize the importance of ideas rather than revealing their composition.

Examples

6. Education is important because it develops personality. (txt.58)

7. Furthermore, inadequate education is a key contributor to social problems in Pakistan. (txt.47)

Explanation

In the above-mentioned examples, example 5, the non-native essay writer analyzes the social value of education for personality formation. So, the word *important* is analyzed as positive category of *Appreciation* named as *Valuation* in Appraisal framework because it evaluates the quality and social value of education. On the other hand, in example 6, the use of word *inadequate* shows negative valuation because the writer uses this word to indicate that insufficient education produces negative consequences in Pakistan.

5. Conclusion

The current study had two objectives of the research including to quantify frequency of different types of Attitude resources and to analyze positive and negative polarities of attitudinal resources used in the Pakistani second language learner corpus. The results revealed that Pakistani L2 learners tend to use positive *affect*, *judgement* and *appreciation* more than the negative sub categories of attitudinal resources. Moreover, *security* is widely used by the L2 learners while *inclination* is the least used sub type of *affect* in the corpus. The results showed that *capacity* was widely used positive judgement marker then *propriety*, *normality*, *tenacity* and *veracity* were used respectively. While the corpus showed the use of negative attitudinal resources *capacity* and *propriety* moderately. On the other hand, positive use of *valuation* was highly used in the Pakistani non-native corpus that showed Pakistani undergraduate non-native learners focused on evaluating ideas in the academic essays rather than presenting their own opinions or feelings about the subject. Moreover, least use of *composition* showed that L2 learners ignored *balance* and *complexity* in L2 essays. However, it is evident through the figure 8 that Pakistani L2 learners widely used appreciation 45% than judgement that showed moderate frequency and affect had lowest frequency 42% and 13% frequencies respectively in the L2 learner corpus of undergraduate essays. It approves that the subsequent linguistic effect of preponderance of appreciation values is to make the academic text

sound more appreciative than judgmental and emotional (Hood, 2004). Many other researchers such as Sujatna and Kuswoyo (2023), Bahmani et. al., (2021), Zhang and Cheung (2018) support the findings of the research. This study also suggests a few pedagogical inferences for the language teachers to understand over used and under used attitudinal resources in Pakistani academic essays. Thus, enable them to modify the pedagogical strategies to teach attitudinal resources within the framework of appraisal theory to improve L2 learners' evaluative writing skills. Moreover, L2 learners should be taught to use appreciation properly while employing affect and judgement in context to strengthen their arguments. However, the present study is limited in its scope because it only dealt with corpus-based research of affect excluding judgement and appreciation of academic essays, domain because it only analyzed academic essays by applying appraisal theory, size because it only comprised of 85 undergraduate academic essays and corpus contained only 11000 tokens.

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