

**MINISTRY OF EDUCATION AND TRAINING
DA NANG UNIVERSITY
UNIVERSITY OF EDUCATION**

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**THE LANGUAGE OF EVALUATION IN ENGLISH TEXTBOOKS AT
THE SECONDARY LEVEL IN VIET NAM FROM THE VIEWPOINT
OF SYSTEMIC FUNCTIONAL GRAMMAR**

Major: Linguistics

Code: 9229020

**ABSTRACT OF DOCTOR'S DEGREE THESIS
ON LINGUISTICS**

DA NANG, 2023

This study is completed at:
University of Education, Da Nang University

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Reviewer 1:

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The thesis will be upheld at Hue University's Thesis Evaluating Council, met at Hue City.
on the , 2023

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PREFACE

1. Reason for choosing the topic

The ability to use language is one of the important general competencies that needs attention to form and develop well in learners, because language is the most important tool to form and develop other competencies. The language of evaluation - language expressing feelings and attitudes in specific contexts. This is also a new field that is attracting many linguistic researchers following the trend of investigating the characteristics and functions of language in social life. In addition, we found that the readings in the English textbooks have elements that are suitable for the research of the evaluation of linguistic characteristics but have not been approached. These are the reasons why we chose to study the thesis of *The language of evaluation in the English textbooks at the secondary schools in Viet Nam from the viewpoint of systemic functional grammar*.

2. Objectives of the thesis and Tasks of Research

2.1. Objectives of the thesis

- To clarify the language of evaluation in the English textbooks at the secondary schools in Viet Nam from the viewpoint of the systemic functional grammar of Halliday, of Martin's the theory of evaluation.

- To contribute to proving language as a social entity, having a dialectical relationship with the non-linguistic elements.

- To contribute to analyze the characteristics of the language of evaluation in general and analyze the characteristics of the language of evaluation in particular in the English textbooks at the secondary schools.

2.2. Tasks of Research

The thesis defines the following basic research tasks:

- Theoretical study: To establish the theoretical appraisal framework applied to characteristic analysis to identify steps of investigations, specific analyses, and major contents on specific aspects of the evaluation of Attitude and Graduation.

- To survey, and collect corpus.

- From the applied theoretical appraisal framework and identified theoretical issues, the thesis carries out a systematical survey and analysis of the corpus on specific aspects of the evaluation of Attitude and Graduation.

3. Objects and scope of the research

- The subject of the thesis is the characteristics of the language of evaluation on specific aspects of the evaluation of Attitude and Graduation.

- The dissertation uses 90 typical comprehensive reading texts (Educational Publishing House of Viet Nam) as survey materials due to their popularity and authenticity at present.

4. Research Methodology and Research corpus

4.1. Quantitative method:

We use statistical methods to determine the number and frequency of occurrence and calculate the rate according to the frequency of occurrence of identified research objects such as words, phrases, sentences, and other aspects of evaluation in comprehensive readings in 08 English textbooks from grade 6 to grade 9. From there, we classify, statistics into corresponding tables. On the basis of the ratio of each object to select the objects with the most frequency of use, the results are common to state the basic properties and categories.

4.2. Quantitative method:

We use the method of description, analysis, synthesis, and generalization to highlight the characteristics of the selection strategy and the way to use language in English textbooks from the point of view of the theoretical framework of the evaluative language which is selected.

5. The source of materials of the thesis

The thesis uses 90 reading comprehension texts in 08 sets of English textbooks at the secondary schools of Vietnam Educational Publishing House, edited by author Hoang Van Van because this is a series of books being taught in many provinces in Vietnam.

6. Meaning / Contribution of the thesis

6.1. In theory, the results of the thesis will contribute to clarifying some of the problems of the theory of systemic functional grammar, the theory of the language of evaluation and the theory of genres

6.2. In practice, the results of the thesis can be applied in the research, teaching applied linguistics, improving the quality of teaching literature, teaching communication, and studying the language of evaluation in other fields.

CHAPTER 1

OVERVIEW OF RESEARCH ISSUES AND RATIONALES

1.1. Overview of the research

1.1.1. Research situation on the application of the theory of systemic functional grammar, the theory of the language of evaluation, and the theory of genres

1.1.1.1. Regarding the theory of systemic functional grammar, the theory of the language of evaluation, and the theory of genres

a. Studies in abroad

The first authors who mentioned the theory of systemic functional grammar were Malinowski (1935), and J.R.Firth (1957). Halliday can be considered as a systematic semiotic approach to language. His works had a far-reaching influence on language education and contributed to positive changes in language teaching and learning. His publications are *System and function in the language* (1976), *Language as Social Semiotic: The Social Interpretation of Language and Meaning* (1978), *Spoken and Written Language* (1985), *An introduction to functional grammar* (1994). Besides, Eggins Suzanne with the book *An introduction to systemic functional linguistics* (1994). In addition, some typical authors in the 21st century such as Martin and David Rose (2003). The theory of evaluation of James Martin and Peter White with the work *The Language of Evaluation*.

b. Studies in Vietnam

In the first stages, typical researchers such as Cao Xuan Hao (1991), from the functional point of view of the system, Hoang Van Van (2002), Ngo Dinh Phuong (2008), the edition of Introduction to functional grammar (2011).

1.1.1.2. Regarding the practicality of applying the theory the systemic functional grammar, the theory of the language of evaluation, and the theory of genres in language education studies.

a. Studies in abroad

First ò all, the article *The nature of “Reporter Voice” in a Vietnamese hard news story* by Tran, V., & Thomson, E. (2008), the master thesis *Understanding school genres using systemic functional linguistics: A study of science and narrative texts* by Canfield (2013), Ngô Thi Bích Thu (2013) with the title *The deployment of the language of evaluation in English and Vietnamese spoken discourse*.

b. Studies in Viet Nam

Le Van Canh (2011), based on the theory of systemic functional grammar, the author has pointed out the ability to apply functional grammar in the field of foreign language education; In addition, there are many other research works by authors such as Le Thi Lan Anh (2014), Bui Manh Hung (2016), Nguyen Bich Hong - Pham Hien (2018), Nguyen Thi Quynh Hoa (2020), Nguyen Bich Hong and Pham Hien (2018). Tien Phung (2020), Tran Binh Tuyen (2017),... In addition to the review works, there are also many articles by Nguyen Van Hiep (2015), and Tran Van Phuoc in the article *The choice of language to evaluate in some Vietnamese short stories* (2019)

1.1.2. Applying the theory of evaluative language and genres to the study of evaluative language in textbooks

1.1.2.1. Studies in abroad

The application of the theory of evaluative language in the world as well as in Vietnam is

mainly conducted on the types of literary works and argumentative/narrative texts. Therefore, the study of evaluative language in textbooks has always been an unpopular direction at present. Notable authors such as Kawamitsu (2012), Canfield, A. (2013), and Gordon Myskow (2018).

1.1.2.2. Studies in Viet Nam

As for me, The language of evaluation is a very little researched area in Vietnam; Therefore, studies on language in Vietnam is not much, especially the research on language evaluation of textbooks is even less. So far, we have only seen a few works by the authors Le Thi Ngoc Diep (2013), Nguyen Thi Huong Lan (2018).

1.2. Some general reasonings

1.2.1. Systemic functional grammar theory

1.2.1.1. The concept of language and its metafunctions

Systemic Functional Grammar (SFG) proposed by Halliday can be considered as a systematic semiotic approach to language. Halliday is influenced by the London School, with outstanding representatives such as J.R Firth, and Malinowski.

The systems of Halliday's grammar play an important role in the interpretation of different kinds of meanings, and language is organized in a meta-functional manner (experiential, interpersonal, textual). The concept of metafunction is realized across all linguistic layers and the close relationship between language and context.

1.2.1.2. Register and the relationship between context and text

In 1986, Fromkin and colleagues came up with a regional definition based on stylistic differences. In 1989, Halliday and Hasan argued that: According to Halliday, a context is a potential semantic configuration of a text, associated with situational characteristics, characterized by field, and tensor. and Method. One of the important features of systemic functional grammar is the relationship between language and context.

1.2.2. Appraisal framework

The appraisal framework was developed by Martin and his associates (Martin & White 2005; Martin & Rose 2007). This is a system for negotiating interpersonal meanings, more specifically with expressions of attitudinal meaning, a linguistic rating system.

The language of the evaluation system is leveled into three interactive semantic fields: Attitude, Graduation, and Engagement.

1.2.3. Genre theory

1.2.3.1. On the concept of genre according to the Sydney school

According to Jim Martin, the genre is a staged, goal-directed, and socially purposeful social activity whose participants are members of their culture. Documents with the same general purpose will have the same structure, and documents with different purposes will have a different structure.

1.2.3.2. Sydney school genre groups

Some of the literary genres developed by Martin & Rose include narrative, historical, explanatory, procedural, informational, critical, argumentative, etc.

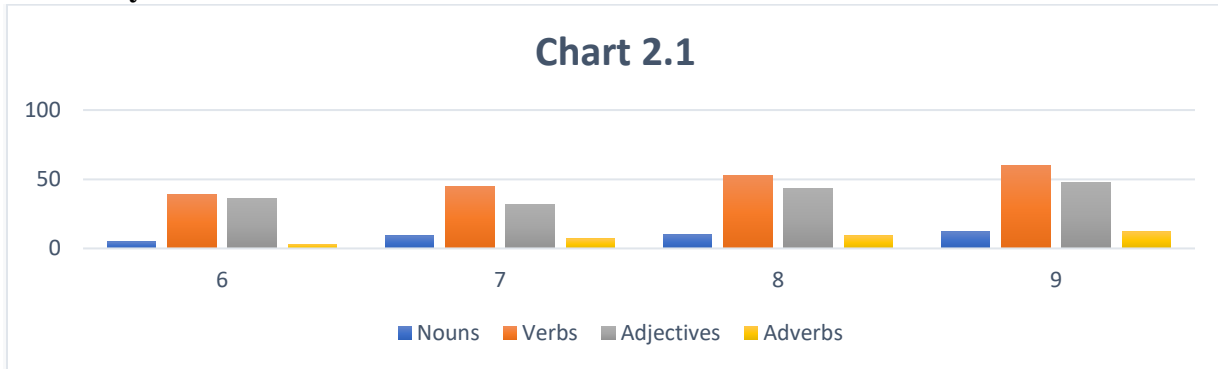
CHAPTER 2
THE LANGUAGE OF EVALUATION EXPRESSES “ATTITUDE” IN ENGLISH
TEXTBOOKS OF SECONDARY LEVELS IN VIETNAM

2.1. The evaluative language resources expressing “Attitude” in English textbooks at the secondary level

2.1.1. Evaluative language resources assessed by the level

We identify the characteristics of foreign language teachers who express the obvious "Attitude" that are realized directly through the vocabulary by nouns, verbs, adjectives, and adverbs. Then, we conducted statistics on the number and frequency of using words in 4 sets of English textbooks at secondary schools. The statistical results are as follows:

Chart 2.1: Statistics and classification words realized “Attitude” in English textbooks at secondary schools



2.1.1.2. Phrases

We focus on surveying the language of realizing foreign language expressing "Attitude" used in this book, that is, nouns, verbs, adjectives, and adverbs. The statistical results are as follows:

Table 2.1: Statistics and classification phrases realized “Attitude” in English textbooks at secondary schools

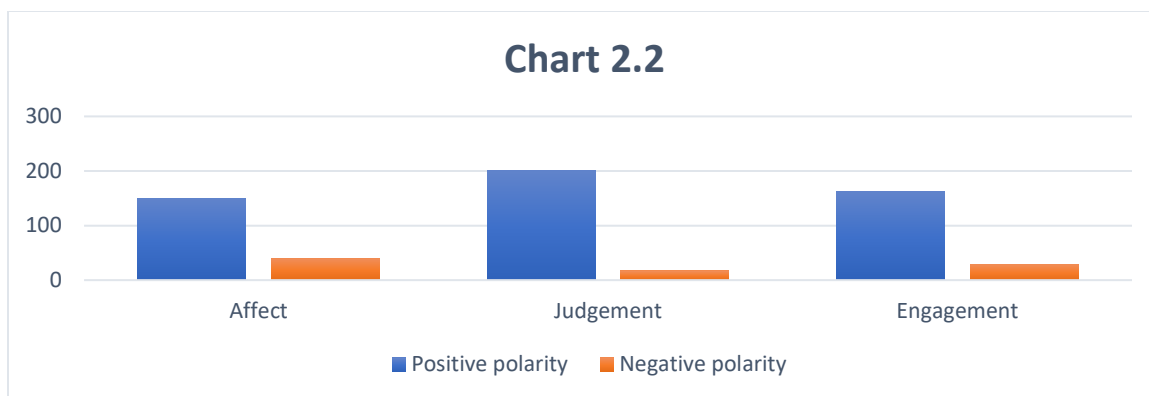
Phrases	Noun phrases		Verb phrases		Adjective phrases		Adverb phrases		Total number of words
	Quantity	Rate%	Quantity	Rate %	Quantity	Rate %	Quantity	Rate %	
6	11	73.3	0	0	3	20	1	6.7	15
7	20	58.8	5	14.7	7	20.6	2	5.9	34
8	31	59.6	7	13.5	12	23.1	2	3.8	52
9	40	54.8	11	15.1	18	24.7	4	5.4	73
Total	102	58.6	23	13.2	40	23	9	0.5	174

2.1.2. The layer of word acts as an evaluative language resource

- Slang
- Idioms/idiom variations
- personal words

2.2. The "Inscribed Attitude" system in the English textbooks at the secondary schools

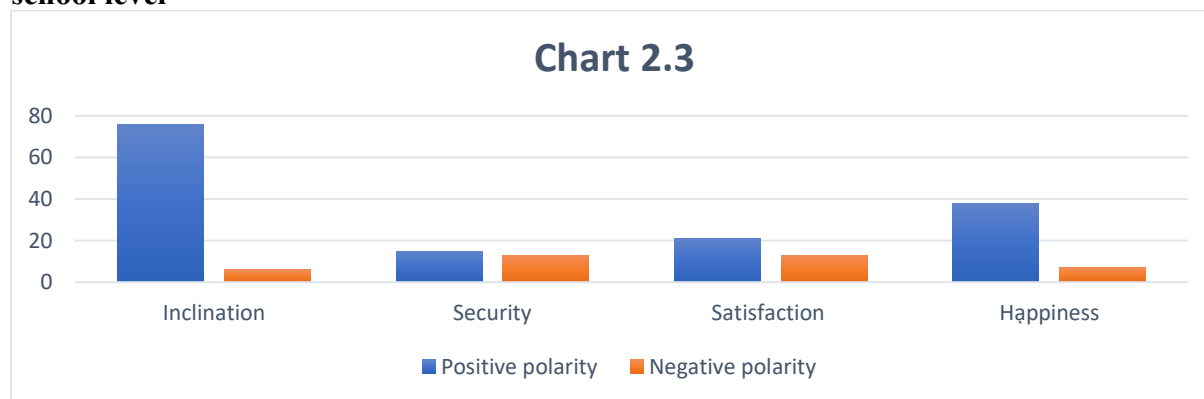
Chart 2.2: Statistics of "Inscribed attitude" in English textbooks at the secondary school



Statistical results show that the teachers who show different types of "Attitude" in the reading comprehension passages in the English textbooks at the secondary level have a relatively balanced number of words and proportions. Among the three categories of "Attitude", The language of evaluation expressing "Judgement" accounted for the highest proportion with 36.4% including 217 words. Appreciation has 191 phrases, accounting for 31.9%. Meanwhile, the language of evaluation expressing "Affect" accounted for the lowest percentage with 150 actualized words, accounting for 31.7%. Words that are used a lot like happiness, professional, special,...

2.2.1. The language of evaluation shows "Affect" in English textbooks at the secondary school level

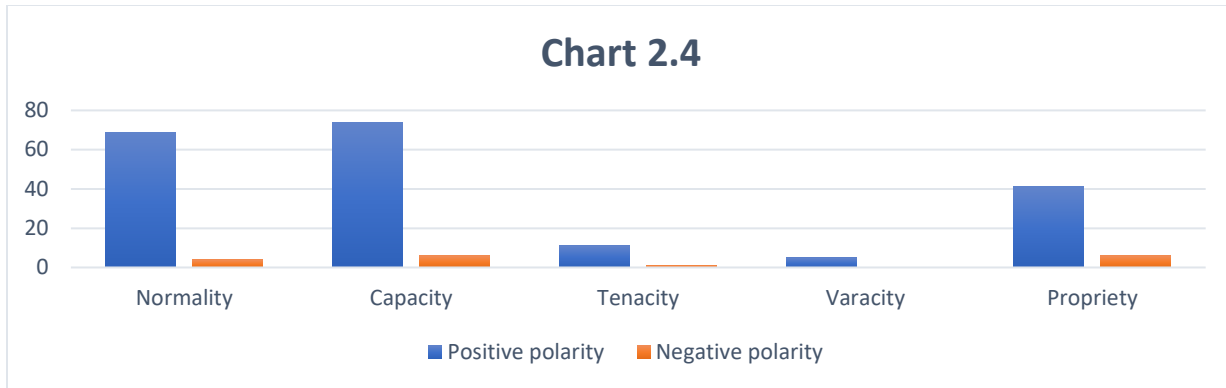
Chart 2.3: Statistics of groups in the value "Affect" in English textbooks at the secondary school level



Based on the survey results and statistics in Chart 2.3, we can see that in the four groups under the "Affect" value, the language expressing "Wish" has the highest rate, with 76 words/phrases, appearing shows 82 times, accounting for 92.6% of the total number of attitude words "Dis/Inclination". Vocabulary expressing "Wishes" is realized by verbs (process), and nouns (things) and appears concentrated in a certain unit of lessons under each different topic. Attitudinal words *want/wanted/ would want/will want/decide/ have decided / wish/ would like /hope/ dream* và "will", *wish /dream/hope*.

2.2.2. The language of evaluation expressing "Judgement" in English textbooks at the secondary school level

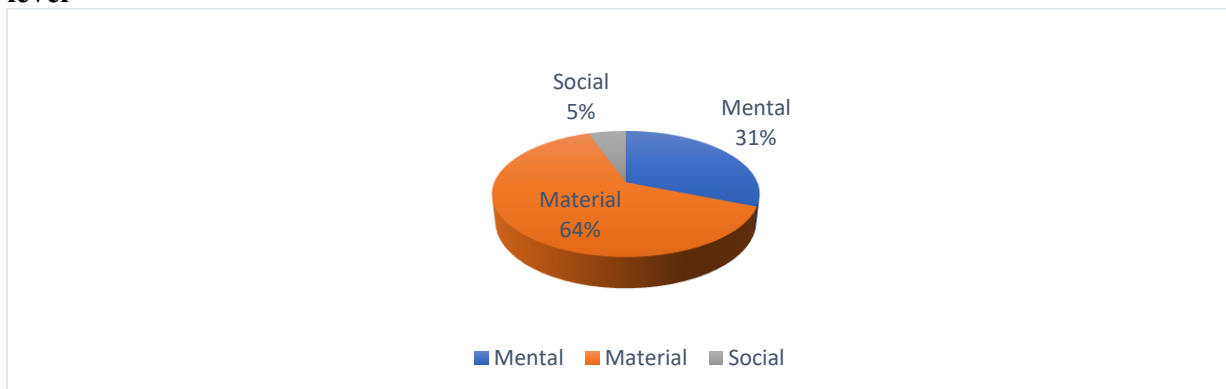
Chart 2.4: Statistics of value groups "Judgement" in English textbooks at the secondary school level



Based on the survey results and statistics in Chart 2.5, the language of evaluation expressing "Attitude" through "Judgement" and assessed positively or negatively in reading comprehension passages in English textbooks at secondary schools focusing mainly on the values of "Capacity" and "Normality", where the language of evaluation expressing "Capacity" has the highest rate with 74 words/phrases, accounting for 37%, the language of evaluation expressing "Normality" accounted for 34.5% with 69 words/phrases realizing attitudes with rare, patented meaning fields. , brave,....

2.2.3. The language of evaluation shows "Appreciation" in English books at the secondary school level

Chart 2.6: Statistics of groups "Appreciation" in English textbooks at the secondary school level



Based on the survey results and statistics in Chart 2.6, we can see the language of evaluation realize "Invoked attitude" through the "Flag" measure accounts for the highest percentage (52.2%), while the "Provoke" measure accounts for the lowest rate (18.4%).

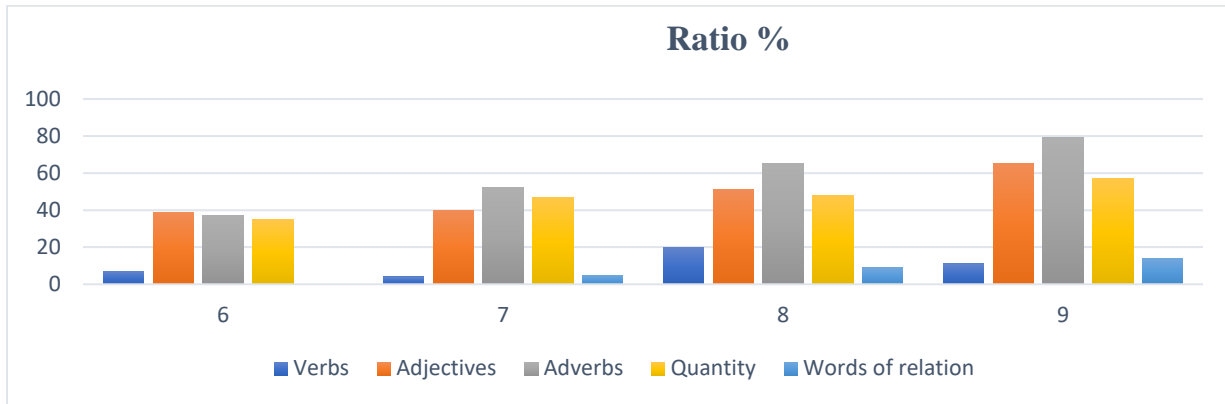
CHAPTER 3 THE LANGUAGE OF EVALUATION EXPRESSES "GRADUATION" IN ENGLISH TEXTBOOKS OF SECONDARY LEVELS IN VIETNAM

3.1. Statistics and classification of evaluative language resources show "Graduation" by level

3.1.1. Words

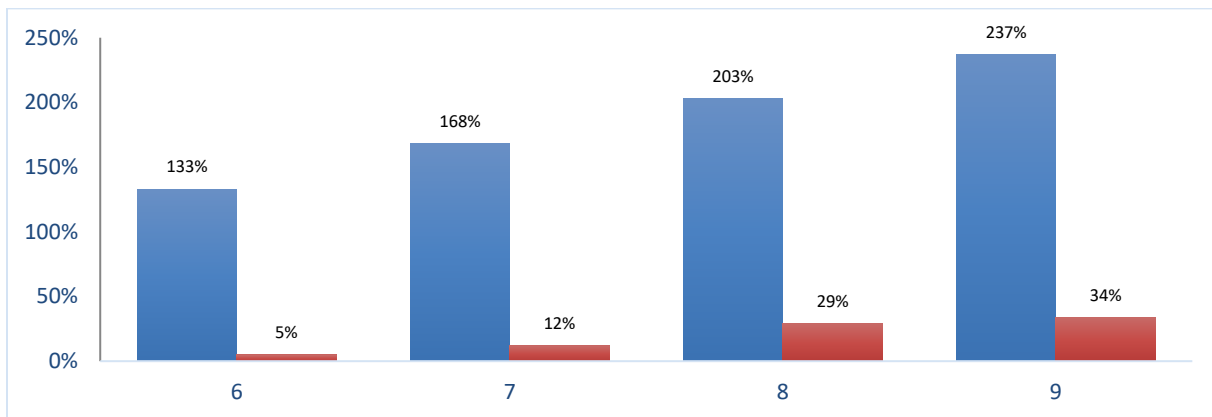
First of all, we identify the characteristics of foreign language teachers expressing the obvious "Graduation" that are realized directly through lexico-grammar such as verbs, adjectives, adverbs, number of words, quantifiers, word-relational pairs. The statistical results are as follows:

Chart 3.1: Statistics and classification of words to realize "Levels" in English textbooks at secondary school level



3.1.2. Sentences

Chart 3.2: Statistics and classification of sentences to realize "Graduation" in English textbooks at secondary school level



In this research, we have found and analyzed two types of sentences that represent the resource Graduation in English textbooks, which are exclamatory sentences and imperative sentences to increase/decrease the nuance of "Graduation" degree". Authors also use many imperative sentences in reading comprehension passages. Therefore, the authors used exclamatory sentences in the 6th grade English.

3.2. Characteristics of assessment language showing "Level" in English textbooks at secondary school level

Chart 3.3: Statistics of types of "Graduation" in English textbooks at secondary school level



Based on the chart 3.3, we find that the linguistic resources that realize the "Graduation" through "Force" account for a very high percentage compared to the proportion of the language resources that realize the "Graduation" through "Focus".

3.2.1. Realizing "Force" in English textbooks at secondary school level

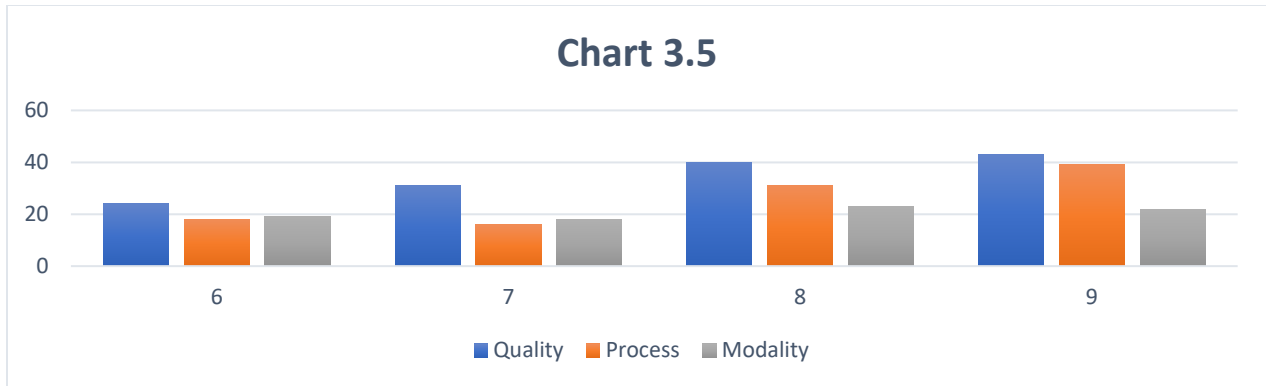
Chart 3.4. Statistics of measures to show "Force" in English textbooks at secondary school level



Based on chart 3.4, we find that the measures of expressing "Graduation" through "Quantification" introduced in reading comprehension passages in English textbooks at the secondary level have a higher rate than the measure of expressing "Graduation". " through the ratio of "Intensification" in which the reading comprehension passages in the 9th grade English textbooks have the factors of Intensification and Quantification accounting for the highest percentage.

3.2.1.1. Measure of expressing "Graduation" through "Intensification"

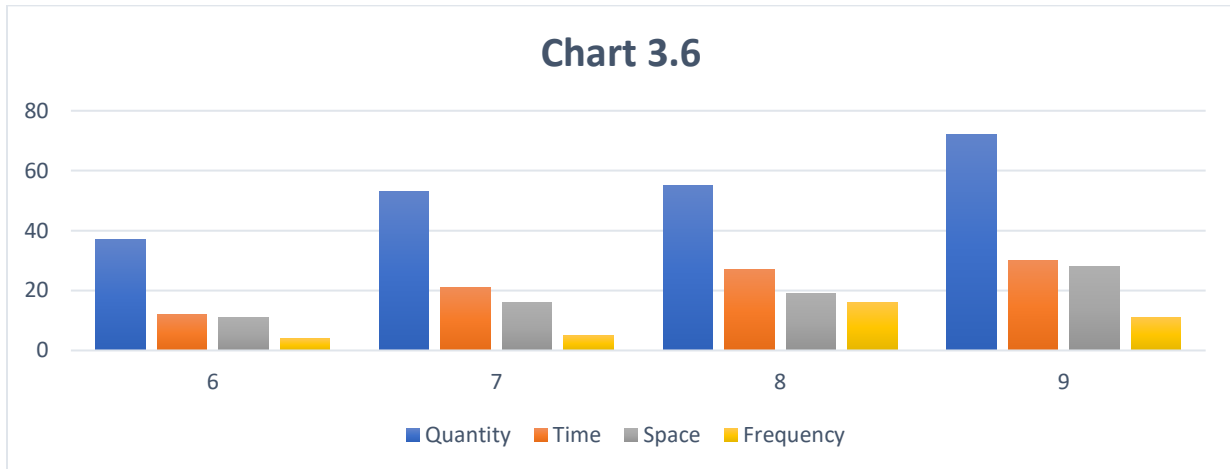
Chart 3.5. Statistics of measures to express "Intensification" in English textbooks at secondary school level



Based on chart 3.5, we find that among the three factors of Intensification, Intensification indicates Quality is the dominant type over Intensification indicating Process, while Intensification indicates Modality appear less than other factors. Different intensification in reading comprehension passages in English textbooks at secondary level. The vocabulary words showing the scale used in reading comprehension passages in the four English textbooks at the secondary level are: a bit, a little, fairly, rather, very, very much, super, just, at all, not ...very, so, too, more, quite, pretty, vast, by far,

3.2.1.2. Measures to express "Graduation" through "Quantification"

Chart 3.6. Statistics of measures to express "Quantification" in English textbooks at secondary school level



The survey results show that, in the reading comprehension passages in the English textbooks at the secondary level, the ratio of Quantity accounts for the highest compared to the factors of Graduation (Space and Time) and Frequency. The authors have focused on the evaluation factor of "Quantification" which is Quantity (52%), the extent of scope in Time (21.6%) and Space (17.8%) as well as focus on exploiting the frequency of actions and events in the reading comprehension passages (8.6%) to highlight the value of evaluation applied in the reading comprehension passages in the English textbooks at the secondary level.

3.2.2. Realizing "Focus" in English textbooks at secondary school level

3.2.2.1. Estimation

a. Realizing “Authenticity – entities” in English textbooks at secondary school level

Through the survey of reading comprehension passages in the English textbooks at the secondary level, we found that the vocabulary realizes the Graduation of expression Estimation "authenticity - entities" often appear as: true, like , something, something like, . . .

b. Realizing “Authenticity – Quality” in English textbooks at secondary school level

Through surveying the reading comprehension passages in the English textbooks at the secondary level, we found that the vocabulary that realizes the Graduation of Expression Estimation "Authenticity - Quality" often appears as: main, sole , super, special, normal... . The following are examples of lexical measures representing the Graduation illustrated in the following table:

c. Realizing “Specification – Entities” in English textbooks at secondary school level

The vocabulary of realization The Graduation of expression “Specification – Entities” used in English textbooks is: especially, especially, These are examples of lexical measures representing the Graduation illustrated in the following table:

d. Realizing “Specification – Quantity” in English textbooks at secondary school level

Vocabulary to realize the scale of expression “Concrete - Quantity used in English textbooks is: some, a few, around, for, all,... .

CHAPTER 4 THE LANGUAGE OF EVALUATION IN THE ENGLISH TEXTBOOKS ENGLISH AT SECONDARY LEVEL IN VIETNAM THROUGH CATEGORIES

4.1. Types of texts in the program of English textbooks at secondary level and sources of lexico

4.1.1. Types of texts in the English textbook program at secondary school level

Table 4.1. The main types of texts are taught in the English textbook program at the secondary level

Text type family	Text types	Amount
Stories	Recount	15
	Anecdote	6
	Exemplum	10
	Narrative	9
Information	Biographical recount	3
	Historical recount	5
	Factual recount	12
	Descriptive report	8
	Explanation	3
	Procedure	3
Evaluation	Exposition	7
	Review	9

4.1.2. Statistics of lexico-grammar sources to evaluate "Attitude" and "Graduation" in readings in English textbooks through the genre

Through a survey of 90 readings in English textbooks at the secondary level, we have counted 1,510 turns of lexico-grammar evaluate "Attitude" and "Graduation" in the readings in the English textbook from the genre, in which there were 689 turns of lexico-grammar of “Attitude”, there

were 821 turns of lexico-grammar of “Graduation”.

Table 4.2. Number of sources of lexico-grammar evaluates "Attitude" and "Graduation" considered through the genre

Genre	Number of sources of lexico-grammar				Total
	Attitude		Graduation		
	Amount	Rate %	Amount	Rate %	Amount
Recount	118	64,4	65	35,6	183
Anecdote	42	60,9	27	39,1	69
Exemplum	102	56,4	79	43,6	181
Narrative	57	64	32	36	89
Biographical	20	31,7	43	68,3	63
Biographical history	24	24	76	76	100
Factual report	105	35,6	192	64,4	297
Descriptive report	67	31,6	145	68,4	212
Explanation	32	39	50	61	82
Procedure	25	33	50	67	75
Exposition	34	39	53	61	87
Review	63	74,1	25	25,9	85
Tổng	689	45,6	821	54,4	1.510

4.2. Characteristics of evaluative language in English textbooks at secondary level through the genres

Our thesis is just an initial approach, applying the genre theory and evaluative theory framework to analyze evaluative language showing interpersonal function in reading texts in English textbooks at secondary level; Moreover, due to the limitation of time and allowed capacity, we can only analyze the evaluative language’s characteristics of some typical and widely used genres in English textbooks at secondary level.

4.2.1. Language of evaluation in “Recount”

The genre "Recount" is the most used (15/90 articles) in the text types in the English textbooks at the secondary level. Regarding this genre, we choose a reading in the 7th grade English textbook to analyze the structure of genre and evaluative language in the reading respectively.

We summarize resources of the language of evaluation that appear in the text in Table 4.3 below:

Table 4.3. Language of assessment in the category “Narrator” (E7/Unit 9/p.32)

Stages	Texts
Orientation	Yesterday was <i>the most exciting</i> (+ happy) day of my life!
Record of Events	In the morning, many people <u>tried</u> (tenacity) to climb up the pole to get the ham. At 11 a.m. we saw a jet of water coming from the water cannons and <i>the chaos</i> began. Bags of tomatoes from trucks were thrown at the crowds, and we began throwing tomatoes at one another . We all <u>had to</u>

	<p>wear goggles to protect our eyes. (+ propriety/ force)</p> <p>After one hour, we saw another jet of water and stopped throwing. The whole town square was <i>red with rivers of tomato juice</i>. Finally, we tried tomato Paella, a <u>traditional</u> (+ reaction) Spanish rice dish. <i>Together with local people and tourists</i>, we enjoyed (+ happy) the good (+ reaction) food and drinks.</p>
Re-orientation	I'm still <u>tired</u> (- security), so bye for now.

4.2.2. Language of evaluation in “Anecdote”

Table 4.4: Evaluative language “Anecdotes” (Anecdote) (E9/Review 2/p 38)

Stages	Texts
Orientation	I <u>used to</u> (+ normality) go to <i>a school for the gifted</i> in Ho Chi Minh City.
Remarkable events	My house was far away (space), so I had to (+ propriety/ force) live with my relatives. It was an <u>extended</u> (+ composition) family with ten people and a cousin of my age. My mother was <u>worried</u> (- security) because I came from a <u>nuclear</u> (- composition) family – much smaller and less complicated (gợi mở). I was a very disobedient (- propriety) girl – the type of person who never does what they are told . I was even envious (- propriety) when my cousin got higher grades.
Reaction	<u>Luckily</u> (+ normality), my relatives were actually very understanding (+ propriety), and <u>sympathetic</u> (+ propriety), and my cousin herself was a <u>tolerant</u> (+ propriety) girl. She didn't get too upset (- happy) by my <u>bad</u> (- reaction) behavior. Just as caring as her mother, she was ready to lend a hand in my study and <u>take care of</u> (+ satisfaction) me when I was <u>ill</u> (- security).
Coda	After three years with them, I also learnt that <i>to get along with members of a big</i> (+ composition) <i>family</i> , I <u>should</u> (+ propriety) learn how to <u>share</u> (+ propriety).

4.2.3. Language of evaluation in the genre of "Narrative - Fairy tale"

Table 4.5: Language of evaluation in the genre "Narrative - Fairy tale" (E8/U6/p.64)

Stages	Texts
Orientation	Once upon a time, there was a <u>rich</u> (+ reaction) man living in a village.
	When he died, he left his two sons a fortune. But the elder brother gave his brother only a starfruit tree.

Stages	Texts
Evaluation	When the fruit was <u>ripe</u> (+ reaction), an eagle came and ate the fruit. The younger brother begged (+ tenacity) the eagle not to. The eagle <u>promised</u> (+ security) to repay him in <u>gold</u> (valuation) and <i>told him to make a bag to carry it</i> .
Resolve conflicts	The eagle took him on its back to <u>a place of gold</u> (+ valuation). There, he filled <u>the bag with gold</u> (+ valuation). When he got home he was <u>rich</u> (+ reaction). The elder brother was <u>surprised</u> (- security), so he asked his brother to explain. After hearing the story, <i>he offered to swap his fortune</i> (+ valuation) for the starfruit tree, and his kind (+ propriety) brother <u>accepted</u> . When the eagle came, the elder brother asked it to take him to <u>the place of gold</u> (+valuation). The <u>greedy</u> (- propriety) brother filled a very large bag and all his pockets with gold (+ valuation).
Coda	On the way home , because the load was too heavy (+ composition), the eagle got <u>tired</u> (- an toàn) and dropped him into the sea .

4.2.4. The language of evaluation in “Biography”

Table 4.6: The language of evaluation in “Biography” (E6, P2; p.22)

Stages	Texts
Orientation	Edson Arantes do Nascimento, <i>better</i> known as Pelé, is widely regarded as the best football player of all time .
Events of events	Pelé was born on October 21 st , 1940 in the countryside of Brasil. Pele’s father was a <u>professional</u> (+ capacity) football player and taught Pelé how to play at a very young age . <i>Pelé began his career at the age of 15 when he started playing for Santos Football club</i> . In 1958, at the age of 17. Pelé <u>won</u> (+ capacity) his first World Cup. It was the first time the World Cup was shown on TV. People around the world watched Pelé play and <u>cheered</u> (+ happy). Pelé <u>won</u> (+ capacity) three World Cups and scored 1,281 goals in his 22- year carrer. In 1999, he was voted Football player of the Century. Pelé is a <u>national hero</u> (+ giá trị) in Brasil.
Evaluation	During his career he became <u>well-known</u> (+ valuation) around the world as “The king of Football” .

2.5. The language of evaluation in “Review”

Table 4.7: The language of evaluation in “Evaluation – Review” (E7, P2; p. 22)

Stages	Texts
Background	<i>Titanic</i> is a <u>romantic</u> (+ reaction) film, which was directed by James

Stages	Texts
	<p>Cameron. However, it's also about a disaster. It stars Leonardo DiCaprio and Kate Winslet.</p> <p><i>Phim Titanic là một bộ phim lãng mạn của đạo diễn James Cameron. Tuy nhiên, nó cũng nói về một thảm họa. Bộ phim do Leonardo DiCaprio và Kate Winslet đóng.</i></p>
Generally description	<p>The film is about the sinking of the ship <i>Titanic</i> on its first voyage. The main characters are Jack Dawson and Rose DeWitt Bukater. Jack <u>saves</u> (+ propriety) Rose from killing herself during the journey on board the ship. Although they are from <u>different</u> (+ capacity) social classes, and Rose is already engaged, they <u>fall in love</u> (+ happy). The film has a <u>sad</u> (- happy) ending: the <i>Titanic</i> sinks and more than a thousand people die in the disaster, including Jack.</p> <p>Critics say <i>it</i> is a <u>must-see</u> (+ valuation). I <u>agree</u> (+ inclination), because the story is <u>moving</u> (+ reaction) and the acting is <u>excellent</u> (+ reaction). The <u>special</u> (+ reaction) effects, visuals, and music are also incredible (+ reaction).</p>
Showing feelings	<p><i>Titanic</i> is a very <u>sad</u> film (- happy). Nevertheless, many people really love (+ happy) it. Go and see <i>it</i> if you <u>can</u> (+ capacity).</p>

CONCLUSION

1. The language of evaluation expressing “Attitude” in English textbooks at secondary level in Vietnam

Regarding the amount of the language of evaluation in reading comprehension passages in English textbooks, the language expressing "Affect" accounted for the highest proportion with 45.9%, followed by "Appreciation" accounting for 34.1% and finally, “Judgement” accounts for the lowest rate with 20%.

Regarding the selection of corpus, the authors of the textbook has exploited linguistic resources with deep interpersonal meaning. Subjects are evaluated in English textbooks suitable for teenagers. In our opinion, the choice of language in the reading passages in English textbooks showing "Attitude" is reasonable to help children develop their cognitive, thinking and ability to form communication relationships in society.

2. The language of evaluation expressing Graduation in English textbooks at secondary school level in Vietnam

Measures to realize the "Graduation" are also realized through the grammatical - lexical layer and through the language of quantity, time, space and frequency of activities. Of the two types of Scales, “Force” accounts for a much higher proportion than “Focus”. The ratio between “Intensification” and “Quantitative” is not much difference. In the group of “Intensification”, “Quality” accounts for the largest proportion, then “Process” and the least proportion is the measure “Status”. The author rarely uses examples of realizing Scales through Focus, but they all

mean positive evaluation that increase the evaluative value.

Another advantage of the readings in the English textbooks at the lower secondary level is that the authors have used practical language learning through the lexico-grammar layer as well as the quantity level, and words of frequency of simplicity to complex, the content is suitable for each student's learning stage, the number of words in the readings is gradually increased, the level from easy to difficult for students from 6th to 9th grade to easily follow and analyze the texts quickly.

3. 3. Some types of texts in English textbooks at secondary level in Vietnam

Based on Sydney school's genre theory, we classify the readings in English textbooks into three groups of genres, namely Stories, Information and Evaluation. Through the statistical survey, we find that the readings in the Recount and factual description are used more, while the readings in the Procedures, Argument genres are used less. Regarding the system, there are types of texts that are learned from grade 6 and continue to be studied in the upper grades (Narrative, Review,..). However, in the texts of the “Procedure”, “Evaluation” specifically Procedure”, “Exposition” is not systematically taught in the curriculum.

4. With the obtained results, we realize that, when studying language, it is necessary to study it in relation to extra-social factors, associate the language system with the process of operation and consider it as a communication/interactive process. Language not only has meaning but also has value in its social environment – “where meaning is imbued with value judgement” (Volosinov, 1973), (quoting Nguyen Bich Hong – Pham Hien, 23). . Language has a dialectical relationship with non-linguistic elements. The contextual factor is again determined by the cultural and social factors of the language users. Functional grammar is essentially a metafunctional conception of language, that is, the ideal function, interpersonal function and text function.

LIST OF THE WORKS OF AUTHORS RELATED TO THE THESIS

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