Research Article

An Investigation of Engagement Resources in the World Cup 2022 Newspaper Articles in the Arab World Media

Hala Abdulrahman Alwohaibi [iD] and Hesham Suleiman Alyousef * [iD]

English Department, College of Language Sciences, King Saud University, Riyadh, Saudi Arabia

*__Corresponding author:__ Hesham Suleiman Alyousef, English Department, College of Language Sciences, King Saud University, Riyadh, Saudi Arabia.
Email: hesham@ksu.edu.sa

A R T I C L E I N F O	A B S T R A C T
	Introduction: Investigating patterns of dialogic engagement in newspaper articles can help inform novice writers of effective writing strategies that can increase their readers' engagement and interest. The study aimed to identify the linguistic features used to engage and sustain readers' interest in sports newspaper articles and explore related research within a systemic functional linguistics framework. **Methodology:** A corpus of 9,000 words from 14 different sports newspaper articles was analyzed using the UAM Corpus Tool software following Appraisal Theory proposed by Martin and White (2005). **Results:** The study revealed that writers of sports news employed various linguistic and discourse strategies, including evaluative language, to create engagement. The findings suggest that heteroglossic instances were more common compared to monoglossic ones. Moreover, the writers preferred to use contract resources more frequently than expand resources. Disclaim resources had a higher frequency than proclaim resources, while attribute and entertain resources were almost equally used. **Conclusion:** According to the findings, sports news writers use a range of grammatical structures and vocabulary choices to create a sense of immediacy and establish the relevance of the reported events.

1. Introduction

Sports news is a ubiquitous genre that plays a significant role in shaping public opinion and creating a sense of community among its readers. The ability of sports news writers to engage their readers and sustain their interest is critical to the genre's success.

The World Cup is one of the world's most widely followed and closely watched sporting events. The tournament, held every four years, brings together some of the best national teams from around the globe to compete for the world champion title. The World Cup is not only a sports event but also a cultural and social event, as it reflects the diversity of cultures and societies participating. The World Cup also generates significant media coverage in terms of the tournament itself and the teams and players involved (Haynes & Boyle, 2017). Previous studies have indicated that the World Cup tournament generates a significant amount of media coverage. For example, studies by Bettine (2019) on the World Cup 2014 in Brazil and Makarychev (2022) on the media coverage of the World Cup

2018 in Russia revealed that the tournament received extensive coverage in international media, focusing on the teams, players, and matches, as well as the host country. Thus, The World Cup has been the subject of numerous studies in various fields, such as politics, media, and sports.

In addition to the media coverage of the World Cup, studies have also explored the representation of different nations and teams in the media. A study by Ngomba (2014) on the media representation of African teams at the World Cup indicated that they were often portrayed negatively, focusing on their lack of success and failure. Similarly, a study by Lee and Choi (2009) on media representation of Asian teams at the World Cup demonstrated that the teams were often portrayed as underdogs and not taken seriously as potential winners.

The Arab World, which has participated in the World Cup multiple times, is home to several nations with a rich history in football. However, the World Cup 2022, held in Qatar, was the first time that the World Cup was hosted in

an Arab country and was expected to generate a high level of media coverage in the Arab World in particular and worldwide as well (Al Kitani & Qoronfleh, 2021).

Many studies employed critical discourse analysis (CDA) in the analysis of news media articles and discourse (Alghazo et al., 2023; Gutierrez et al., 2021; Haerle, 1995; Makki, 2019). The CDA focuses on how language is used to maintain or challenge power relations and how it can shape people's perceptions and beliefs. While CDA has been a popular approach for analyzing news media, it does not reveal the way writers use language to construct attitudes toward people, events, and ideas in news media texts. This can be achieved through the use of the Appraisal framework for the evaluation of language. By examining the appraisal resources used in news media, individuals can gain deeper insights into the persuasive techniques employed by writers and their impact on the reader. The Appraisal framework is a powerful tool for analyzing the attitudes and evaluations present in texts, and it also provides a structure of how the appraisal elements are related (Mirzaaghabeyk, 2022). Furthermore, this framework has been used to study a wide range of different texts, including newspaper articles, social media posts, and literary and academic texts. By identifying the different types of evaluative language used in a text and exploring how these meanings are constructed, analysts can gain a deeper understanding of the text's underlying values, beliefs, and assumptions. This, in turn, can help to understand how language is used to shape and influence our perceptions of the world and provide an answer to this paper's research question of how sports news writers take a stance and engage through their texts with the putative readers.

There is a growing body of research on using the Appraisal framework developed by Martin and White (2005) to analyze various texts. Martin and White's framework describes how language users evaluate and express attitudes toward people, things, and events they talk about or write about. Several studies (Aljuraywi & Alyousef, 2022; Drasovean & Tagg, 2015; Starfield et al., 2015) have applied the Appraisal Framework to analyze various types of texts. These valuable studies contended that this framework is an effective tool for analyzing the ways in which various texts convey evaluation, engagement, and appraisal in general.

Although there has been limited research on engagement in the past, the last decade has seen a significant increase in the number of studies and reference materials on this topic (Starfield et al., 2015). One example is a book edited by Guinda (2019), which contains several studies on the use of engagement strategies in professional discourse. Furthermore, there are now various empirical and corpus-based analyses that explore engagement strategies in different types and genres of discourse (Alghazo et al., 2023; Chung et al., 2022; Díez Prados, 2019; Ghani et al., 2022; Haryati et al., 2021; Huang, 2020; Matthiessen, 1995; Mei, 2007; Mesa & Chang, 2010; Rahman, 2018; Yang, 2016).

However, there is limited research on the Appraisal framework analyzing media discourse and even less that

explored the journalistic (Iedema et al., 1994). These studies did not use the engagement framework, which is the focus of the current research. For instance, Al Shlowiy and Ogunmuyiwa (2019) analyzed Arab news headlines related to education and learning, while Asad et al. (2021) and Chalimah et al. (2018) examined the use of appraisal in news texts of political events. Prastikawati (2021) examined the attitude perspective in BBC newspaper articles. Arunsirot (2012) examined the use of Appraisal theory to analyze Thai news commentaries. Cavasso and Taboada (2021) analyzed online news. Anwar and Anwar (2021) analyzed attitude markers in sports news of English native and Pakistani non-native discourse. These studies have shed light on how journalists use appraisal in news reporting but did not investigate the specific strategies used to engage the putative readers or the journalistic voice.

Only a few studies have investigated the use of the engagement system in news media discourse. Specifically, Zhipeng (2022) conducted a qualitative analysis of English news discourse without providing statistical data, while Huang (2020) investigated APEC news in the Washington Post. Additionally, Becker (2009) explored British and German political interviews. These studies offer unique insights into how news media writers use dialogic language to engage their audiences, focusing on how writers position themselves and their readers in the discourse. However, further research is needed to explore engagement in other types of news media discourse across different linguistic and cultural contexts.

To be more precise, there is currently limited research that applies the Appraisal framework's engagement system to analyze newspaper articles and media coverage of the World Cup, particularly within the Arab World media. To the best of researchers' knowledge, no research has attempted such an investigation. This paper aimed to fill this gap in the field and shed some light on such research in the literature. Thus, the use of engagement resources in Martin and White's (2005) Appraisal framework in English newspaper articles of the World Cup 2022 published in the Arab World media was investigated to explore the journalistic voice.

This study would be beneficial for researchers and scholars who are interested in the study of media, language, and culture. It could also be useful for media professionals interested in understanding how to convey engagement effectively in their writing. The results of this study can also be used to inform media policy and the use of media as a soft power as well as media education in the Arab World and worldwide. It can also give an idea of the cultural and social values reflected in the coverage of the World Cup 2022 in the Arab World media.

1.1. Theoretical background

1.1.1 Systemic functional linguistics

Systemic Functional Linguistics (SFL) is a theoretical framework for language study introduced by Halliday (1978) and developed in the 1960s and 1970s. It views language as a social semiotic system where the meaning of

words and phrases is shaped by the context in which they are used. The SFL emphasizes the functional use of language, focusing on its communicative purposes in social contexts, such as to inform, persuade, or entertain. Halliday's work on SFL has been continued and expanded upon by several other researchers in the linguistic field (Hasan, 2009; Martin, 1992; Martin & Rose, 2007; Martin & Rose, 2008; Martin & White, 2005; Matthiessen, 1995; Unsworth, 2005). The SFL has been applied in many areas, including education, cognitive psychology, artificial intelligence, and discourse analysis, among others. The framework has also been influential in the development of other areas of study, such as corpus linguistics and the analysis of multimodal communication.

Furthermore, SFL, as a linguistic theory and framework, seeks to understand how language functions in different contexts and how it is used to achieve communicative purposes (Halliday, 2014). The theory shares some similarities with dialogism, as both approaches view language as a social and cultural phenomenon and emphasize the importance of context in shaping the meaning of utterances. In SFL, language is viewed as a systemic and functional system. It is organized around a set of linguistic systems, such as grammar and vocabulary, and serves specific communicative functions.

Thus, SFL seeks to understand how the various language systems interact and combine to create meaning and how speakers' choices concerning these systems are shaped by the context in which they speak. In this sense, SFL can be linked to dialogism by considering how the context of communication and the ideological perspectives of the speakers shape the choices they make about the linguistic systems of language. For example, SFL would look at how a speaker's choice of vocabulary or grammar can be influenced by their social and cultural background, their position in a particular social or power dynamic, or their perspective on a particular issue (Elsanhoury et al., 2020).

While SFL and dialogism approach language and communication from different angles, they share some crucial similarities and can complement each other in language study. SFL provides a detailed understanding of the linguistic systems and functions of language (Halliday, 2014). At the same time, dialogism highlights the role of context and ideology in shaping how language is used (Martin & White, 2005). These approaches provide a rich and nuanced perspective on language and communication.

1.1.2. Dialogism

Dialogism is a language and communication theory developed by the Russian philosopher and literary critic Bakhtin (2010) in his The Dialogic Imagination book. According to dialogism, language is not just a means of transmitting information from one person to another but is a social and cultural phenomenon deeply interconnected with the social and historical context in which it is used. In this view, language is not a neutral or objective tool but a medium for expressing various conflicting perspectives, values, and ideologies. Each utterance is therefore seen as a dialogue between speaker and listener and between the speaker and their own linguistic and cultural background. Thus, language is a dynamic and heteroglossic system, meaning that multiple voices, perspectives, and languages characterize it.

Bakhtin (1986) is credited with developing the concept of heteroglossia, which refers to the idea that multiple voices, perspectives, and languages characterize language. According to Bakhtin, each utterance is a dialogue between speaker and listener and between the speaker and their linguistic and cultural background. This interplay of perspectives and ideologies gives language its dynamic and heteroglossic nature. In contrast, Martin and White (2005) introduced the concept of monoglossia in their appraisal framework. Monoglossia refers to the idea that language is a neutral and objective tool for transmitting information and is characterized by a single, uniform voice. This perspective views language as a homogeneous system with a single set of rules that determine its form and function. Martin and White's appraisal framework seeks to challenge the dominant view of language as merely monoglossic and instead highlights the importance of recognizing the diversity and complexity of language as a social and cultural phenomenon.

The concepts of heteroglossia and monoglossia provide a useful framework for exploring how language functions in different contexts and how it is shaped by the social and historical context in which it is used. By recognizing the complexity and diversity of language, both Bakhtin's dialogism (1986) and Martin and White's appraisal framework (2005) provide a precise and critical perspective on the role of language in communication.

1.1.3. Martin and White's Appraisal Framework

Marin and White's (2005) Appraisal framework, known as Appraisal theory, is a linguistic theory that is a central concept in SFL as it provides a systematic approach for analyzing evaluation and stance in texts and exploring how writers or speakers express their attitudes, emotions, and evaluations towards things, people, behavior, or ideas in language and how these expressions help to build relationships with their interlocutors. The theory was developed as an extension of the original Appraisal theory by White (2002).

As with SFL, Appraisal theory (Marin & White, 2005) is not only concerned with the individual expressions of feelings and opinions by speakers and writers but also with how they align or dis-align themselves with socially determined value positions. In this way, the Appraisal framework addresses language's social function in expressing and negotiating values and attitudes. The theory argues that all types of appraisals can be combined to create a more nuanced evaluation and that the specific combination of appraisals used in a text can shape the meaning and interpretation of that text. These evaluations can be positive or negative, focusing on different aspects of an event, person, or thing. Martin and White (2005) also postulate that appraisals are not just used in linguistic forms

but are also activated in the interpretation process. This means that the Appraisal framework also has implications for cognitive and social theories of language and communication as it is used to identify the evaluative meanings present in texts and to explore how these meanings are constructed through language. Martin and White's (2005) approach to Appraisal theory provides a comprehensive framework for understanding how language users express their attitudes, build relationships with their interlocutors, and interact with the discourse. The framework has been influential in various types of discourse analysis and has been used to analyze a wide range of text types and genres.

The Appraisal framework consists of three interacting domains of Appraisal, including attitude, graduation, and engagement. These domains allow for different choices and nuanced expressions.

1.1.3.1. Attitude domain

The Attitude domain focuses on how language users express their emotions, evaluations, and opinions about things, people, and behavior. It includes three subsystems Affect, Appreciation, and Judgment. The subsystems of Affect relate to expressing emotions, allowing speakers or writers to convey their feelings and emotional states. Appreciation evaluates things and entities, allowing speakers or writers to provide their opinions and evaluations. Finally, Judgment evaluates people and their behavior, allowing speakers or writers to express their opinions and evaluations of others. These subsystems allow language users to express their attitudes and build relationships with interlocutors.

These subsystems comprise the Attitude domain, a crucial aspect of Martin and White's (2005) Appraisal theory. By focusing on the ways in which speakers and writers express their opinions and evaluations, this theory provides a systematic analysis of evaluation and stance as they operate in whole texts and groupings of texts. Many scholars have analyzed various types of texts using the Attitude system (Aljuraywi & Alyousef, 2022; Al Shlowiy & Ogunmuyiwa, 2019; Anwar & Anwar, 2021; Arunsirot, 2012; Asad et al., 2021; Cavasso & Taboada, 2021; Chalimah et al., 2018).

1.1.3.2. Graduation domain

The Graduation domain focuses on the writer or speaker's degree of certainty in their Appraisal and the focus on the Appraisal itself, such as the degree of certainty or uncertainty. It includes two subsystems. The first is a force which refers to the writer's or speaker's level of emphasis or assertiveness in their Appraisal. Force can indicate the degree of conviction the writer/speaker has in their appraisal and can also convey the level of persuasion they are trying to achieve. It is a crucial aspect of graduation, as it helps to determine the strength of the writer's or speaker's appraisal and, in turn, their alignment or dis-alignment with socially-determined value positions. By

using force subsystem, language users can express their attitudes and positions with greater impact, influencing the attitudes and perceptions of their interlocutors (Oteíza, 2017). The second is Focus, which refers to the writer's or speaker's focus on the Appraisal they are expressing. It considers the degree to which the writer/speaker emphasizes the evaluation they are expressing, as opposed to other text elements. For example, a writer's detailed evaluation of a particular book might emphasize the evaluation itself. In contrast, a writer discussing their personal experience with the book might focus more on their own experiences and thoughts, giving a (Soften)ed focus. Understanding the Focus in a text can help reveal the writer's or speaker's stance towards the evaluated entity and the degree of emphasis they place on that stance (Macken-Horarik & Isaac, 2014).

1.1.3.3. Engagement domain

The Engagement domain encompasses the writer's or speaker's involvement with the discourse, text, or situation being evaluated, which is the focus of the present study. It refers to how the writer or speaker interacts with the discourse and the participants involved. This domain has two subsystems: Heterogloss and Monogloss. Heterogloss refers to the writer or speaker's participation in a discourse that involves multiple perspectives and value positions (Bakhtin, 1986). In contrast, Monogloss refers to the writer's or speaker's participation in a discourse that involves a single perspective and value position (Martin & White, 2005). These subsystems are crucial in understanding how writers/speakers position their stance in relation to the situation being evaluated and how they interact with other participants in the discourse (Martin & White, 2005). Understanding the engagement domain and its subsystems helps in analyzing the writer's or speaker's stance, perspective, and value alignment in a text.

Monoglossic texts adhere to a singular, commonly held view of the world and its values, rather than presenting multiple perspectives or questioning dominant views (Martin & White, 2005). The writer or speaker is seen as endorsing this dominant perspective through the use of language, and the text is likely to be seen as predictable and unproblematic from the perspective of the value system being represented. The use of monoglossic Appraisal is often associated with descriptive or informative texts rather than argumentative or critical. On the other hand, heterogloss refers to the writer's or speaker's engagement with the discourse or the conversation of other social subjects. The focus of heterogloss is on the writer's or speaker's interaction with the discourse or the conversation of other subjects and how this interaction creates a dynamic dialogue that reflects social values and attitudes. Heterogloss allows for analyzing how speakers or writers engage with other subjects and how they align or dis-align themselves with the social subjects and their values. This subsystem of engagement is important in the study of discourse and its role in shaping attitudes and values in society. The Engagement domain is concerned with how

writers/speakers engage with the text they are creating or interpreting and how they align themselves with the social values and norms associated with ways of speaking or writing (Martin & White, 2005). The concept of Heterogloss is related to the idea of the writer or speaker having multiple voices or multiple social identities, and it is thought to be a way of analyzing the ways in which these multiple identities are reflected in the text. By examining the heteroglossic features of a text, one can gain a deeper understanding of the writer's or speaker's engagement with social values and attitudes and the ways in which these values and attitudes are conveyed through language.

The heterogloss subsystem has two main components (Figure 1). The first is Contract, which refers to how the writers/speakers limit the voices and viewpoints they incorporate into their text (Martin & White, 2005). The writer/speaker deliberately narrows the range of voices and opinions represented in their text, often by using language limiting the possibility of alternative viewpoints. It can create a sense of solidarity among a particular audience or community by emphasizing shared values or beliefs and rejecting alternative viewpoints that might challenge those values or beliefs. In addition, it can also be used to create an authoritative or expert tone by emphasizing the speaker's or writer's knowledge or expertise and implying that alternative viewpoints are less valid. This can be seen in academic writing, for example, where authors often use modal verbs and evaluative language to establish their authority and dismiss alternative perspectives as less rigorous or well-supported (Al-Ramadan, 2016; Mei, 2007). Overall, the subsystem of Contract plays an important role in shaping the social function of language by influencing the range of voices and perspectives represented in a given text and by reinforcing or challenging existing power dynamics.

The subsystem of contract includes the sub-subsystems of Disclaim and Proclaim (Figure 1). These sub-subsystems are related to how writers/speakers distance themselves from certain voices or align themselves with others. Disclaim is concerned with distancing oneself from certain voices or perspectives (Martin & White, 2005). The Disclaim subsystem includes two further subsystems: deny and counter. Deny is used to deny or negate a proposition, claim, or evaluation, while counter presents an alternative viewpoint that contradicts or opposes the previously presented position. For instance, a speaker might use the deny subsystem to negate an accusation against them or a counter subsystem to present a different perspective on a controversial topic.

On the other hand, the subsystem of proclaim is concerned with aligning oneself with certain voices or perspectives (Martin & White, 2005). This can be achieved through direct speech or reported speech, which gives voice to the perspectives or opinions of others. Proclaim can also be achieved through the use of evaluative languages, such as positive or negative judgments, which signal agreement or disagreement with a particular point of view. Overall, the subsystems of disclaim and proclaim are important tools for establishing one's voice and perspective in relation to others. By distancing themselves from certain voices or

aligning with others, writers/speakers can navigate the complex social dynamics of language use and achieve their communicative goals. These subsystems are important tools for expressing and negotiating social and ideological positions in various discourse contexts.

The Proclaim subsystem includes four subsystems: concur, pronounce, endorse, and justify (Martin & White, 2005). Concur expresses agreement or alignment with a certain position or evaluation, while pronounce makes a strong statement or declaration of a position or evaluation. Endorse is used to express approval or support for a certain position or evaluation, while justify provides reasons or evidence to support a certain position or evaluation. For example, a speaker might use the Concur subsystem to agree with a particular policy proposal or the Endorse subsystem to express support for a particular political candidate. The justify subsystem provides reasons for a certain course of action. In contrast, the pronounce subsystem might be used to make a definitive statement about a particular issue. Although Justify was not included in the original framework,
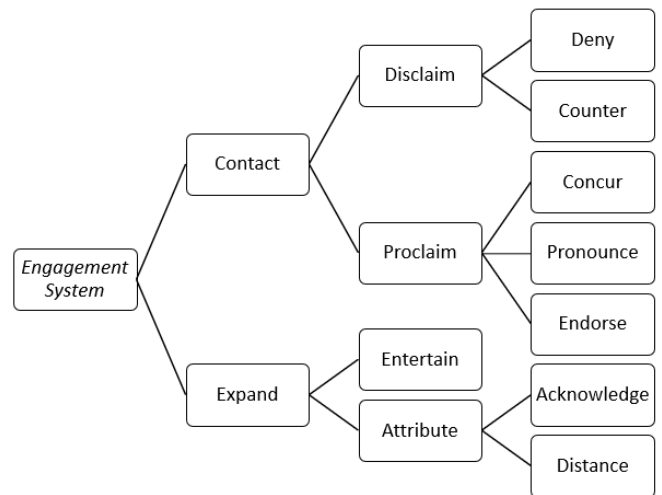

Figure 1.
Engagement System: Contract and Expand Subsystems (Martin & White, 2005, p. 134)

it is now considered a crucial aspect of the appraisal theory and has been studied in various contexts. While its absence in the original framework could be due to a lack of attention, it highlights the ongoing evolution of Appraisal theory and its ability to adapt to new analytical perspectives.

The Concur subsystem includes two subsystems: affirm and concede (Figure 1). The Affirm subsystem refers to the ways in which writers/speakers can agree with a particular point of view (Martin & White, 2005). This can involve affirming a specific stance or evaluation, supporting a particular argument or perspective, or simply acknowledging the validity of a particular claim or statement. Affirmations can be explicit or implicit and take many different forms, including agreeing with the content of a previous statement, echoing or amplifying a particular point of view, or acknowledging the merits of a particular argument. The concede subsystem, on the other hand, refers to how writers/speakers can acknowledge the validity of a

point of view that is different from their own (Martin & White, 2005). This can involve accepting the premise of an argument, acknowledging the merits of a particular perspective or stance, or conceding a particular point to the opposing side. Concessions can be used strategically in argumentation to build credibility, establish common ground, or demonstrate fairness or objectivity. They can also be used to soften a particular evaluation or Judgment or to moderate the Force of a particular stance or position. By analyzing how writers/speakers use language to affirm or concede, researchers can gain insights into how language establishes and negotiates relationships of power, authority, and legitimacy in social interaction.

The subsystem of the expand subsystem domain includes two subsystems: entertain and attribute (Figure 1). The entertain subsystem refers to the writer's or speaker's willingness to consider alternative viewpoints and ideas, even if they ultimately disagree with them (Martin & White, 2005). It reflects a level of open-mindedness and flexibility in engaging with diverse perspectives. The attribute subsystem, on the other hand, involves assigning credit or responsibility to others for particular actions or viewpoints (Martin & White, 2005). This can take the form of attributing praise or blame to specific individuals or groups and assigning responsibility for certain outcomes or consequences. The Attribute subsystem thus allows the writer/speaker to acknowledge and assign agency to others rather than claiming credit or responsibility for everything themselves. The entertain subsystem is particularly relevant in contexts where there is a need for open dialogue, constructive debate, and collaboration across different perspectives. By entertaining alternative viewpoints and ideas, writers/speakers can facilitate more productive and inclusive discussions and potentially arrive at more nuanced and informed conclusions. The attribute subsystem, on the other hand, is important for establishing accountability and responsibility in different contexts (Martin & White, 2005). For instance, in political discourse, speakers may use the attribute subsystem to assign blame to opponents for certain policy failures or to attribute success to their party or supporters. In this way, the attribute subsystem can be used strategically to shape public opinion and support and hold individuals and groups accountable for their actions.

The Attribute subsystem includes two subsystems: acknowledge and distance. The acknowledge subsystem is used to express the writer's or speaker's recognition of the positive qualities of an entity or situation (Martin & White, 2005). This can include acknowledging the achievements or abilities of an individual, the strengths of an argument, or the positive outcomes of a particular action or policy. On the other hand, the distance subsystem is used to express the writer's or speaker's distancing themselves from the positive attributes of an entity or situation (Martin & White, 2005). This can include downplaying or dismissing the significance of these attributes or refusing to acknowledge them altogether. The distance subsystem can also be used to criticize or reject the

positive attributes of an entity or situation. This can include skepticism, doubt, or disagreement about the validity of claims about the entity or situation.

The Engagement system provides a set of resources that can be used to convey engagement with the phenomenon or person in the text. By analyzing these engagement resources, the present study aimed to gain a deeper understanding of how writers/speakers are positioning themselves and others in relation to the World Cup 2022 and how this event was perceived in the Arab World. This investigation could be important as it provided insights into how media shapes public opinion and how language can influence readers' perceptions. Additionally, this study could give a comprehensive understanding of how the Arab World Media covers a global event like the World Cup and how they position themselves with the journalistic voice (Iedema et al., 1994). In this regard, the following research question was probed: What are the most prevalent engagement resources employed in the World Cup 2022 English newspaper articles published by the Arab world media?

2. Methodology

2.1. Research design

A quantitative design was employed to investigate the engagement resources used in World Cup 2022 English newspaper articles published by the Arab world media. This design could provide a more nuanced understanding of the engagement resources used in the corpus and their function in shaping the discourse around the World Cup 2022 in the Arab world media. The quantitative analysis was conducted to explore the engagement resources used in the corpus. The quantitative analysis included descriptive statistics (frequencies and percentages) to identify patterns in the data and a chi-square test within the log-likelihood calculation to determine if the reported frequencies were significant.

2.2. Corpus

The data in the corpus consisted of 9,000 words from 14 online newspaper articles selected from six Arabic newspapers (Table 1).

2.3. Data analysis

Data were annotated using the UAM Corpus Tool (O'Donnell, 2011). This open-source software program allows for the annotation of texts according to the Appraisal framework. The study focused on the Engagement layer of the framework, specifically on how the text producers aligned themselves with the topic of the text and the degree of involvement and certainty they express. The UAM could provide a detailed analysis of the engagement resources in the text, allowing for a more comprehensive understanding of how language users evaluate and express attitudes toward people, things, and events.

Table 1.
Corpus of the Study According to the Publication Date and Gender

No.	Article Title	Newspaper	Word Count
1	Arab football is the winner in a truly global game	Arab News	1440
2	'Sheikh' Messi leads Argentina to World Cup win in Doha	Arab News	756
3	Messi, Argentina seize World Cup glory with epic final win over France	Saudi Gazette	266
4	FIFA World Cup delivering record-breaking TV audience numbers	Gulf Times	720
5	Harry Kane takes penalty miss 'on the chin' after England exit World Cup to France	The National News	482
6	Lionel Messi, Kylian Mbappe and a once-in-a-generation World Cup final	The National News	972
7	Magical World Cup as Messi and Argentina triumph in Doha final	The National News	781
8	Lionel Messi guides Argentina to shoot-out win over Netherlands at World Cup	The National News	545
9	Croatia spot on again after knocking Brazil out of World Cup	The National News	766
10	'All-time classic': Former players blown away by thrilling World Cup final	Egypt Today	334
11	Croatia proud of World Cup third place, expect bright future	Egypt Today	498
12	Messi, Mbappe win top World Cup awards	Egyptian Gazzete	444
13	France's dismay mixed with awe for Messi in final	Egyptian Gazzete	556
14	Morocco's miraculous run at World Cup ends	Egyptian Gazzete	651
	Total word count		9,211

However, there are various versions of the UAM Tool, including 3.2, 3.3, 6, and the online version. The offline version 3.3 was used since the new one, version 6, does not provide all the features, such as saving and exporting data. UAM provides only descriptive and contrastive statistics of the data. The clause was the unit of analysis as the basic unit of grammar. In addition, it is within the clause that evaluative language resources and the thing or the person being evaluated are found (Starfield et al., 2015). As automatic identification of engagement features is not yet possible, manual annotation was necessary through UAM. Thus, the software suggested tags based on Martin and White's (2005) framework were selected from a drop-down menu after being reviewed by considering the context surrounding each engagement feature to prevent incorrect annotations.

2.4. Validity and reliability

To ensure the reliability of the coding process, the study employed intra-rater measures to assess the consistency of the results in which annotation was completed and then revised afterward with a 2-week interval. This step was taken to minimize potential biases and ensure the accuracy and reliability of the results obtained through the analysis of the data corpus (Fuoli, 2018; Mackey & Gass, 2011). Validity was achieved by calculating the percentage of the frequencies of the occurrences of each engagement resource. The use of quantitative data validated claims when comparing the findings of each engagement resource through the use of 'most,' 'more,' and 'least.'

3. Results and Discussion

3.1. Engagement subtypes: Monoglossic vs. heteroglossic

The data analysis of the engagement strategies employed in sports news writing revealed several key findings. The heteroglossic subsystem was the most prevalent strategy, accounting for 68.09% and 461 words of the overall instances of engagement, compared to monoglossic ones, with only 31.91% and 216 words only (Table 2). This difference was significant at p < .05.

It indicates that writers in this genre tend to present multiple perspectives and viewpoints rather than adopting a monoglossic, authoritative perspective. This approach may reflect the desire of sports news writers to engage with their readers and foster a sense of dialogue and interaction. By presenting diverse perspectives, writers can capture the attention of readers who hold varying opinions and foster a sense of community around the topic of sports. The prominence of heteroglossic engagement in sports news writing suggests that it is a crucial aspect of the genre, and writers should aim to employ it effectively in their work.

The findings of this study are consistent with previous studies that found a high level of heteroglossic engagement in academic, medical, and news discourse. For example, Yahya and Alyousef (2022), Swayer and Eesa (2019), and Fryer (2013) investigated dialogism in medical research

Table 2.
The Frequency of Engagement Types: Monoglossic vs. Heteroglossic

Engagement type	Observed N	Expected N	df	Sig	X²
Monoglossic	216	338.5	1	.000	88.66
Heteroglossic	461	338.5			
Total	677				

articles and found that instances of heteroglossic language were more frequent than monoglossic ones. Similarly, Becker (2009) found a higher level of engagement resources through heteroglossic language in the transcripts of political interviews in British and German news media. This highlights the relevance of the engagement system in different types of discourse. These studies support the idea that heteroglossic language is crucial in achieving engagement in various genres, including academic, medical, and news media discourse.

3.2. Heteroglossic subtypes: Contract vs. expand

The study's findings indicated that within the heteroglossic subsystem, the contract subtype was significantly more prevalent than the expand subtype (p < .05), with contract accounting for 61.2% and expand accounting for 38.8% of the instances (Table 3).

This suggests that writers in sports news tend to limit

the scope of alternative positions and narrow the dialogic space by emphasizing one or a few specific perspectives. It may be a strategic move to assert authority and create a more focused narrative, but it also limits the possibilities for multiple viewpoints and alternative perspectives. The dominance of the contract subtype may reflect the conventions and expectations of the sports news genre and the preferences of the readers looking for clear and concise information rather than nuanced and complex analysis. Nonetheless, the presence of the expansive features also suggests that there are some efforts to include more diverse and multiple perspectives in sports news writing. This may be an area for further exploration and development.

Based on previous research, the findings of this study regarding the preference for contract over expand are consistent with previous studies. For example, Yahya and Alyousef (2022) found the writers preferred to contract the dialogic space more than expanding it. Rahman (2018) examined the engagement system in the introduction sections of international journal articles and reported a similar preference for contraction. Likewise, Huang (2020) investigated engagement resources in news discourse and found that contraction resources were slightly higher than expansion resources. Although the data in Huang's study was limited to 1154 words, his findings align with the current study's preference for contraction over expansion. In contrast to Huang's findings, Becker's (2009) study on British and German political interviews showed a higher use of expansion resources in the engagement system. These results suggest that using contraction in is a common strategy in various genres, including news discourse and academic writing.

Table 3.
Frequency of Heteroglossic Subtypes: Contract vs. Expand

Heteroglossic subtype	Observed N	Expected N	df	Sig	X²
Contract	282	230.5	1	.000	23.01
Expand	179	230.5			
Total	461				

3.3. Contract subtypes: Disclaim vs. proclaim

Disclaim subtype of contraction strategies was more prevalent in sports news writing than proclaim strategies. Disclaim accounted for 63.8% of the total contract data. In comparison, proclaim accounted for 36.2% of the total text (Table 4).

This suggests that writers in this genre tend to be cautious in their approach and are more likely to distance themselves from a particular stance or perspective. The higher proportion of disclaim instances may indicate a desire to acknowledge and address potential counter-arguments or alternative perspectives. It is also possible that this cautious approach resulted from the fast-paced and dynamic nature of the sports news industry, where new developments and changes can quickly impact a previously held stance. The findings suggest that professional published writers in sports news writing

prefer disclaiming strategies over proclaiming strategies. This is in line with Becker's (2009) study that found a higher usage of the disclaiming subtype. Similarly, the results of Yahya and Alyousef's (2022) study on medical texts written by professional scholars showed that the use of proclaiming resources was slightly more common, with a 1% increase. The variation in findings may be attributed to differences in the nature of the two genres. While medical texts aim to establish a claim or argument, sports newspaper articles provide a more balanced perspective by presenting multiple viewpoints on a particular topic.

Table 4.
Frequency of Contract Subtypes: Disclaim vs. Proclaim

Contract subtype	Observed N	Expected N	df	Sig	X²
Disclaim	180	141.0	1	.000	21.57
Proclaim	102	141.0			
Total	282				

df: Degree of freedom

3.3.1. Disclaim: Deny vs. counter

The data analysis also revealed that the deny and counter subtypes were less frequently used than the other subtypes, with deny accounting for 27.2% and counter accounting for 72.8% of the instances (Table 5).

This finding suggests that writers in sports news writing are less likely to reject or overrule alternative positions directly and are more inclined to engage with them through counter-arguments and alternative perspectives. This approach may reflect a desire to maintain a respectful and constructive dialogue with readers with differing opinions rather than shutting down or dismissing alternative viewpoints.

Table 5.
Frequency of Disclaim Subtypes: Deny vs. Counter

Disclaim subtype	Observed N	Expected N	df	Sig	X²
Deny	49	90.0	1	.000	367.35
Counter	131	90.0			
Total	180				

"Croatia's Andrej Kramaric **even** [Contract: Disclaim: Counter] left the pitch in tears with what looked like a thigh injury **while** [Contract: Disclaim: Counter] goal scorer Dari also hobbled off having opted to continue playing after the restart **despite** [Contract: Disclaim: Counter] struggling at the end of the first half. By the 67th minute, Morocco had made [Monoglossic] all five of their substitutions."

The preference for counter subtypes over deny subtypes further suggests that writers in this genre prioritize presenting alternative perspectives and acknowledging the validity of differing viewpoints, even when they ultimately disagree with them.

3.3.2. Proclaim subtypes: Concur, pronounce, endorse, and justify

Concur, pronounce, endorse, and justify are identified as subtypes of the proclaim subsystem, accounting for 36.2%

of the contract type (Table 4). Concur involves formulations that align the writer with the text's putative reader, mounting up to 41.2% of the proclaim subsystem in the current data (Table 6). Pronounce involves overt interpolations and interventions by the authorial voice, accounting for 37.2%. Endorse refers to those formulations where the authorial voice sources a proposition to an external voice considered valid and undeniable, resulting in 16.7%. The implementation of subtypes of the proclaim subsystem was significantly different (p < .05).

"This game **showed** [Contract: Proclaim: Endorse] why football is the greatest game of all. This one is [Monoglossic] an all-time classic, he tweeted. Alan Shearer told the BBC it was [Monoglossic] just an unbelievable final... We are **so** lucky [Proclaim: Concur]."

Justify involves formulations that attempt to legitimize or validate a position, accounting for only 4.9%. The lower occurrences of these subtypes may indicate a preference for less direct and authoritative approaches to conveying information in sports news writing.

It is worth noting that Rahman's (2018) study included the justify subtype in his analysis of the introduction sections of international journal articles. This subtype may have played a role in the distribution of engagement resources and should be considered when comparing the data to the current study's findings. While both studies found a preference for contraction over expansion, the extent to which each subtype contributes to this preference may differ between the studies.

In contrast, Fitriati et al. (2018) and Fitriati and Solihah (2019) did not include the justification subtype in their analyses. However, Rahman's (2018) study, which included the justify subtype, suggested a link between the use of contract resources in research articles and the need to justify and establish the significance of one's research in the field.

Table 6.
Frequency of Proclaim subtypes: Concur, Pronounce, Endorse, and Justify

Proclaim subtype	Observed N	Expected N	df	Sig	X²
Concur	42	25.5	3	.000	36.11
Pronounce	38	25.5			
Endorse	17	25.5			
Justify	5	25.5			
Total	102				

3.3.2.1 Concur subtypes

Analyzing the data on engagement strategies in sports news writing revealed that writers tended to use affirm strategies more often than concede strategies. Specifically, affirm accounted for 76.9% of the concur instances in the data. In comparison, concede consisted of only 23.1% (Table 7). This suggests that writers aim to present their position as strong and authoritative rather than appearing to give ground to opposing viewpoints.

"Messi, in his 26th World Cup match at his fifth tournament, [Monoglossic] was finally able [Concur: Affirm] to get his hands on the elusive trophy and match his predecessor Diego Maradona."

The preference for affirming strategies may also indicate a desire to establish credibility with readers and present a confident and knowledgeable perspective on sports-related topics.

Table 7.
Frequency of Concur: Affirm vs. Concede

Concur subtype	Observed N	Expected N	df	Sig	X²
Affirm	20	13.0	1	.006	7.53
Concede	6	13.0			
Total	26				

3.4. Expand subtypes: Entertain vs. attribute

The entertain subsystem was just slightly higher, being equal to 50.3%, compared to the attribute subsystem, which accounted for 49.7% of the overall instances (Table 8).

The entertain subsystem involves language resources that indicate a willingness to consider alternative viewpoints and acknowledge their possible existence. This suggests that the writers in this genre are aware of the diverse opinions and perspectives on the topics they write about and are willing to engage with them.

For our country, we will **see** [Expand: Entertain] a picture of Maradona and Messi, two of the greatest players of all time with the World Cup trophy, former Argentina defender Pablo Zabaleta told the BBC. That is [Monoglossic] something so incredible.

"Gary Neville **said** [Attribute: Acknowledge] Messi deserved to be the center of attention. During his whole career, he's lit up every game he's played in.

Table 8.
Frequency of Expand subtypes: Entertain vs. Attribute: Acknowledge vs. Distance

	Expand subtype					
	Entertain		Attribute subtype			
			Acknowledge		Distance	
	No.	%	No.	%	No.	%
	90	50.3	87	97.8	2	2.2
Total	90 (50.3%)		89 (49.7%)			

It can be inferred that sports news writers make an effort to engage their readers through interesting and entertaining writing while also sourcing external voices to support their claims. The analysis of the entertain subsystem revealed that sportswriters were overwhelmingly more likely to acknowledge alternative positions in their texts, accounting for 97.8% of instances, than to distance themselves from them, which corresponded to only 2.2% of instances (Table 8). This suggests that the writers aimed to present themselves as fair and open to alternative perspectives while maintaining their position.

"I've **never** [Disclaim: Deny] seen anything like it and I don't [Disclaim: Deny] **think** [Expand: Entertain] I'll ever see anything like it again. It was [Monoglossic] staggering, the former England striker **said**." [Attribute: Acknowledge]

By acknowledging alternative positions, writers can strengthen their arguments and show a willingness to engage

with different perspectives. However, the minimal use of confident in the strength of their position and did not feel the need to distance themselves from alternative viewpoints. Overall, the data indicate that sportswriters aimed to balance acknowledging alternative perspectives and maintaining their position, possibly to appeal to a wide range of readers.

Becker's (2009) study on British and German political interviews also found more engagement in terms of expansion, which stands in contrast with Huang's (2020) findings. However, the findings of Becker's and the current study showed higher use of disclaiming resources. While this study found similar numbers of attribute 49.7% and entertain 50.3 % resources, Becker's study had a higher number of entertaining resources as well as Fryer's (2013) study compared to the results of the present study.

4. Conclusion

The current study focused on analyzing the dialogic language used in English sports newspaper articles through the lens of Martin and White's engagement system. The findings revealed that sports news writers employ a high level of dialogic engagement, utilizing heteroglossic language and employing disclaiming strategies more than proclaiming. They tend to limit the scope of alternative positions and contract the dialogical space in their writing. These insights provide valuable information for developing effective writing strategies that can increase engagement and interest in sports newspaper articles. Furthermore, the study's implications extend to journalism, media studies, and media education, emphasizing the importance of engaging readers in sports news texts and understanding how language influences perceptions and shapes public opinion.

While the study offers valuable insights, there are limitations to consider. The use of a single analytical tool and a relatively small corpus may restrict the scope and generalizability of the findings. Future research should aim to overcome these limitations by employing larger and more diverse corpora, utilizing multiple analytical tools, and exploring dialogic engagement in other types of journalistic writing. Additionally, examining engagement across different languages, cultures, and media platforms would provide a more comprehensive understanding of how language engages readers in various contexts, including traditional news sources and social media platforms.

Declarations

Competing interest

The authors have declared no competing interests.

Funding

None.

Availability of data and materials

All data presented in the current study are available

upon the request of editors.

Authors' contribution

Hala Abdulrahman Alwohaibi collected and analyzed data. She also reviewed the literature and presented and interpreted the findings. Hesham Suleiman Alyousef redrafted the abstract, introduction, methodology, and the conclusion sections. He also revised and updated the literature review, including the theoretical background, and the results and discussion sections.

References

Al-Ramadan, M. M. (2016). *Appraisal in English and Arabic academic discourse: A contrastive study within a systemic functional perspective* (Unpublished PhD thesis). King Saud University.

Al Kitani, M., & Qoronfleh, W. (2021). Economic implications of hosting FIFA WORLD CUP-A study with special reference to South Africa, Brazil, Russia and Qatar. Complimentary contributor copy. In M. W. Qoronfleh & M. M. Essa (Eds.), *FIFA 2022: Qatar, The legacy*. Nova Science Publishers, Inc. https://squ.pure.elsevier.com/en/publications/economic-implications-of-hosting-fifa-world-cup-a-study-with-spec

Al Shlowiy, A., & Ogunmuyiwa, H. (2019). A text analysis of Arab news headlines relating to education and learning. *Journal of Arts, Literature, Humanities, and Social Sciences*, *43*, 1-18.

Alghazo, S., Al-Anbar, K., Jarrah, M., Rabab'ah, G., & Al-Deaibes, M. (2023). Engagement strategies in English and Arabic newspaper editorials. *Humanities and Social Sciences Communications*, *10*(1), 1-10. https://doi.org/10.1057/s41599-023-01519-y

Aljuraywi, J. A., & Alyousef, H. S. (2022). Attitude in political discourse: An appraisal analysis of attitude in Donald Trump and Joe Biden's interviews on 60 Minutes. *Journal of Language and Linguistic Studies*, *18*(3), 176-193. http://www.jlls.org/index.php/jlls/article/view/4678

Anwar, N., & Anwar, B. (2021). Attitude markers in sports news: A corpus-based study of native and non-native discourse. *Journal of Corpus Linguistics*, *3*(2), 1-21.

Arunsirot, S. (2012). The use of appraisal theory to analyze Thai newspaper commentaries. *Manusya. Journal of Humanities*, *15*(1), 70-89. http://dx.doi.org/10.18806/tesl.v31i0.1185

Asad, S., Noor, S. N. F. B. M., Indah, R. N., & Jaes, L. B. (2021). Attitude realization in news reports: An interpretation through an appraisal analysis. *Indonesian Journal of Applied Linguistics*, *11*(1), 177-186. https://ejournal.upi.edu/index.php/IJAL/article/view/34622

Bakhtin, M. M. (1986). *Speech genres and other late essays* In V. W. Mcgee, C. Trans, Emerson & M. Holquist (Eds.), University of Texas Press.

Bakhtin, M. M. (2010). *The dialogic imagination: Four essays by M.M. Bakhtin.* University of Texas Press.

Becker, A. (2009). Modality and engagement in British and German political interviews. *Languages in Contrast*, *9*(1), 5-22. https://doi.org/10.1075/lic.9.1.02bec

Bettine, M. (2019). World cup 2014: An analysis of the international media coverage. *Sociology International Journal*, *3*(1), 154-160. https://doi.org/10.15406/sij.2019.03.00168

Cavasso, L., & Taboada, M. (2021). A corpus analysis of online news comments using the Appraisal framework. *Journal of Corpora and Discourse Studies*, *4*, 1-38. https://doi.org/10.18573/jcads.61

Chalimah, C., Santosa, R., Djatmika, D., & Wiratno, T. (2018). *Evaluating attitudes in news text: Appraisal in critical discourse study*. Proceedings of the Fourth Prasasti International Seminar on Linguistics, Prasasti.

Chung, D. S., Jeong, H. J., Lee, S., & Nah, S. (2022). News credibility revisited: The roles of news comment engagement and news literacy on news portal credibility in South Korea. *Asian Journal of Communication*, *32*(4), 371-391. https://doi.org/10.1080/01292986.2022.2049832

Díez Prados, M. (2019). Verbal and nonverbal engagement devices in

business persuasive discourse. In C. S. Guinda (Ed.), *Engagement in Professional Genres* (pp. 217-242). John Benjamins. https://doi.org/10.1075/pbns.301.12die

Drasovean, A., & Tagg, C. (2015). Evaluative language and its solidarity-building role on TED. com: An appraisal and corpus analysis. Available at: http://www.languageatinternet.org/articles/2015/drasovean

Elsanhoury, M., Seddek, A., Sarwat, N., & Debian, R. (2020). A multimodal discourse analysis of political speeches: The case of Donald Trump's 2016 election speeches. *Journal of Language & Literature*, *20*(2), 169-180. https://doi.org/10.24071/joll.v20i2.2390

Fitriati, S. W., & Solihah, Y. A. (2019). Non-native writers and the use of appraisal resources in research article introductions. *Indonesian Journal of Applied Linguistics*, *8*(3), 638-645. https://doi.org/10.17509/ijal.v8i3.15265

Fitriati, S. W., Solihah, Y. A., & Tusino, T. (2018). Expressions of attitudes in students' narrative writing: An appraisal analysis. *Lingua Cultura*, *12*(4), 333-338. https://doi.org/10.21512/lc.v12i4.4789

Fryer, D. L. (2013). Exploring the dialogism of academic discourse: Heteroglossic engagement in medical research articles. *English corpus linguistics: Variation in time, space and genre* (pp. 183-207). Brill. https://doi.org/10.1163/9789401209403_011

Fuoli, M. (2018). A stepwise method for annotating APPRAISAL. *Functions of language*, *25*(2), 229-258. https://doi.org/10.1075/fol.15016.fuo

Ghani, F., Saleem, T., Majeed, S., Batool, R., & Aslam, M. (2022). A corpus-based comparative ideational meta-functional analysis of Pakistani English and UK English newspaper editorials on COVID-19. *Cogent Arts & Humanities*, *9*(1), 2114619. https://doi.org/10.1080/23311983.2022.2114619

Guinda, C. S. (2019). Networking engagement in professional practices. In C. S. Guinda (Ed.), *Engagement in Professional Genres* (p. 1). John Benjamins. https://doi.org/10.1075/pbns.301

Gutierrez, D. M., de Almeida, M. A. B., Gutierrez, G. L., Pedersen, Z. P. P., & Williams, A. S. (2021). Two events, two Brazils: A critical discourse analysis of the FIFA World Cup and the Olympic games. *International Journal of Sport Communication*, *14*(4), 591-607. https://doi.org/10.1123/ijsc.2021-0052

Haerle, B. M. (1995). The World Cups's Universe... as constructed by the US media: A critical discourse analysis of select sports commentaries. *Journal of Second Language Acquisition and Teaching*, *3*, 9-18. https://journals.uair.arizona.edu/index.php/AZSLAT/article/view/21484

Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. Edward Arnold. https://pascal-francis.inist.fr/vibad/index.php?action=getRecordDetail&idt=12069953

Halliday, M. A. K. (2014). *Introduction to functional grammar*. Revised by Christian M. I. M. Matthiessen, (4th ed.). Taylor & Francis.

Haryati, S., Lukmana, I., & Gunawan, W. (2021, November). Exploring engagement on teacher's speech to student in counseling service. *Advances in social science, education and humanities research*. Proceedings of the Thirteenth Conference on Applied Linguistics, Indonesia.

Hasan, R. (2009). The place of context in a systemic functional model. In M. Halliday & J. Webster (Eds.), *Continuum companion to systemic functional linguistics* (pp. 166-189). Continuum Int Publishing Group.

Haynes, R., & Boyle, R. (2017). The FIFA World Cup: Media, football and the evolution of a global event. In L. Wenner & A. Billings (Eds.), *Sport, media and mega-events* (pp. 85-99). Routledge. https://www.routledge.com/Sport-Media-and-Mega-Events/Wenner-Billings/p/book/9781138930391

Huang, X. (2020). An analysis of the APEC news in Washington Post from the perspective of engagement system based on appraisal theory. *Theory and Practice in Language Studies*, *10*(9), 1054-1059. https://doi.org/10.17507/tpls.1009.06

Iedema, R., Feez, S., & White, P. (1994). Appraisal and journalistic discourse. *Media Literacy*, 1-31.

Lee, J. H., & Choi, Y. J. (2009). News values of sports events: An application of a newsworthiness model on the World Cup coverage of US and Korean media. *Asian Journal of Communication*, *19*(3), 302-318. https://doi.org/10.1080/01292980903039012

Macken-Horarik, M., & Isaac, A. (2014). Appraising appraisal. In G. Thompson & L. Alba-Juez (Eds.), *Evaluation in context* (pp. 67-92). John Benjamins. https://doi.org/10.1075/pbns.242.04mac

Mackey, A., & Gass, S. M. (2011). *Research methods in second language acquisition: A practical guide* (Vol. 7). John Wiley & Sons.

Makarychev, A. (2022). The legacies of the 2018 FIFA World Cup in Russia: Three facets of mega-events' biopolitics. In N. C. Hanakata, F. Bignami, & N. Cuppini (Eds.), *Mega events, urban transformations and social citizenship: A multi-disciplinary analysis for an epistemological foresight* (pp. 122-135). Routledge.

Makki, M. (2019). Discursive news values analysis' of Iranian crime news reports: Perspectives from the culture. *Discourse and Communication*, *13*(4), 437-460. https://doi.org/10.1177/1750481319842453

Martin, J., & White, P. (2005). *The language of evaluation: Appraisal in English*. Palgrave Macmillan. https://link.springer.com/book/10.1057/9780230511910

Martin, J. R. (1992). *English text: System and structure*. John Benjamins. http://dx.doi.org/10.1075/z.59

Martin, J. R., & Rose, D. (2007). Interacting with text: The role of dialogue in learning to read and write. *Foreign Languages in China*, *4*(5), 66-80.

Martin, J. R., & Rose, D. (2008). *Working with discourse: Meaning beyond the clause*. Continuum.

Matthiessen, C. (1995). *Lexicogrammatical cartography: English systems*. International Language Sciences Publishers.

Mei, W. S. (2007). The use of engagement resources in high-and low-rated undergraduate geography essays. *Journal of English for Academic Purposes*, *6*(3), 254-271. https://doi.org/10.1016/j.jeap.2007.09.006

Mesa, V., & Chang, P. (2010). The language of engagement in two highly interactive undergraduate mathematics classrooms. *Linguistics and Education*, *21*(2), 83-100. https://doi.org/10.1016/j.linged.2010.01.002

Mirzaaghabeyk, M. (2022). Attitude system realization of news texts in light of appraisal theory. *Journal of Contemporary Language Research*, *1*(1), 1-8. https://doi.org/10.58803/jclr.v1i1.1

Ngomba, T. (2014). A unique period? An analysis of the coverage of Africa during the 2010 FIFA World Cup in selected Western media. In T. Chari & N. A. Mhiripiri (Eds.), *African football, identity politics and global media narratives. Global culture and sport series* (pp. 231-261). Palgrave Macmillan. https://doi.org/10.1057/9781137392237_13

O'Donnell, M. (2011). *UAM Corpus Tool* (Version 3.2). http://www.wagsoft.com/CorpusTool/index.html

Oteíza, T. (2017). The appraisal framework and discourse analysis. In T. Bartlett & G. O'Grady (Eds.), *The Routledge handbook of systemic functional linguistics* (pp. 457-472). Routledge. https://www.taylorfrancis.com/chapters/edit/10.4324/9781315413891-40/appraisal-framework-discourse-analysis-teresa-ote%C3%ADza

Prastikawati, E. F. (2021). Attitude perspective in BBC News' article: An appraisal analysis. *Journal of English Language Studies*, *6*(2), 122-137. https://doi.org/10.30870/jels.v6i2.10280

Rahman, R. F. (2018). *Engagement system in the introduction sections of international journal articles.* Universitas Negeri, Jakarta. http://repository.unj.ac.id/1393/

Starfield, S., Paltridge, B., McMurtrie, R., Holbrook, A., Bourke, S., Fairbairn, H., Kiley, M., & Lovat, T. (2015). Understanding the language of evaluation in examiners' reports on doctoral theses. *Linguistics and Education*, *31*, 130-144. https://doi.org/10.1016/j.linged.2015.06.004

Swayer, M. A. H., & Eesa, M. R. (2019). Evaluative resources in medical research articles written by medical writers. *Al-Adab Journal, 131*, 71-88. https://doi.org/10.31973/aj.v1i131.719

Unsworth, L. (2005). In L. Unsworth (Ed.), *Researching language in schools and communities: Functional linguistic perspectives*. A & C Black.

White, P. R. (2002). Appraisal-the language of evaluation and stance. John Benjamins. https://digital.library.adelaide.edu.au/dspace/handle/2440/36395

Yahya, A. M., & Alyousef, H. S. (2022). The construction of stance and authorial voice in medical texts written by professional scholars. *Sumerianz Journal of Education, Linguistics and Literature*, *5*(3), 58-70. https://doi.org/10.47752/sjell.53.58.70

Yang, Y. (2016). Appraisal resources in Chinese college students' English argumentative writing. *Journal of Language Teaching and Research*, *7*(5), 1002-1013. https://doi.org/10.17507/jltr.0705.23

Zhipeng, L. (2022). Appraisal system and news discourse. *Studies in Literature and Language*, *24*(1), 28-32. https://doi.org/10.3968/12435