

Evaluative Language: Attitudinal Resources in Vietnamese History Textbooks

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Abstract—It is agreed by many scientists that evaluation is a very important aspect of language that merits deep investigation. However, it seems that the Vietnamese linguistic community is not very familiar with this term. In an effort to shed more light on the use of evaluative language in Vietnamese, this study looks at how evaluative language is expressed in Vietnamese History textbooks. This paper uses Martin and White's (2005) Appraisal framework to analyze how evaluative language is used in a corpus of 15 units selected from three History textbooks currently applied in high schools in Vietnam. More precisely, the study examines in-depth the frequency and realizations of various Attitudinal resources. The findings indicate that Judgment predominates among the Attitudinal resources while the language of emotional evaluation (Affect) only makes up a minor percentage. Furthermore, in terms of polarization, there are more positive evaluations than negative ones. It is hoped that the research will be useful to History textbook writers and learners/readers as well as those who are concerned about how history is conveyed in Vietnam from the perspective of evaluation through language.

Index Terms—evaluative language, attitude, affect, judgement, history textbooks

I. INTRODUCTION

The study of evaluative language has attracted the interest of many linguists throughout the globe because it represents both societal and individual cognition, and because it is one of the most fundamental and significant functions of language. Evaluative language plays a crucial role in shaping how information is presented and understood, particularly in educational contexts. In high school History textbooks, the use of evaluative language is especially significant because it not only conveys historical events but also frames interpretations, moral judgments, and emotional responses to these events. The ways in which historical figures, events, and processes are described can subtly guide students toward particular perspectives, shape their understanding of the past and influence their development as critical thinkers.

Given that history education aims to develop students' knowledge of the past and their ability to engage with different interpretations, the presence of evaluative language in textbooks can either broaden or limit these perspectives. By embedding judgments about historical actors or events, textbooks may foster certain ideological views or cultural norms. Therefore, studying evaluative language in History textbooks is essential to understanding how history is taught and how students are encouraged to view the world.

Although it is an important tool to express attitudes and convey human judgment, evaluative language remains a relatively new research area in Vietnam that requires further exploration. In an effort to shed more light on the use of evaluative language in Vietnamese, this study is designed to look at how evaluative language (especially Attitudinal resources) is expressed in History textbooks. We hope that the research will be useful to History textbook writers and learners/readers as well as those who concern about how history is conveyed in Vietnam from the perspective of evaluation through language.

II. LITERATURE REVIEW

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A. *An Overview of Previous Studies on Evaluative Language in History Textbooks*

In recent years, evaluative language has attracted a lot of interest from numerous scholars worldwide. It is examined from different approaches covering a variety of fields and genres such as political discourse (Helander, 2014; Jalilifar & Savaedi, 2012; Mazlum & Afshin, 2016), advertising language (Kochetova & Volodchenkova, 2015), textbooks and historical materials (Coffin, 2006; Myskow, 2017, 2018; Oteíza, 2003; Oteíza & Pinuer, 2016) and fake news (Rashkin et al., 2017; Trnavac, 2024).

In academic contexts, the analysis of evaluative language covers diverse subjects such as teachers' evaluative language in written feedback (Hu & Choo, 2016), rapport building in computer-mediated interactions among university students (Vinagre & Esteban, 2018), evaluative language in doctoral thesis discussions (Geng & Wharton, 2019), and the evolution of discourse in History textbooks at secondary school and university levels (Myskow, 2018). Recently, Hyland and Zou (2021) examined doctoral students' personal attitudes and stance during their oral thesis presentations.

Globally, there has been a surge in interest in historical textbook research. The use of evaluative language in history textbooks and the way authors use structures to communicate their ideas are important areas of focus (Coffin, 2006; Myskow, 2017, 2018; Oteíza, 2003; Oteíza & Pinuer, 2016). While some papers use some forms of discourse analysis, Coffin (2006) and Myskow (2018) are more focused on educational texts and the theoretical framework of Systematic Functional Linguistics. Oteíza's work is more context-specific to Chile and includes a strong narrative and ideological analysis component. Myskow's work includes comparative analyses of evaluative language between different educational levels (secondary vs. university) and between different types of historical texts (textbooks vs. student essays).

The Appraisal Theory (Martin & White, 2005) may be one of the most commonly employed tools in studies within the field. Being one of the most comprehensive linguistic frameworks for analyzing grammatical and lexical resources that reflect evaluative meanings, both explicit and implicit, it is a potent tool for discourse analysis. Over time, the Appraisal framework has been further developed by Bednarek (2008), White (2012), and Ngo and Unsworth (2015). It has gradually expanded, offering detailed descriptions of various forms of discourse, including academic language, film reviews, and business communication (Carretero & Taboada, 2014; Fuoli, 2012; Hood, 2010).

In Vietnam, evaluative language is still a relatively new field. There are some studies in this field covering such contexts as high school education (Tran, 2019), media (Le, 2017; Nguyen & Nguyen, 2020), academic writing (Nguyen, 2021; Nguyen & Nguyen, 2024) and journalistic language (Huynh, 2016; Nguyen, 2016; Nguyen, 2017; Vo, 2017; Nguyen & Nguyen, 2017), but there have been no specific studies on evaluative language in Vietnamese History textbooks. Most studies employ qualitative analysis methods which involve detailed textual analysis, where researchers examine the presence and function of evaluative language within the texts. For instance, they may look at the use of adjectives, adverbs, and other linguistic features that convey evaluation.

Tran's study explores the capacity of Vietnamese high school students in writing English evaluative paragraphs on three topics: the Internet, a favorite movie, and a teacher. The analysis of students' writings was grounded in the three dimensions of the Appraisal theory namely, Affect, Judgement, and Appreciation. However, the study involved only 40 participants from Vietnamese high schools, which is a relatively small sample size. This limits the generalizability of the findings to a broader population of high school students in Vietnam or other contexts.

Nguyen's (2022) research analyzes how evaluative language is used in English textbooks in Vietnamese secondary schools through the lens of Systemic Functional Grammar and Martin's theory of evaluation. It concludes that English textbooks at the secondary level in Vietnam effectively use evaluative language to develop students' linguistic and communicative competencies.

The overall picture of research on evaluative language in the world and in Vietnam reveals that evaluative language in History textbooks remains largely unexplored.

B. *The Appraisal Framework*

(a). *An Overview of the Appraisal Framework*

In an effort to systematically analyze evaluative language, Martin and White (2005) established the Appraisal framework, which has three domains: Attitude, Engagement, and Graduation (Figure 1). The term 'Attitude' describes how people feel and behave, including their emotional exchanges, behavioral assessments, and appraisals of objects and entities. Engagement pertains to the linguistic tools that speakers/ writers use to express their opinions or position related to the values that are discussed in the text. Graduation is concerned with the gradability of evaluative resources. Each system is classified into subsystems and categories. For instance, Attitude is divided into three subsystems: Affect, Judgment, and Appreciation. Then, Affect is categorized into Inclination, Happiness, Security and Satisfaction.

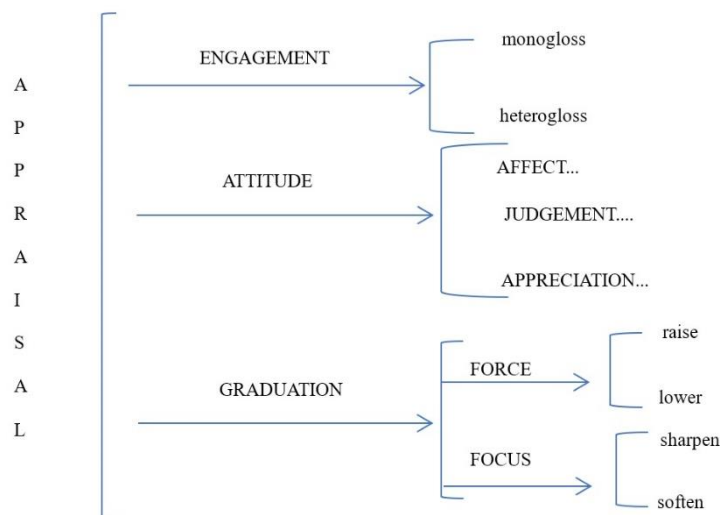


Figure 1. An Overview of the Appraisal Framework (Martin & White, 2005)

(b). The Attitude System

Attitude reflects human feelings and emotions, including emotional interactions, behavioral judgment and evaluation of things and entities. The corresponding subsystems are Affect, Judgment and Appreciation (Figure 2).

- ❖ Affect consists of sources for emotional reactions. Emotions can be either positive (+) or negative (-), indicating Dis/inclination, Un/happiness, In/security or Dis/satisfaction.
 - Dis/Inclination is the way that desire or fear is expressed. Examples are *miss/ long for/ yearn for* (inclination +) or *wary/ fearful* (inclination -).
 - Un/Happiness encompasses feelings related to “affairs of heart” (Martin & White, 2005, p. 49) such as *sadness/ hate* (happiness -) or *happiness/ love* (happiness +).
 - In/Security describes emotions of peace and anxiety about our surroundings (*worry/surprise* (security -), *confidence* (security +)).
 - Dis/satisfaction “deals with our feelings of achievement and frustration in relation to the activities in which we are engaged” (Martin & White, 2005, p. 50). Some examples are *ennui/ dissatisfied* (satisfaction -), *interest/ pleasure* (satisfaction +).
- ❖ Judgment evaluates human behaviors using normative standards as a basis. As such, evaluations fall into two categories: Social Esteem (Normality, Capacity and Tenacity) and Social Sanction (Veracity and Propriety).
 - Social esteem is the evaluation of an individual based on three factors: how unusual he/ she is (normality), how capable he/she is (capacity) and how resolute he/she is (tenacity). For example:
 - She is a **famous** movie star* (normality +).
 - He is **the best student** in my class* (capacity +)
 - She is very **impatient*** (tenacity -).
 - Social sanction is the assessment of an individual’s Veracity and Propriety based on their level of truthfulness and ethics. For example:
 - I believe she is **completely truthful*** (veracity +).
 - Everyone in this town finds him **arrogant and rude*** (propriety -).
- ❖ Appreciation focuses on sources to evaluate things, including semiosis and natural phenomena (products or processes). Appreciation is comprised of three categories namely Reaction, Composition and Valuation.
 - Reaction reflects how things affect evaluators, thus answering two questions “Did it grab me?” and “Did I like it?”. For example: *The film is so **attractive*** (reaction +).
 - Composition represents the assessment of things or entities on their balance (Did it hang together?) and complexity (Was it hard to follow?). For example: *This is an **illogical** essay* (composition -).
 - Valuation gives answers to the question of how something is worth (Was it worthwhile?). For example: *Developing reading habits is very **important** to children* (value +).
- ❖ **Realizations of Attitude**

Evaluation can be realized directly in discourse through the use of attitudinal lexis, but it can also be evoked through the choice of ideational meaning, even in the absence of attitudinal semantic resources to tell us how to feel (Martin & White, 2005, p. 62). In other words, evaluation can be expressed explicitly or implicitly, requiring the reader's speculation. The connotative attitude is expressed through the system of comparisons, lexical metaphors, etc. Explicit attitudes are realized through a diverse and multi-functional system of vocabulary and grammar with a number of specific recognition signs such as modality indicating ability, adjectives describing attitude, etc.

Explicit evaluation, according to Martin and White (2005), can be realized via the following linguistic resources:

- First, adjectives (vocabulary with gradable meanings) are the standard grammatical identification of attitudinal meanings. The appearance of adjectives is the most basic recognition sign of different attitude meanings such as: *beautiful, strong, interesting, etc.*

- Second, the Affect, Judgement, and Appreciation subsystems are grammatically equivalent to mental processes. Affect is often realized through the relational attributive process in which the subject is clearly aware of his/her feelings, often expressed through the verb "feel". For example, "*He feels nervous about the upcoming exam*" or "*Friends visiting make her feel happy.*" With Judgment, the structure is often expressed as a relational attribute process that assigns an attitude toward someone's behavior such as "*It's admirable that they do that.*" For Appreciation, the mental process assigns attitudes toward things through diagnosis: "*She finds her new place peaceful.*"

- Third, the evaluation subjects and evaluation targets are determined through criteria. For example, the subject of evaluation is a person, group of people or conscious institutions (*woman, family, congregation, government, etc.*); the target of Judgment is the behavior of the above evaluating subjects, while Appreciation targets things, concrete or abstract, material or symbolic. For example: *She sings well* (Judgement); *She is a good singer* (Judgement); *It was a good performance* (Appreciation).

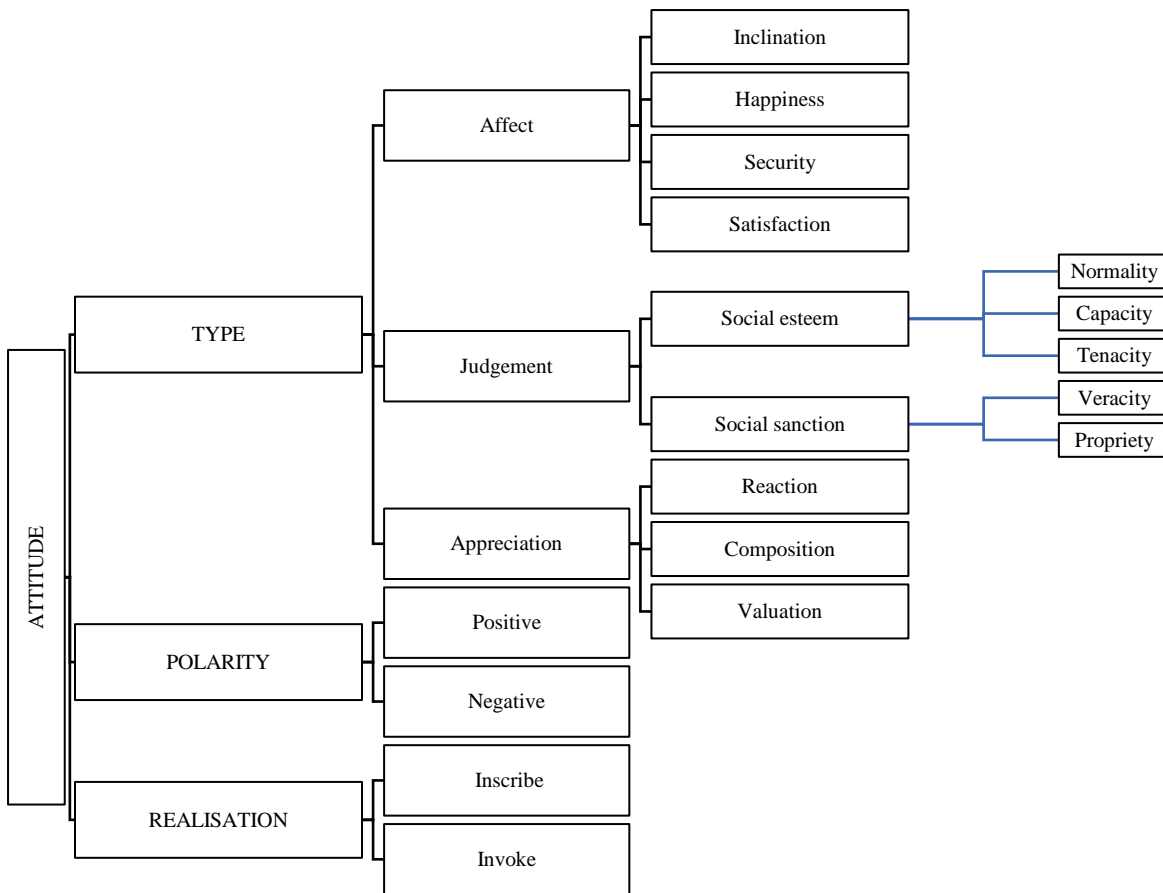


Figure 2. The Attitude System (Martin & White, 2005)

When analyzing a text, Attitude can be considered from three directions, including: type of Attitude meanings (Affect, Judgement or Appreciation); polarity (positive or negative attitude) and realizations of Attitude (implicit or explicit). Figure 2 displays the overall picture of Attitude under the lenses that this research will aim at. However, within the scope of this study, we only focus on analyzing realizations of explicit Attitudes. Ways of expressing implicit attitudes will be the subject for further studies in the future.

III. METHODS AND MATERIALS

This is a qualitative study combined with statistical and synthetical techniques. Data collected was analyzed according to the Appraisal framework by Martin and White (2005). The framework consists of three main systems, namely Attitude, Engagement and Graduation. Within the scope of this study, we only focused on identifying and analyzing realizations of Attitudinal resources. The Attitude system is categorized into subsystems and categories of Affect, Judgement, Appreciation and so on.

A. Corpus of the Study

With the aim of exploring how evaluative language is expressed in Vietnamese History textbooks, we compiled a corpus of 15 units selected from three History textbooks (grades 10, 11 and 12) currently employed in high schools in Vietnam. The three History textbooks are officially written by reputable educators and historians in Vietnam and published by the Vietnam Education Publishing House under the supervision of the Ministry of Education and Training in Vietnam. Therefore, the content and language are carefully edited to ensure its accuracy, appropriateness and standardization in terms of both historical information and language usage. This means implications from this analysis might be a reliable and useful source of reference for Vietnamese learners.

Furthermore, as indicated in Table 1, the units chosen from three textbooks covered a wide range of historical topics from primitive societies to present-day economies of outstanding countries in all continents worldwide. The total number of words in this corpus was 35,235. This was considered an adequate corpus for drawing conclusions about the way historical events are presented in high school textbooks in Vietnamese educational context.

TABLE 1
CORPUS OF THE STUDY

Textbooks	Units	Abbreviation	Word count
History 10	The appearance of humans and primitive human herds	H10-U1	1,660
History 10	Primitive society	H10-U2	993
History 10	Ancient Eastern countries	H10-U3	2,543
History 10	Ancient Western countries	H10-U4	2,716
History 10	Chinese feudal society	H10-U5	3,329
History 11	The formation of a new world order after World War II (1945-1949)	H11-U1	1,651
History 11	Soviet Union and Eastern European countries (1945-1991) Russian Federation (1991-2000)	H11-U2	1,620
History 11	Northeast Asian countries	H11-U3	1,950
History 11	Southeast Asian countries and India	H11-U4	3,248
History 11	African and Latin American countries	H11-U5	1,415
History 12	Japan	H12-U1	2,044
History 12	India	H12-U2	3,114
History 12	China	H12-U3	2,374
History 12	Southeast Asian countries (late 19 th and early 20 th centuries)	H12-U4	4,218
History 12	Africa and Latin America (19 th century – early 20 th century)	H12-U5	2,360
Total			35,235

B. Data Analysis Process

The data collected was analyzed carefully (word by word, expression by expression) to identify evaluative realizations of Attitude based on the Appraisal framework (Martin & White, 2005). Each evaluative element identified was classified into appropriate groups or categories: Affect (Inclination, Happiness, Satisfaction and Security), Judgement (Normality, Capacity, Tenacity, Veracity and Propriety) and Appreciation (Reaction, Composition and Valuation). After that, the synthetical process began by adding up the total numbers of evaluative realizations of each category and subsystem. As stated above, only overt attitudinal inscriptions were considered in this study, indirect realizations, or invoked tokens, were not quantified. The average occurrence of inscribed appraisal resources per 1000 words was used to quantify their frequencies in order to guarantee that text-to-text comparisons were not affected by unit lengths (Coffin, 2006, p. 177).

IV. FINDINGS AND DISCUSSION

A. An Overview of Attitudinal Resources in the Vietnamese History Textbooks

Figures 3 and 4 show the frequency of the Attitude subsystems (Affect, Judgement, and Appreciation) and the polarity of these evaluative resources.

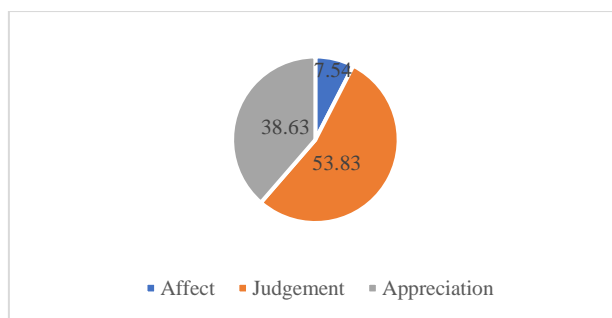


Figure 3. The Frequency of Attitude Subsystems

Figure 3 shows that, among three attitudinal resources, the language of behavioral Judgement appears overwhelmingly (53.83%) while the language of emotional evaluation (Affect) only accounts for a small proportion (7.54%). This may

indicate that History textbook writers in Vietnam tend to focus on evaluating the behaviors of people engaging in historical events and rarely express their own attitude to these.

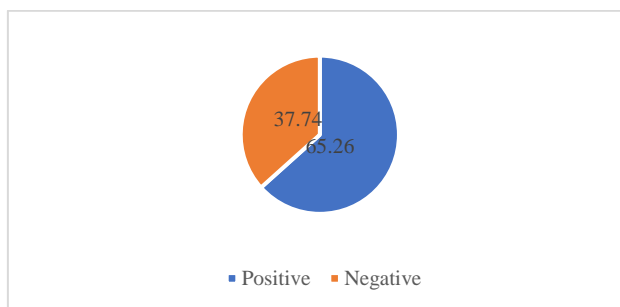


Figure 4. The Polarity of Attitudinal Resources

In addition, the polarity of Attitudinal resources (Figure 4) indicates a clear difference between the rates of positive and negative evaluations. More concretely, there are more realizations of positive attitudes (65.26%) than those of negative attitudes (37.74%). The higher number of positive attitudes expressed in historical texts may lead to positive perceptions of historical events among learners.

In the next section, we will analyze the frequency of each category in the system and the resources for realization.

B. Analysis of Attitude Subsystems

(a). Affect

Affect is represented by four categories: Dis/inclination, Un/happiness, In/security, and Dis/satisfaction. These groups of emotions are explained specifically in the following examples and Table 2. The examples are literally translated from Vietnamese into English with the aim of conveying the original meaning of the vocabulary and ensuring the correct transmission of the evaluation types.

1. Nhân dân Việt Nam **sẵn sàng** giúp đỡ A-cha Xoa chống Pháp. (H11-U4)
(The Vietnamese people were **willing** to help A-cha Xoa fight against the French.)
2. Năm 1964, phong trào đấu tranh của nhân dân Panama đòi thu hồi chủ quyền kênh đào diễn ra **sôi nổi**, buộc Mỹ phải từ bỏ quyền chiếm kênh đào và trả lại cho Panama vào năm 1999. (H12-U5)
(In 1964, the movement of the Panamanian people to reclaim the sovereignty of the canal took place **vigorously**, forcing the US to give up the right to occupy the canal and return it to Panama in 1999.)
3. **Lòng tin** của nhân dân vào Đảng Cộng sản và Nhà nước ngày càng **giảm sút**. (H12-U2)
(People's **trust** in the Communist Party and the State gradually **decreased**.)
4. **Không thoả mãn** với quy chế tự trị, Đảng Quốc đại do G. Nêru đứng đầu đã lãnh đạo nhân dân tiếp tục cuộc đấu tranh giành độc lập trong những năm 1948 - 1950. (H12-U4)
(**Dissatisfied** with the autonomous status, the National Congress Party led by G. Nehru led the people to continue the fight for independence in the years 1948 - 1950.)

TABLE 2
ANALYSIS OF EXAMPLES OF AFFECT

Example	Appraising items	Realization	Category	Interpretation
1	The Vietnamese people	willing	Inclination (+)	The Vietnamese people were <i>willing</i> to join the fight against the French. In this example, the adjective “ <i>willing</i> ” was used to show their <i>readiness/ eagerness</i> to help A-cha Xoa in the fight; therefore, it should be classified into the <i>Inclination (+)</i> category.
2	The movement	vigorously	Happiness (+)	The <i>happiness</i> of the Panamanian people who joined the movement was described by the adverb “ <i>vigorously</i> ”, showing their <i>energetic and strong spirit</i> .
3	The trust	decreased	Security (-)	The expression “ <i>People’s trust ... decreased</i> ” shows that people <i>no longer had every confidence</i> in the direction of the Communist Party and their State and <i>their prestige</i> in the community was <i>being lost</i> . This is clearly the realization of <i>Insecurity</i> .
4	The National Congress Party	dissatisfied	Satisfaction (-)	The adjective “ <i>dissatisfied</i> ” obviously shows the <i>negative attitude</i> of the National Congress Party toward the autonomous status.

TABLE 3
FREQUENCY OF AFFECT RESOURCES (PER 1000 WORDS)

Category	Positive	Negative	Total
Inclination	0.31	0	0.31
Happiness	0.23	0.06	0.28
Security	0	0.03	0.03
Satisfaction	0.11	1.13	1.25

Table 3 shows the frequency of the emotional evaluations (Affect). Among them, Satisfaction is most frequently employed, outnumbering all the remaining categories (with a frequency of 1.25 per 1000 words). The other three categories are used with much lower frequency, especially Security with only 0.03/1000 words. In terms of polarity, Satisfaction and Security evaluations are mostly negative while Inclination and Happiness expressions are more positive. Another notable point is that there are no examples of negative evaluation for Inclination and positive for Security.

The data presented in the figures and tables above are really meaningful to the researchers. Firstly, that Affect appears with the lowest frequency in the Attitude system and is completely overwhelmed by the other two subsystems may lead to a conclusion that the authors of this History textbook series did limit the use of emotional descriptive language in the analysis and interpretation of historical events and periods, possibly in order to reduce the emotional orientation of the authors themselves and allow readers/learners to make their own judgments based on the nature and outcome of the events. Secondly, lexical resources to realize Security and Satisfaction and their polarity help the authors express people's dissatisfaction and lack of trust in political institutions and social values in certain historical periods in many countries around the world. At the same time, positive expressions of Inclination and Happiness show people's desire, longing, enthusiasm and passion in the uprising to regain freedom and independence. In summary, although Affect is used with the lowest frequency, this subsystem of emotional expressions still helps to portray patterns of historical events and periods. This might also have certain impact on how learners perceive information presented in the historical texts.

(b). *Judgement*

Judgement contains five categories, namely Normality, Capacity, Tenacity, Veracity and Propriety. Examples and explanations are collected and analyzed as followed.

5. *Suốt thời đồ đá, con người từ chỗ sống bấp bênh tiến tới đủ sống.* (H10-U2)
(During the Stone Age, people moved from **a precarious existence** to a subsistence living.)
6. *Người tối cổ đã biết lấy những mảnh đá hay hòn cuội lớn, đem ghè một mặt cho sắc và vừa tay cầm.* (H10-U1)
(Ancient people **knew** how to take large pieces of stone or pebbles and grind them on one side so that they were sharp and fit in the hand.)
7. *Mọi người còn phải cùng làm, cùng cố gắng đến mức cao nhất để kiếm sống nên tự nhiên người ta thấy cần phải công bằng, phải được hưởng thụ bằng nhau.* (H10-U2)
(Everyone still had to work together and tried their best to make a living, so naturally people felt the need to be fair and enjoy equally.)
8. *Thất vọng trước thái độ thỏa hiệp của một số người lãnh đạo Đảng Quốc đại và chính sách hai mặt của chính quyền Anh, trong nội bộ Đảng hình thành một phái dân chủ cấp tiến do Ti-lắc đứng đầu, thường được gọi là phái “cực đoan”.* (H11-U2)
(Disappointed by **the compromising attitude** of some leaders of the National Congress Party and the two-faced policy of the British government, within the Party, a radical democratic faction was formed led by Tilak, commonly known as the “extreme”.)
9. *Trong thị tộc, con cháu có thói quen tôn kính lớp ông bà, cha mẹ.* (H10-U2)
(In the clan, children and grandchildren had **the habit of respecting** their grandparents and parents.)
10. *Để cai trị nông dân công xã và nô lệ, vua đã dựa vào quý tộc và tôn giáo, bắt mọi người phải phục tùng.* (H10-U3)
(To rule communal peasants and slaves, the king relied on the nobility and religion, **forcing everyone to obey**.)

TABLE 4
ANALYSIS OF EXAMPLES OF JUDGEMENT

Example	Appraising items	Realization	Category	Interpretation
5	People	a precarious existence	Normality (-)	Human life in the Stone Age period was very different from later times. They had to go through many difficulties in life, constantly experienced a wild and uncivilized life for millions of years. Therefore, the authors describe their living condition as “ <i>precarious existence</i> ”. This is to indicate a worse condition (Normality -) than that of people in later stages.
6	Ancient people	knew	Capacity (+)	After the process of development, ancient people had more cognitive abilities and dexterity skills, performing activities that served essential survival needs such as: taking large pieces of rock or pebbles, grinding them on one side so that they were sharp and fit in the hand. The word “ <i>knew</i> ” represents the assessment of Capacity (+).
7	Everyone	tried their best	Tenacity (+)	Everyone is depicted trying their best to work. “ <i>Tried their best</i> ” shows perseverance and persistence. This is to realize Tenacity (+).
8	Some leaders	compromising attitude	Tenacity (-)	Some leaders disappointed the Party members because of their <i>compromising attitude</i> and lack of persistent struggle to reach the final goal. “ <i>The compromising attitude</i> ” is a realization of Tenacity (-).
9	Children and grandchildren	habit of respecting	Propriety (+)	In the clan, children and grandchildren had the <i>habit of respecting</i> their grandparents and parents. This was considered a good virtue that showed the morality of the junior generation to the senior generation. This clearly illustrates the social sanction, particularly the category of Propriety (+).
10	The king	forcing everyone to obey	Propriety (-)	The king <i>forced</i> his people, including communal farmers and slaves, <i>to obey</i> his will so he could rule them. This clearly violates morality and human rights in terms of human morality, and is therefore an instance of Propriety (-).

TABLE 5
FREQUENCY OF JUDGEMENT RESOURCES (PER 1000 WORDS)

Category	Positive	Negative	Total
Normality	2.92	1.56	4.48
Capacity	3.46	1.30	4.76
Tenacity	1.02	0.08	1.10
Veracity	0	0	0
Propriety	1.05	1.95	3.00

According to the results presented in Table 5, the five categories for behavioral judgement are employed differently, among which Capacity has the highest frequency (4.75/1000 words) whereas there are no realizations of Veracity. The order of frequency from the highest to the lowest is Capacity – Normality – Propriety – Tenacity - Veracity respectively. More specifically, Capacity and Normality have much higher frequency than the other three categories. In terms of polarity, while Normality, Capacity and Tenacity have more positive judgements than negative ones, Propriety shows a higher number of negative moral judgements.

The realizations can make the rate of frequency of the categories more informative. For example, Capacity is mostly realized via modal verbs or verbs to indicate the ability to do something such as *can, could, be able, know, etc.* These lexical resources are employed to describe how human beings develop and revolutionize throughout history, making themselves better and better. Normality is often used to evaluate how a person or groups of people (even all people in a country or society) differ from the norms. The appearance of more positive Tenacity evaluations in the books shows that people have always appreciated the value of perseverance in different life situations, since early, ancient, medieval times to later stages of history both in the World and in Vietnam. This result partly describes the language used in the Vietnamese History book series (tending to reflect the real-life situation of people going through historical periods in different classes, performing different social functions instead of writing about the people who make up a historical era, or praising a particular individual who represents the whole country).

(c). *Appreciation*

Appreciation is classified into three categories: Reaction, Composition and Valuation. Reaction shows attention to something that causes attraction, or liking or satisfaction with it (Example 11), Composition is an assessment based on the balance or complexity of an entity (Example 12), and Valuation is used to evaluate the value of an object, phenomenon or the innovation, authenticity, and timeliness of that entity (Example 13).

11. *Người Hi Lạp cổ đại đã để lại rất nhiều tượng và đền đài đạt tới trình độ tuyệt mỹ.* (H10-U4)

(The ancient Greeks left behind many statues and temples that reached a level of excellent beauty.)

12. *Tình hình chính trị một số nước không ổn định.* (H12-U4)

(The political situation in some countries was unstable.)

13. *Các kế hoạch này về cơ bản đều hoàn thành với nhiều thành tựu to lớn.* (H12-U2)

(These plans were basically completed with many huge achievements.)

TABLE 6
ANALYSIS OF EXAMPLES OF APPRECIATION

Example	Appraising items	Realization	Category	Interpretation
11	Statues and temples	excellent	Reaction (+)	The statues and temples built by the ancient Greeks were described as of "excellent beauty", attracting attention and leaving a great impression until later periods.
12	The political situation	unstable	Composition (-)	The subject "political situation" is assessed as "unstable", indicating the imbalance and lack of sustainability of the political institutions in power in some countries.
13	These plans	basically completed – huge achievements	Valuation (+)	The expressions "basically completed" and "huge achievements" show that these plans are considered to be on schedule (Timeliness) and have positive value.

TABLE 7
FREQUENCY OF APPRECIATION RESOURCES (PER 1000 WORDS)

Category	Positive	Negative	Total
Reaction	2.97	0.56	3.54
Composition	0.68	1.50	2.18
Valuation	3.43	0.42	3.85

The table of frequency of Appreciation resources shows that Valuation appears most frequently among the three categories with the frequency of 3.85/1000 words whereas Composition is least commonly used (2.18/1000 words). In terms of polarity, one noteworthy point is while Valuation has the highest frequency of positive evaluations and the lowest of negative ones, Composition shows a contrary trend. Besides, realizations of Reaction and Valuation tend to be more positive than negative.

It can be drawn from the findings that most evaluations on things are about the value, achievements or contributions of certain historical factors or entities towards the society or historical periods. Therefore, they are mostly on the positive

side. Positive Reactions are also expressed to illustrate how things can catch the interest or attention of the authors of the History textbooks and how the authors want the readers/learners to share the view. However, evaluations on the balance and complexity of things tend to be more negative. This might be to emphasize the results or consequences caused by the failure or incompetence of people in different historical events.

V. CONCLUSIONS

This paper has reported findings on the use of evaluative language in three History textbooks commonly used in high schools in Vietnam focusing on the Attitude system within the Appraisal framework by Martin and White (2005). Results of the study reveal that the language of Judgment predominates among the Attitudinal resources while the language of emotional evaluation (Affect) only makes up a minor percentage. Furthermore, there are more positive evaluations than negative ones in the evaluative resources with respect to the polarization ratio.

That Affect appears with the lowest frequency and is completely overwhelmed by the other two subsystems in the corpus may lead to a conclusion that in analyzing and interpreting historical events and periods, the authors of Vietnamese history textbooks avoid using a lot of emotional expressions. This may have been done to lessen the authors' own emotional orientation and let readers/learners form their own opinions based on the circumstances and resolution of the events.

Most of realizations for Security and Satisfaction are to express people's dissatisfaction and lack of trust in political institutions and social values in certain historical periods in many countries around the world. Meanwhile, expressions of positive Inclination and Happiness show people's desire, longing, enthusiasm and passion in the uprising to regain freedom and independence.

In the Judgement subsystem, most evaluations are for Capacity. Judging evaluations are to depict the actual circumstances of individuals living through historical eras in various social strata and carrying out various social roles.

Among Appreciation resources, Valuation has the highest proportion of positive evaluations while Composition has the highest proportion of negative evaluations. This may mean that in order to describe historical events and eras in a way that is more advanced than prior historical periods, evaluations are crucial. Each historical period chronicles noteworthy accomplishments made by individuals and events. Along with the achievements or positive and negative descriptions of social values in each period, Composition evaluations give many negative comments and assessments about the imbalance and complexity in the development process of society.

Future research could explore several following approaches to enhance the understanding of evaluative language in History textbooks. One approach would be to conduct comparative studies across different countries or regions to examine how the use of evaluative language in history education varies according to cultural and ideological contexts. This would provide insights into how language shapes national narratives and affects students' understanding of history. Second, expanding the analysis to include other Appraisal systems, such as Engagement (the ways authors position their voice in relation to other perspectives) and Graduation (the scaling of intensity or force), could offer a more comprehensive view of how evaluative meanings are constructed in historical discourse. Additionally, it would be useful to examine how these linguistic patterns affect students' critical thinking and engagement with historical content. Empirical studies involving student responses to different evaluative language patterns could help determine how the language used in textbooks influences their interpretations of historical events.

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