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## **SHAPING OF ATTITUDINAL POSITIONING THROUGH GRADUATION IN BURKI'S AND COWASJEE'S JOURNALISTIC DISCOURSE**

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### **ABSTRACT**

The current research paper is exploratory in nature, as it aims to investigate the use of graduation resources by two prominent Pakistani writers i.e. Hameedullah Burki and Ardshir Cowasjee for intensifying their political stance and shaping their attitudinal positioning in journalistic discourse. The study has used QUAL-Quan model of mixed method research. In this regard, 20 journalistic articles from each Burki (2004) and Cowasjee (2011) were collected through purposive sampling about various political issues and personalities in Pakistan for appraisal. A three-dimensional appraisal framework was used to annotate and analyze the data qualitatively through UAM Corpus Tool Version 6.2 in the light of Martin & White (2005) Appraisal Theory. The three dimensions consisted of Attitude Types, Attitude Polarity and Scaling through Graduation. The current study, being part of a larger study, is limited to investigating the patterns in the use of only third dimension i.e. graduation resources by Burki and Cowasjee that shape their attitudinal positioning. The UAM Corpus Tool generated automatic results, which depict valuable findings about the frequency, percentage and chi-square value of various graduation resources used by Burki and Cowasjee. The statistical results and various patterns in the use of graduation resources highlight some important similarities and differences in attitudinal positioning of Burki and Cowasjee in their journalistic writings. Moreover, the findings of the study depict that there is a significant difference in the overall use of graduation resources by the two writers, as Burki has constructed his political stance with more vigour and emphasis by using a larger number of graduation resources.

**Keywords:** Appraisal, Graduation, Burki, Cowasjee, Attitudinal Positioning.

### **1. Introduction**

Authorial voice is a distinctive genre of journalistic writing, particularly print media discourse, as it shapes the construction of a writer's particular stance and point of view through lexical choices. Lukin, Butt, & Matthiessen (2004) have argued that facts of the news "never speak for themselves: they have to be brought into existence through choices of grammar and words" (p.73). For construction of their political, social or academic stance, the writers use various linguistic, semantic and rhetorical devices to foreground, background, emphasize or neutralize their judgements and emotions in journalistic writings. In this regard, Martin & White (2005) Appraisal Theory, originated as an extension of Halliday's (1994) Systemic Functional

Linguistics, provides a comprehensive framework for appraisal of evaluative language resources. It is used for “exploring, describing and explaining the way language is used to evaluate, to adopt stances, to construct textual personas and to manage interpersonal positionings and relationships” (White, 2020, para 1).

Martin & White (2005) Appraisal Theory, consisting of three semantic systems i.e. Attitude, Engagement and Graduation, provides a multi-faceted framework for appraisal of evaluative resources through two types of positioning i.e. attitudinal positioning and dialogic positioning. Moreover, Martin & White (2005) have asserted that appraisal framework provides “a systematic account of how such positionings are achieved linguistically” (Martin & White, 2005, p. 93). The first semantic system of appraisal theory i.e. Attitude is concerned with “our feelings, including emotional reactions, judgements of behaviour and evaluation of things.” (Martin & White, 2005, p. 35). **Attitudinal positioning** refers to the use of evaluative resources of Attitude by a writer to express his/her feelings, judgements and appreciation about appraised categories through positive or negative polarity. Hence, attitudinal positioning enables a writer to take a position in relation to his readers in the socio-cultural context for construction of his particular stance. The second system i.e. Engagement refers to “linguistic resources by which speakers/writers adopt a stance towards value positions being referenced by the text and with respect to those they address” (Martin & White, 2005, p. 92). **Dialogic positioning** refers to the use of evaluative resources of Engagement by writers for taking stance towards or against the opinion and viewpoint of others. The third system of appraisal theory i.e. **Graduation** is concerned with gradability i.e. up-scaling and down-scaling of both Attitude and Engagement resources in order to strengthen attitudinal positioning and dialogic positioning respectively. The lexical choices for graduation and strengthening of attitudinal positioning make the authorial voice of a writer more powerful, unique, personal and even subjective.

Keeping above in view, the current paper aims to investigate that how do prominent Pakistani writers Hameedullah Burki and Ardshir Cowasjee have used graduation resources to upscale or downscale their appraisal resources in order to emphasize their political stance and strengthen their attitudinal positioning in journalistic writings. The current study intends to investigate following research question through appraisal of journalistic discourse:-

- 1.1 What are the patterns in Burki’s and Cowasjee’s use of graduation resources that shape their attitudinal positioning in journalistic discourse?

## 2. Literature Review

Martin & White (2005) Appraisal Theory provides a powerful, multi-faceted and comprehensive framework for systematic analysis of evaluative resources in journalistic discourse. Its historical development dates back to early 1990s when Iedema, Feez & White (1994) carried out the first major work on appraisal model in their project *Media Literacy* to explore the use of appraisal resources for investigating the concepts of stance-taking, subjectivity and objectivity in journalistic discourse. Oteíza (2017) pointed out that the main objective of the project was “to better understand the social function of the interpersonal resources and to create a general model” (p. 460). The appraisal model was gradually refined by many linguists and was finally fully developed by Martin and White (2005) as Appraisal Theory. Since then, it has been used as a

linguistic model for appraisal of journalistic discourse in different contexts and languages to investigate subjectivity, stance-taking, attitudinal positioning and dialogic positioning of the writers.

Tran & Thomson (2008) analyzed Vietnamese newspaper articles through Attitude and Engagement systems to investigate reporter's ideological positioning. Similarly, Pounds (2010) investigated subjectivity in reporter voice through appraisal framework in English and Italian newspapers whereas Križan (2016) explored the frequency of attitudinal judgement in British advertisements. Katajamäki (2017) and Tavassoli, Jalilifar & White (2019) investigated Finnish and British newspapers respectively for investigating commentator voice through appraisal model. Moreover, Fan (2020) analyzed ten news reports from China Daily to explore ideological positioning from the perspective of Graduation. In Pakistani context, Abbas & Talaat (2019) explored word choices in headlines of English newspapers about crimes committed against women in Pakistani society through transitivity analysis. Tehseem, Jabeen & Rashid (2020) investigated the ideology of newspapers through appraisal framework and found that news reports of Pakistani English-language newspapers were highly embedded with attitudinal meanings. Zaidi & White (2021) analyzed editorials published in leading Pakistani English-language newspapers after the killing of Osama bin Laden to investigate the use of attitudinal resources. Moreover, Asad, Noor, Indah, & Jaes (2021) investigated attitudinal stance of two leading Pakistani Online newspapers i.e. Dawn and The News through appraisal theory framework. Ahmad & Talaat (2023) investigated attitudinal positioning of a prominent Pakistani writer H.K. Burki through three-dimensional appraisal framework that shaped his authorial voice in journalistic discourse.

These studies highlight important insights about subjectivity and attitudinal positioning in journalistic discourse through appraisal of Attitude and Graduation resources. However, there is a need to explore the use of various graduation resources by prominent Pakistani writers for strengthening their political stance in journalistic writings through attitudinal positioning.

### **3. Theoretical Framework**

Martin & White (2005) asserted that “a defining property of all attitudinal meanings is their gradability” (p.135). The choice of various graduation resources for up-scaling or down-scaling of attitudinal lexis makes the authorial voice of a writer more powerful, assertive and unique. In this regard, Macken-Horarik & Isaac (2014) have pointed out that “managing the volume and precision of our stance is crucial to academic expertise and graduation is the name for those resources by which we achieve this” (p. 77). Thus, graduation enables authors to use attitudinal resources, which “are gradable, and construe greater (high degree) or lesser degrees (low degree) of positivity and negativity” (Zagorcic, 2015, p. 38).

Martin & White (2005) identified that the system of “graduation operates across two axes of scalability” (p. 137): grading of inherently scalar evaluative resources in terms of intensity or amount; and grading of non-scalar evaluative resources in terms of prototypicality and preciseness of the boundaries of a categorical meaning. These two categories of graduation system are called as **Force** and **Focus** respectively.

### 3.1 Force as a Graduation Resource

The graduation resources of Force may be realized through either Intensification or Quantification: Intensification refers to gradability or scaling of qualities and processes whereas Quantification is used for scaling of entities instead of qualities and processes.

**Intensification of Force** refers to the degree of intensification, which “operates on qualities (e.g. slightly foolish, very foolish), on processes (slightly hindered us, greatly hindered us) and on modalities (it’s just possible, it’s quite possible)” (Read & Carroll, 2012, p. 429). The intensification of evaluative resources may be carried out through two important means: Grammatical Intensifiers and Lexical Intensifiers.

Firstly, **grammatical intensifiers** are generally used to show scaling of attitudinal qualities and processes through **degree of intensity** such as very, extremely, etc. However, some attitudinal resources also reflect the maximum or upper-most degree of intensification, termed as ‘maximisers’. According to Martin & White (2005) “The maximiser operates hyperbolically to convey strong writer/speaker investment in the proposition” (p. 142), such as completely miserable, perfectly happy, utterly disappointing, etc. Secondly, **lexical intensifiers** are used to show up-scaling or down-scaling of attitudinal resources through **notion of vigour**. These intensifiers may up-scale or downscale attitudinal expressions through vigour related to speed (slowly, swiftly), physical force (vigorously, firmly) or concentration (intently, casually), etc. The lexical intensifiers can be realized through different modes such as Isolated Lexemes, Semantic Infusion, Repetition, Figurative Metaphors, etc.

**Quantification of Force** refers to scaling of entities instead of qualities and processes. It may be used for scaling of various attitudinal expressions regarding entities through imprecise measuring of number, mass and extent in space and time with respect to either proximity or distribution. Generally, the abstract entities convey attitudinal meanings, (annotation keys as per Appendix 1) such as:-

- ✓ There is vast <sup>[Grad.Quan]</sup> **corruption** <sup>[J.Pro:-ve]</sup> in his government.
- ✓ A huge <sup>[Grad.Quan]</sup> **sense of relief** <sup>[Aff.Hap:+ve]</sup> overwhelmed me.

### 3.2 Modes of Graduation Resources of Force / Lexical Intensifiers

The graduation resources of Force particularly lexical intensifiers may be realized through four different modes such as isolated lexemes, semantic infusion, repetition of an isolated lexical item and figurative metaphors.

Firstly, the up-scaling or down-scaling of qualities and processes may be generally realized through individual **Isolated Lexemes**. The realization of isolated lexemes may be either grammatical (very/somewhat easy, greatly reduced) or lexical (amazingly easy, moved rapidly). Moreover, it also includes intensification of modalities (quite/just possible) as well as intensification via comparatives and superlatives (less miserable, happiest). Similarly, quantification is typically realised via an isolated term acting as a modifier of the graduated entity, such as few problems, vast corruption, etc.

Secondly, in **Semantic Infusion** “there is no separate lexical form conveying the sense of up-scaling or downscaling” (Martin & White, 2005, p. 143). The up-scaling or downscaling of

evaluative expression is infused within the meaning of the same lexical item, which also performs some other semantic function, such as Quality (contented, skillfully), Process (perturbed, startled, frightened) and Modality (possible, probable, certain).

Thirdly, Martin & White (2005) have also suggested that intensification and up-scaling / down-scaling of qualities and processes may be realized through repetition of an isolated lexical item (It's hot hot hot) or by using a list of lexical items, which are closely related semantically. For example:-

- ✓ He probably delivered one of the most immature, irresponsible and misleading address.

Fourthly, the up-scaling or down-scaling of evaluative resources may be carried out through figurative metaphors i.e. similes, metaphors, hyperbole and idioms. For example:-

- He came out like a jack in a box. / Prices have sky-rocketed.

### 3.3 Focus as a Graduation Resource

The graduation resources of Focus are used for gradability of evaluative expressions, which are based on clearly bounded, either-or semantic categories that are not typically considered as scalable. It consists of two broad sub-categories i.e. **Sharpening** and **Softening** of attitudinal resources. Firstly, graduation resources of focus may sharpen attitudinal values to indicate prototypicality or preciseness of categorical boundaries. López (2017) has observed that graduation resources of Focus address the issue of prototypicality and preciseness i.e. how accurately or precisely something can be classified as a member of a semantic category. Prototypicality shows sharpening of a categorical boundary in a positive or negative way by graduation resources such as real, truly, authentic, artificial, genuine, pseudo, rare, etc. For example:-

- He is a genuine hero / He proved himself as a pseudo scholar.

On the other hand, Preciseness shows degree of specificity to sharpen a categorical boundary in a positive or negative way by graduation resources such as obviously, especially, precisely, exactly, particularly, etc. For example:-

- He narrated the story with obvious self-satisfaction.
- The pressure was particularly intense.

Secondly, Martin & White (2005) have explained that some graduation resources of focus may soften the attitudinal values to indicate only marginal membership (a kind of, sort of, etc.) or lack of completion (trying to succeed, apparently, etc.) in a semantic category. These softening resources are generally realized through hedges and vague language. For example:-

- He is kind of crazy. / He was trying to compete.

## 4. Burki and Cowasjee: the Pioneers of Pakistani Journalistic Writing

Hamidullah Khan Burki (1920-2003) and Ardeshir Cowasjee (1926-2012) are considered as pioneers in Pakistani journalistic writing, who wrote articles for leading English newspapers over the decades. They earned great esteem among various strata of society for their political insight, in-depth analyses and distinctive writing flavor. Despite being prolific writers with impressive political insight, their works have not been thoroughly researched and analyzed. The

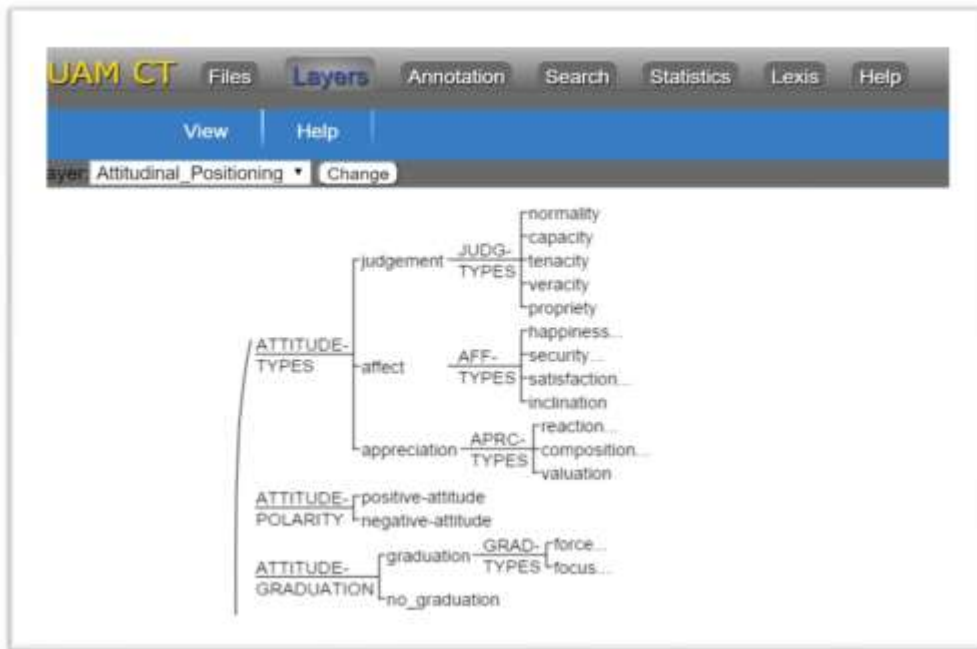
current study, therefore, aims to carry out comparative appraisal of Burki's and Cowasjee's journalistic writings for investigating the shaping of their attitudinal positioning through graduation resources.

There are also some similarities in topics of both the writers, as they were contemporary writers with unique linguistic style. They both discussed various political issues and political personalities of Pakistan with their peculiar stance, which included their admiration and criticism of Zulfikar Ali Bhutto, Benazir Bhutto, Gen Zia-ul-Haq, Gen Musharraf, Gen Yahya Khan, Nawaz Sharif, etc. Moreover, the journalistic writings of both the writers have been compiled in book form, which give their works an added literary value. Burki's book is titled as "*Tales of a Sorry Dominion, Pakistan 1947-2003*" (Burki, 2004), which consists of thirty-six articles, published in different English newspapers during years 1972-2003. It is a comprehensive story of Pakistan's political history from 1947 to 2003, as reflected in the title of the book. Moreover, Cowasjee's book is titled as "*Vintage Cowasjee: A Selection of Writings from Dawn 1984-2011*" (Cowasjee, 2012), which is a selection and compilation of Cowasjee's 200 articles, published in the leading English newspaper Dawn over the decades from 1984 to 2011. Due to their distinctive linguistic style, writing flavor and lexical choices, the current study aims to investigate the patterns in scaling of appraisal resources through Graduation that shape attitudinal positioning of Burki and Cowasjee in their journalistic discourse for emphasizing their political stance.

## **5. Methodology**

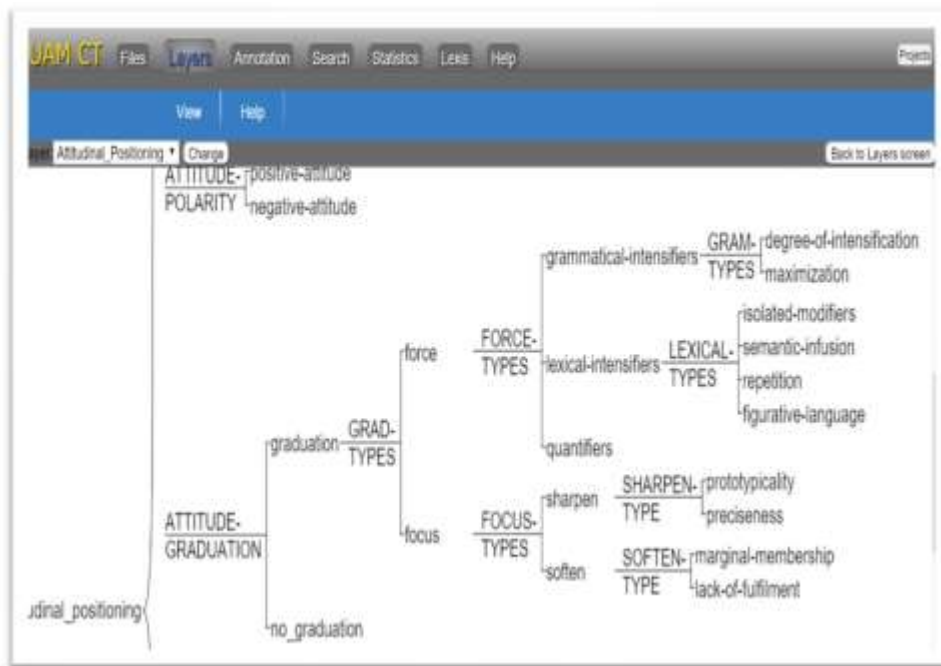
The current research is exploratory in nature, as it aimed to investigate the use of graduation resources by two prominent Pakistani writers i.e. Burki and Cowasjee in journalistic discourse for strengthening their political stance and positioning. Being a case study, 20 journalistic articles from each Burki (2004) and Cowasjee (2011) were collected through purposive sampling about various political topics in Pakistan for appraisal. Moreover, the study has used QUAL-Quan model of mixed method research. A three-dimensional appraisal framework of attitudinal positioning was designed to analyze the collected data in the light of Martin & White (2005) Appraisal Theory, which consisted of Attitude Types, Attitude Polarity and Scaling of Attitudinal Resources through Graduation, as illustrated in **Figure 1**.





**Figure 1: An Overview of Three-dimensional Appraisal Framework**

The current research paper, being a part of a larger study, aims at investigating the patterns in the use of third dimension i.e. graduation resources by Burki and Cowasjee for scaling their appraisal resources in journalistic discourse. Graduation resources function on two axes of gradability i.e. Force (grading of inherently scalar evaluative resources in terms of intensity or amount) and Focus (grading of non-scalar evaluative resources in terms of prototypicality and preciseness). Therefore, the data was analysed and annotated for various categories and sub-categories of Graduation in the light of annotation scheme, as illustrated in **Figure 2**.



**Figure 2: Graduation of Attitudinal Resources**

In order to analyze the collected data in a quick, accurate and systematic manner, data annotation procedure was carried out manually through O'Donnell's (2022) UAM (Universidad Autonoma de Madrid) Corpus Tool Version 6.2 software. After annotation of data through UAM Corpus Tool, the software generated automatic results to compare and contrast the frequency, percentage and chi-square value of various annotated categories and sub-categories of Graduation used by Burki and Cowasjee. The quantitative results were accordingly tabulated and findings were discussed through systematic interpretations.

**6. Results of Data Analysis**

The results of data analysis, as illustrated in Table 1 below, depict interesting comparison and contrast in the frequency and percentage of annotated categories and sub-categories of Attitude with positive and negative polarity in the selected journalistic writings of Burki and Cowasjee. The results show that Burki has used overall more appraisal resources of attitude (N=1377), consisting of 70.2% negative tokens (N=967) and 29.8% positive tokens (N=410) for construction of his political stance through attitudinal positioning. On the other hand, Cowasjee has used comparatively less appraisal resources of attitude (N=1243), consisting of 83.2% negative tokens (N=1034) and only 16.8% positive tokens (N=209) in this regard.

**Table 1: Patterns in Appraisal Resources of Attitude with Polarity**

Attitude		Burki		Cowasjee		Chi-Square	P
		N	%	N	%		
Affect	Total	246	17.9	213	17.1	0.24	0.6240
	+ve	71	28.9	26	12.2	-	-



	-ve	175	71.1	187	87.8		
<b>Judgement</b>	<b>Total</b>	<b>785</b>	<b>57.0</b>	<b>796</b>	<b>64.0</b>	<b>13.49</b>	0.0002
	+ve	226	28.8	148	18.6	-	-
	-ve	559	71.2	648	81.4	-	-
<b>Appreciation</b>	<b>Total</b>	<b>346</b>	<b>25.1</b>	<b>234</b>	<b>18.8</b>	<b>15.05</b>	0.0001
	+ve	113	32.7	35	15.0	-	-
	-ve	233	67.3	199	85.0	-	-
<b>Overall Attitude</b>	<b>Total</b>	<b>1377</b>	<b>100</b>	<b>1243</b>	<b>100</b>	-	-
	+ve	410	29.8	209	16.8	-	-
	-ve	967	70.2	1034	83.2	-	-

However, as stated earlier, the current study aims to investigate that how do prominent Pakistani writers Burki and Cowasjee have used graduation resources to upscale or downscale their evaluative lexis of attitude in order to emphasize their point of view in their journalistic discourse through attitudinal positioning. The results of data analysis, as illustrated in Table 2 below, depict important similarities and differences in the use of graduation resources by Burki and Cowasjee for strengthening their political stance in selected journalistic writings.

**Table 2: Comparison in Use of Appraisal Resources for Graduation**

Graduation Type		Burki		Cowasjee		Chi-Square	P
		N	%	N	%		
<b>Force</b>		<b>444</b>	<b>32.2</b>	<b>324</b>	<b>26.1</b>	<b>12.03</b>	<b>0.0005</b>
a.	<b>Grammatical Intensifiers</b>	<b>106</b>	<b>7.7</b>	<b>97</b>	<b>7.8</b>	0.01	0.9194
	<i>Degree of intensity</i>	48	3.5	52	4.2		
	<i>Maximisers</i>	58	4.2	45	3.6		
b.	<b>Lexical Intensifiers</b>	<b>262</b>	<b>19.0</b>	<b>187</b>	<b>15.0</b>	7.30	0.0069
	<i>Isolated modifiers</i>	83	6.0	51	4.1		
	<i>Semantic infusion</i>	90	6.5	62	5.0		
	<i>Repetition</i>	19	1.4	32	2.6		
	<i>Figurative language</i>	70	5.1	42	3.4		
c.	<b>Quantifiers</b>	<b>76</b>	<b>5.5</b>	<b>40</b>	<b>3.2</b>	8.18	0.0042
<b>Focus</b>		<b>115</b>	<b>8.4</b>	<b>85</b>	<b>6.8</b>	<b>2.12</b>	<b>0.1452</b>
a.	Sharpening	78	5.7	51	4.1	3.40	0.0651

b.	Softening	37	2.7	34	2.7	0.01	0.9394
<b>Overall Graduation</b>		<b>559</b>	<b>40.6</b>	<b>409</b>	<b>32.9</b>	<b>16.59</b>	<b>0.0000</b>

## Discussion

### 7. Patterns in Burki's and Cowasjee's Use of Graduation Resources

The results in Table 2 reflect that Burki and Cowasjee have used a variety of graduation resources with great mastery in order to intensify their attitudinal positioning in journalistic discourse. The skillful use of graduation resources reflects distinctive writing flavor and unique authorial voice of the writers, which enable them to convey their stance with greater or lesser degrees of positivity or negativity by adjusting the degree of Affect, Judgement and Appreciation. The patterns in the use of graduation resources for scaling of Attitude and its various sub-categories highlight following similarities and differences in attitudinal positioning of Burki and Cowasjee, illustrated with annotated examples from the data. The list of annotation keys and abbreviations is attached at **Appendix 1**.

#### 7.1 Burki's More Forceful Attitudinal Positioning through Graduation

The results of data analysis depict that there is a significant difference ( $X^2=16.59$ ,  $p<=.0001$ ) in the overall use of graduation resources by the two writers to construct their political stance through attitudinal positioning. As illustrated in Table 2, Burki has constructed his political stance with more vigour and emphasis, as he has used graduation resources for scaling 40.6% of his overall attitudinal lexis (N=559) whereas Cowasjee has used graduation resources for scaling 32.9% of his overall attitudinal lexis (N=409). The results suggest that Burki has used graduation resources more frequently as compared to Cowasjee to intensify and strengthen his political stance through lexical choices. The following annotated example depicts Burki's use of graduation resources to intensify his judgement about the disappointed performance of PPP leader Benazir Bhutto (Ex 1).

[Ex 1] *It was a horrifying <sup>[Grad.Lex.Iso]</sup> waste <sup>[J.Cap:-ve]</sup> of opportunity, talents and a colossal <sup>[Grad.Quan]</sup> let-down <sup>[J.Cap:-ve]</sup>.*

However, he has used graduation resources to intensify positive attitudinal lexis of capacity in the following example to praise PPP leader Zulfikar Ali Bhutto for his excellent diplomatic skills and leadership qualities during Simla Pact agreement talks (Ex 2).

[Ex 2] *This was diplomacy <sup>[J.Cap:+ve]</sup> at its best <sup>[Grad.Gram.Max]</sup>. Mr Bhutto had carefully <sup>[Grad.Lex.Iso]</sup> planned <sup>[J.Cap:+ve]</sup> and beautifully <sup>[Grad.Lex.Iso]</sup> timed <sup>[J.Cap:+ve]</sup> the initiative.*

Cowasjee has also used a string of negative graduation and attitude resources in the following example to strongly criticize Pakistan Muslim League (PML) leader Nawaz Sharif and his government for disappointed performance (Ex 3):-

[Ex 3] *There are now ... more <sup>[Grad.Quan]</sup> hungry mouths to feed <sup>[App.Val:-ve]</sup>, a galloping <sup>[Grad.Lex.Iso]</sup> two-digit inflation <sup>[App.Val:-ve]</sup>, a destroyed <sup>[App.Val:-ve]</sup> stock market, a shattered <sup>[App.Val:-ve]</sup> <sup>[Grad.Lex.Inf]</sup> economy ... and greater <sup>[Grad.Gram.Deg]</sup> indebtedness <sup>[App.Val:-ve]</sup>.*

## 7.2 Significant Difference in the Use of Graduation Resources of Force

The further analysis of data depicts that both Burki and Cowasjee have predominantly used graduation resources of Force for appraisal of attitudinal lexis as compared to graduation resources of Focus. The results highlight a significant difference ( $X^2=12.03$ ,  $p=.0005$ ) in the use of graduation resources of Force: Burki has used these resources for scaling 32.2% of his overall attitudinal lexis (N=444) whereas Cowasjee has used it for scaling 26.1% of his overall attitudinal lexis (N=324). Moreover, the results reflect some similarities and differences in the use of various categories and sub-categories of Force i.e. *Grammatical Intensifiers*, *Lexical Intensifiers* and *Quantifiers* for graduation of attitudinal lexis by Burki and Cowasjee, which have been elaborated in succeeding paras with annotated examples from the collected data.

## 7.3 Contrast in Depicting Subjectivity through Lexical Intensifiers

Lexical intensifiers are the most frequently used graduation resources of Force in the selected journalistic writings of both Burki and Cowasjee. These intensifiers are highly attitudinal in nature and reflect greater investment and subjectivity of the writers to construct their stance with more emphasis. However, the statistical results depict a significant difference ( $X^2=7.30$ ,  $p=.0069$ ) in the use of lexical intensifiers by the two writers: Burki has used these intensifiers to graduate 19.0% of his overall appraisal resources (N=262) whereas Cowasjee has used it to graduate 15.0% of his overall appraisal resources (N=187). It reflects that Burki has used these intensifiers more frequently as compared to Cowasjee.

Lexical intensifiers may be realized through four modes i.e. isolated lexical modifiers, semantic infusion, repetition and use of figurative metaphors. The following example depicts Burki's use of attitudinal resources with semantic infusion and figurative metaphors for scaling of negative appraisal resources to intensify his criticism of the behaviour and role of politicians, judges, bureaucrats and journalists in the national politics of Pakistan (Ex 4).

[Ex 4] *One is not referring to **crooked** [J.Ver:-ve] [Grad.Lex.Inf] politicians, **rotten** [J.Pro:-ve] [Grad.Lex.Inf] judges and bureaucrats, or to **prostitutes in journalism** [J.Pro:-ve] [Grad.Lex.Fig].*

Cowasjee has also used semantic infusion and isolated lexical intensifiers in the following example to criticize the rash tendencies and policies of President Gen Musharraf, which led the country to havoc (Ex 5).

[Ex 5] *Pervez Musharraf had politically **suicidal** [J.Ten:-ve] [Grad.Lex.Inf] tendencies, and we now **wallow in** [Aff.Hap:-ve] [Grad.Lex.Inf] the **horrible** [Grad.Lex.Iso] **mess** [App.Val:-ve] he left behind.*

Similarly, the following example depicts Cowasjee's use of isolated lexical modifiers for intensification of his implicit judgement on manipulation of results by Shaukat Aziz and Gen Musharraf during the election process (Ex 6).

[Ex 6] *His (Shaukat Aziz's) election as prime minister ... was **competently** [Grad.Lex.Iso] **stage-managed** [J.Pro:-ve] .... Shaukat has been **duly** [Grad.Lex.Iso] **installed** [J.Pro:-ve].*

## 7.4 Similarities in Use of Grammatical Intensifiers

Grammatical Intensifiers have been used less frequently as compared to lexical intensifiers in the selected journalistic writings of both Burki and Cowasjee. The statistical results reflect that

there is no significant difference ( $X^2=0.1$ ,  $p=.9194$ ) in the use of grammatical intensifiers by the two writers. Burki has used these intensifiers to up-scale or downscale 7.7% of his overall appraisal resources (N=106) whereas Cowasjee has used grammatical intensifiers to up-scale or downscale 7.8% of his overall appraisal resources (N=97) for shaping the attitudinal positioning. It suggests that both the writers have used almost equal number of grammatical intensifiers for scaling of attitudinal qualities and processes. Moreover, both the writers have used about half of the grammatical intensifiers to show the upper-most end of the scale of intensification, called as 'maximisers'. The maximisers convey hyperbolically strong investment and subjectivity of the writers or speakers in construction of their political stance through attitudinal positioning.

In the following examples, Burki has used maximisers to intensify his praise and criticism of various political leaders. He has used maximisers to intensify his criticism of PMLN leader Nawaz Sharif for creating a powerful mafia to control the political landscape in Pakistan (Ex 7) and to intensify his criticism of Gen Ayub Khan by highlighting dissatisfaction of the people about his governance (Ex 8).

[Ex 7] *The Sharifs created the most <sup>[Grad.Gram.Max]</sup> **powerful mafia** <sup>[App.Val:-ve]</sup> ever assembled.*

[Ex 8] *People in the cities were thoroughly <sup>[Grad.Gram.Max]</sup> **fed up** <sup>[Aff.Sec:-ve]</sup> with the Ayub regime.*

Similarly, Cowasjee has used grammatical intensifiers to strengthen his criticism about the dishonesty and cunningness of beauracrats (Ex 9).

[Ex 9] *Many (beauracrats were) even more <sup>[Grad.Gram.Deg]</sup> **wily and smarmy** <sup>[J.Pro:-ve]</sup> than their political masters.*

## 7.5 Burki's More Frequent Use of Figurative Metaphors

Another important difference in attitudinal positioning of the two writers is the more frequent use of figurative metaphors i.e. metaphors, similes, hyperbole and idioms, etc by Burki for emphasizing his political stance. The statistical results highlight that Burki has used figurative metaphors to graduate 5.1% of his overall appraisal resources (N=70) whereas Cowasjee has used these metaphors to graduate only 3.4% of his overall appraisal resources (N=42). Hence, the results depict that Burki's attitudinal positioning has more vigour and intensity, as he has constructed his political stance by using figurative metaphors more frequently. The following example depicts Burki's use of figurative metaphors to intensify his criticism of the judiciary by calling it as Kangaroo courts. He has also expressed his strong criticism of the Supreme Court Judge (later Chief Justice) Nasim Hasan Shah by calling him as Tarzan of integrity (Ex 10).

[Ex 10] *Then they organized his **judicial murder** <sup>[App.Val:-ve]</sup> with the **connivance of** <sup>[J.Ver:-ve]</sup> Maulvi Mushtaq's Kangaroo court <sup>[App.Val:-ve]</sup> <sup>[Grad.Lex.Fig]</sup> at Lahore ... and his three Punjabi colleagues, including that **Tarzan of integrity** <sup>[J.Pro:-ve]</sup> <sup>[Grad.Lex.Fig]</sup>, Nasim Hasan Shah.*

Similarly, the following example depicts Cowasjee's use of figurative metaphors to intensify his criticism of Benazir Bhutto's spouse Asif Ali Zardari in an implicit manner to highlight his dishonest behaviour and manipulation of medical reports for political purposes (Ex 11).

[Ex 11] *We now have him (Asif Zardari) with us as fit as a fiddle <sup>[J.Ver:-ve] [Grad.Lex.Fig]</sup>, as sharp as a knife <sup>[J.Ver:-ve] [Grad.Lex.Fig]</sup> and absolutely <sup>[Grad.Sharp]</sup> on the ball <sup>[J.Ver:-ve]</sup>.*

## 7.6 Quantifiers as the Least Used Graduation Resources of Force

Quantifiers are the least frequently used graduation resources of Force in selected journalistic writings of Burki and Cowasjee. The statistical results, however, reflect that there is a significant difference ( $X^2=8.18$ ,  $p=.0042$ ) in the use of quantifiers by the two writers. Burki has used quantifiers to graduate 5.5% of his overall appraisal resources (N=76), whereas Cowasjee has used quantifiers to graduate only 3.2% of his overall appraisal resources (N=40) to intensify their attitudinal lexis about various political players. The following example depicts Burki's use of quantifier for intensifying his feelings of anxiety about decline in political system of Pakistan due to martial law in 1977 (Ex 12).

[Ex 12] *The enormity <sup>[Grad.Quan]</sup> of the decline <sup>[App.Val:-ve]</sup> becomes clear when one recalls the state of the nation before ... 1977.*

Cowasjee has also used a quantifier in the following example to show deep dissatisfaction and anger of the masses against Gen Musharraf for making a political deal with Benazir Bhutto, which led to closing of corruption cases against her and her spouse (Ex 13).

[Ex 13] *The deal <sup>[App.Val:-ve]</sup>, involving killing corruption cases ... against Benazir (Bhutto) has aroused much <sup>[Grad.Quan]</sup> public ire <sup>[Aff.Sec:-ve]</sup>.*

## 7.7 Similarities in Use of Graduation Resources of Focus

The analysis of data in Table 2 depicts that both Burki and Cowasjee have used graduation resources of Focus less frequently as compared to Force for scaling attitudinal lexis in their selected journalistic writings. It depicts that there is no significant difference ( $X^2=2.12$ ,  $p=.1452$ ) in the use of graduation resources of Focus by the two writers. Burki has used these resources for scaling 8.4% of his overall attitudinal lexis (N=115) whereas Cowasjee has used these resources for scaling 6.8% of his overall attitudinal lexis (N=85). Moreover, both Burki and Cowasjee have used sharpening resources more frequently as compared to softening resources to strengthen their political stance through attitudinal positioning by using various sharpening devices such as boosters, intensifiers and amplifiers. However, both the writers have used softening resources less frequently such as 'hedges' and 'vague language' for graduation of appraisal resources. In the following example, Burki has used resources of prototypicality to sharpen his praise for military ruler Gen Ayub Khan by highlighting his determination and keenness for improving the quality of his governance for the betterment of the nation (Ex 14).

[Ex 14] *Gen (Ayub Khan) was genuinely <sup>[Grad.Sharp]</sup> keen <sup>[J.Ten:+ve]</sup> on his good governance.*

Cowasjee has used resources of preciseness in the following example to sharpen his criticism of the social environment, where the people have expressed their unabated hatred towards America in the same way as they had expressed their hatred towards India forty years ago in 1971 (Ex 15).

[Ex 15] *Forty years later, the nation is in a similar <sup>[Grad.Sharp]</sup> frenzy <sup>[Aff.Sec:-ve]</sup>.*

Similarly, the following example depicts Burki's use of softening resources to condemn greed and lust of Benazir Bhutto's husband Asif Ali Zardar for power and money (Ex 16).

[Ex 16] *All because of her husband's manipulation of power* <sup>[J.Ver:-ve]</sup> for personal gain and a seemingly <sup>[Grad.Soft]</sup> *insatiable appetite* <sup>[J.Pro:-ve]</sup>.

## 8. Conclusion

The findings also highlight that Martin & White (2005) Appraisal Theory provides a comprehensive framework for appraisal of graduation resources in journalistic writings. In addition, the annotation of data through UAM Corpus Tool has made the appraisal of graduation resources more objective, accurate and systematic in the current study. Based on statistical results and annotated examples, the findings of the study reflect important similarities and differences in the use of graduation resources by Burki and Cowasjee that shape their attitudinal positioning in journalistic discourse. Firstly, both the writers have skillfully used a variety of graduation resources to intensify their attitudinal lexis in journalistic discourse. However, Burki has used these resources more frequently as compared to Cowasjee. Secondly, both Burki and Cowasjee have predominantly used graduation resources of Force as compared to resources of Focus. Thirdly, there is contrast in the use of lexical intensifiers by the two writers: Burki has used more lexical intensifiers as compared to Cowasjee for scaling of attitudinal lexis through various modes such as isolated modifiers, semantic infusion, figurative metaphors, etc. As lexical intensifiers are more subjective and attitudinal in nature, the analysis depicts that Burki has intensified his attitudinal resources with a higher degree of investment and subjectivity as compared to Cowasjee. Fourthly, there are also some similarities in the use of grammatical intensifiers as both the writers have used almost equal number of these intensifiers for scaling of attitudinal qualities and processes. Lastly, there are also some similarities in the use of graduation resources of Focus by the two writers as they have used resources of Focus less frequently as compared to Force.

The findings of the study are of great value as it elaborates the use of various graduation resources by the prominent writers for shaping their attitudinal positioning, illustrated with annotated examples from the collected data. Moreover, these findings would be of great significance for language students, mass media students, journalists and general readers, as it would also help them to understand the various techniques and biases of different writers while reading their articles. It would help them to use appropriate graduation resources for intensifying their stance and point of view in academic, social or journalistic writing. The appropriate use of various graduation resources would not only shape their attitudinal positioning, but it would give a distinctive flavour to their writing style.

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