

التحليل التقييمي لمراجعات كتب أدبية مختارة باللغتين الانكليزية والعربية

أ.م.د. ظاهر جعفر خزعل

جامعة البصرة - العراق

الملخص:

هدفت هذه الدراسة إلى استقصاء استخدام اللغة التقييمية في مراجعات الكتب الأدبية باللغة الإنكليزية واللغة العربية. ولتحقيق هذا الهدف، تم تبني نموذج نظرية التقييم الذي طوره مارتن ووايت (2005) وقد جرى تدقيق توزيع الأنظمة الثلاثة لنظرية التقييم، وهي: الموقف والانخراط والتدرج من خلال تحليل مدونة لغوية تضم عشر مراجعات لكتب أدبية كُتبت خمس منها كتبها كُتّاب باللغة الإنكليزية، وخمس أخرى كتبها كُتّاب باللغة العربية. أظهرت النتائج أن المراجعين في كلتا اللغتين يوظفون موارد التقييم بصورة مكثفة للتعبير عن التقييم، وإبراز الموقف، وإشراك القراء. ومع ذلك، فقد أظهرت المراجعات العربية، مقارنةً بالمراجعات الإنكليزية، معدلاً إجمالياً أعلى في استخدام عناصر التقييم، مما يشير إلى تفضيل أكبر للتقييم الصريح والانخراط التفاعلي مع القارئ. كما تبين أن الموقف هو أكثر فئات التقييم استخداماً بين الأنظمة الثلاثة في كلتا المدونتين، وهو ما يعكس تركيز المراجعين على التقييمين العاطفي والجمالي. وعلاوة على ذلك، كانت عناصر الموقف هي الأكثر توظيفاً، حيث برز التقدير بوصفه الفئة الفرعية الأكثر هيمنة بين عناصر التقييم. وفي المقابل، جاء الانخراط في المرتبة الأخيرة من حيث التكرار، مما يدل على محدودية نسبية في استخدام المواقف الحوارية وطرح وجهات النظر البديلة. كما كشف التحليل عن وجود فروق في درجة الشدة والتمثيل البلاغي للمعاني التقييمية، وهو ما يعكس تأثير الأعراف اللغوية والممارسات الكتابية الاجتماعية والثقافية في النقد الأدبي في كلتا اللغتين. وتبرز النتائج إمكانية تطبيق نظرية التقييم على مراجعات الكتب الأدبية في كلٍّ من اللغتين العربية والإنكليزية، كما تقدم دلالات تطبيقية مهمة في مجالات تحليل الخطاب، ودراسات الترجمة،

وتعليم الكتابة الأكاديمية، من خلال تعزيز فهم اللغة التقويمية وآليات تبني المواقف عبر السياقات اللغوية والثقافية المختلفة.
الكلمات المفتاحية: نظرية التقويم، الموقف، الانخراط، التدرج.

Appraisal Analysis of Selected Literary Book Reviews in English and Arabic

Asst. Prof. Dr. Dhahir Jafar¹

Abstract

This paper aimed at investigating the use of evaluative language in English and Arabic literary book reviews. To this end, Martin and White's (2005) model of Appraisal Theory was adopted. The distribution of the three appraisal systems attitude, engagement, and graduation were scrutinized by analyzing a corpus of ten literary book reviews, five of which were written by English writers and five of which were written by Arabic writers. The findings indicated that reviewers in both languages functionalize appraisal resources extensively to express evaluation, stance, and engage readers. However, as compared to English reviews, Arabic reviews show a higher overall frequency of appraisal resources, indicating a stronger preference for explicit evaluation and interpersonal involvement. Attitude is the most commonly used category among the three appraisal systems in both corpora, indicating the reviewers' focus on affective and aesthetic evaluation. Furthermore, the attitude resources were the most frequently utilized, with appreciation emerging as the dominant subcategory of appraisal resources. Conversely, engagement occurs least frequently, indicating a comparatively limited use of dialogic positioning and alternative perspective. The analysis also reveals differences in the intensity and rhetorical realization of evaluative meanings, reflecting the influence of linguistic conventions and sociocultural writing practices on literary criticism in the two languages. The results show how Appraisal Theory can be applied to literary book reviews in both Arabic and English. They also offer practical implications for discourse analysis, translation studies and academic writing instruction by enhancing understanding of

¹ University of Basra, College of Arts, Department of Translation

evaluative language and stance-taking across linguistic and cultural contexts.

Keywords: Appraisal Theory, Attitude, Engagement, Graduation.

1. Introduction:

The book review is one of the major scholarly genres in which scholars present new publications to the readers, evaluate their scholarly contribution, and participate in scholarly debate. Instead of just describing the content of a certain book, the reviewer critically evaluates the arguments, methodology, novelty, strengths, and weaknesses of a publication while positioning themselves relative to the author and the scholarly community. As a result, the book review serves both an informative and persuasive function because it guides the reader's opinion and helps to produce and distribute scholarly knowledge (Hyland, 2004; Motta-Roth, 1998; Oinas & Leppälä, 2013).

As an evaluative genre, book review relies considerably on interpersonal language to express praise, criticism, gratitude, and recommendation. Book reviewers position themselves relative to the work under scrutiny as they at the same time follow discipline-specific standards of objectivity and propriety. In the course of doing so, they form relationships both with the author of the book and potential readers. It is this interpersonal aspect that makes book reviews especially suitable for analyzing the encoding of attitudes in language (Hyland, 2005; Su, 2020).

The importance of book reviews goes well beyond the review of a particular publication. For scholars, book reviews offer scholarly validation and useful feedback that can improve future studies in their academic work. In terms of the reader, book reviews help in making an informed judgment since they contain short evaluations of the contents of a book and its value to a particular field. From the discipline perspective, book reviews help to create scholarly discourse, facilitate intellectual exchange and advance knowledge in academics (Hyland, 2004; Paltridge, 2017).

The linguistics of evaluation has garnered much academic interest in terms of the Appraisal Theory, which is established within Systemic Functional Linguistics (SFL) (Martin & White, 2005). Appraisal theory presents an overall system for studying interpersonal meaning by explaining the ways in which writers and speakers express their attitudes, negotiate stances, and identify with or against their audience. The system is made up of three components, namely: Attitude, which focuses on the

communication of emotions, ethical and aesthetic values; Engagement, which studies how authors recognize opposing views and create dialogue space; and Graduation, which involves the gradation of evaluative meaning (Martin & White, 2005).

The concept of Appraisal Theory has also been extensively used since its formulation to study evaluative language in different types of discourse genre such as newspaper editorials, political speeches, research papers, online product reviews, literary criticism, and academic writing (Hood, 2010; Martin & Rose, 2021; Ngo & Unsworth, 2015; White, 2015). In recent years, Appraisal Theory has been employed more often by researchers to analyze the use of evaluative language in academic review genres, where the reviewers have been found to effectively use appraising resources to assert their authority, criticize diplomatically, and bargain disciplinary values (Su, 2020; Wu, 2021; Xie & Wu, 2022). Such research has revealed the role of evaluative language in the persuasive nature of academic reviews as well as the variation in appraising resources based on the disciplinary context.

Although a considerable amount of research has been conducted regarding the use of appraisal resources in English academic discourse, very little has been done with regards to book reviews in literature. Most of the earlier studies of evaluative discourse in Arabic language were primarily focused on media discourse, political communication, religion, and translation, with very little attention paid to book reviews (Alhumsi, 2021; Al-Momani & Al-Rousan, 2020; Hussein, 2023). Moreover, not much research has been conducted regarding the comparison of the two languages with regard to how reviewers use appraisal resources for their evaluations. This is significant since the two languages belong to different rhetoric traditions and cultural practices.

Studying appraisal resources through the examination of literary book reviews both in English and in Arabic can help us understand the realization of evaluative meaning from linguistic point of view in different languages and cultures. Not only would this study add to the increasing number of studies carried out on appraisal, but it would also show us the way reviewers use rhetorical means to show their appreciations, criticisms, agreements, and recommendations. Furthermore, such a cross-cultural study might help us discover similarities and differences between the uses of different resources.

The current research adopts the Appraisal theory by Martin and White (2005) to investigate the appraisals resources in literary book reviews written in English and Arabic languages. This research focuses on the use of attitude, engagement and graduation for (a) evaluation construction, (b) interpersonal relations negotiation, and (c) critical evaluations delivery. Through the comparison between the two languages in terms of appraisal use, the researcher aims to contribute to the existing literature regarding the discourse of evaluation, cross cultural pragmatics, and Systemic Functional Linguistics. With regard to the above discussion, the following research questions are presented:

1. In what ways are the appraisal resources Attitude, Engagement, and Graduation employed in literary books' reviews in both English and Arabic?
2. What are the similarities and the differences in terms of the use of appraisal resources between literary book reviews in English and Arabic?
3. How can the appraisal resources build up evaluation, interpersonal positioning, and persuasion in English and Arabic literary books' reviews?

2. Theoretical Framework

2.1 Evaluative Discourse

"Evaluation is one of the most important characteristics of academic discourse, which allows one to express attitude towards something, construct knowledge, and relate oneself to previous research," says Swales (1990:). In contrast to simple conveying of objective facts, academics constantly assess the importance, credibility, novelty, and flaws of research results. This makes evaluative language one of the key issues in discourse analysis and research on academic writing.

As indicated by Hunston & Thompson (2000), evaluation refers to "the presentation of the writer's attitude and views on people, objects, events, and propositions". Evaluation is not just the expression of personal opinions and attitudes, but also plays important roles within the social relationship between authors and readers. As noted by Hyland (2005), evaluation is an integral part of academic discourse because scholars continuously argue both for and against the ideas of their readers in order to establish authority as academics.

Book reviews are especially useful as an evaluative discourse in academia that is based on the evaluation of recent publications. According to Motta-Roth (1998), it is expected from reviewers to summarize the content of the book in question and at the same time to evaluate its merits and flaws, originality, and significance for the field. At the same time, Itakura & Tsui (2011) emphasize that the evaluation of the book is the key rhetorical role of the book review.

For Babaii (2011), book reviews are seen as the perfect choice for studying evaluation because here critics actually formulate their criticism and compliments while obeying the conventions of a discipline. In the same way, according to Suárez and Moreno (2008), book reviews are the way how researchers can formulate opinions about the usefulness of a book in contributing to a certain field of knowledge.

Evaluation is highlighted as an important feature of academic discourse in recent research studies. According to Hyland & Jiang (2021), there has been an increased use of evaluative language in current academic discourse as scholars try to engage more with their audience. Evaluation is considered by Hood (2010) as a discursal tool that enables writers to develop authority, manage relationships, and argue academically.

Over the past decade, there has been a growing number of scholarly studies dedicated to evaluative discourse in Arabic academic writing (see e.g. Al-Ali, 2022; Alhaded et al., 2022; Etaywe, 2017). Research data demonstrate that Arabic academics typically combine their critical evaluation with a polite attitude toward the works reviewed in compliance with the norms of both the field and the society (Etaywe, 2017). Hence, the evaluation in Arabic is characterized by both explicit assessment and implicit criticism (Al-Ali, 2022).

2.2 Appraisal Theory and Book Review

Appraisal Theory is one of the theories formulated by Martin and White (2005), and its formation has brought about immense development in evaluating discourse. Being an extension of Systemic Functional Linguistics, Appraisal Theory enables the evaluation of emotional states of writers, evaluation of individuals or things, negotiation of alternatives, and control of evaluation.

It is comprised of three interrelated subsystems: Attitude, Engagement, and Graduation. The first one includes Affect, Judgment, and Appreciation – that stand for emotional reaction, ethical assessment of

people's behavior and aesthetic assessment of things, text, processes correspondingly. Engagement concerns the way writers either recognize or disregard alternative voice, whereas Graduation is about the analysis of ways to intensify/soothe meanings using language means (Martin & White, 2005).

Within the various types of academic texts, book reviews prove most appropriate for Appraisal research since reviewers constantly use appraisals as they review, praise, criticize, recommend, and even question publications. According to Hood (2010), appraising language allows reviewers to combine objective and subjective evaluations and thus construct convincing academic arguments.

Babaii (2011), who used Appraisal Theory in analyzing physics book reviews, noted that reviewers were normally inclined towards impersonal criticisms while appearing objective. However, this was not always the case because sarcasm, irony, and criticisms revealed the fact that personal evaluations still emanated from the reviewers when evaluating the literature.

Engagement resources in English linguistic book reviews were investigated by Liping (2005). It was found that among the top engagement resources used by the reviewers were Counter, Concur and Endorse. It has been seen that Engagement resources were chosen selectively to serve specific communication purposes, which could be either to reinforce praise or soften criticism.

In more recent research, those applying Appraisal Theory have moved from science discourse to literary discourse as well as books reviewing. For example, Fuoli (2018) claims that appraisal resources are vital for creating the image of a reviewer's credibility and affecting readerly interpretation. Likewise, Diani (2015) shows that reviewers use Appreciation and Judgment resources for building evaluation and authority.

In Arabic studies, Martin & White's (2005) model has been increasingly utilized in examining evaluation in literary criticism, reviews in newspapers and academic language. Such studies have shown that the dominant resource type used in literary book reviews is Appreciation since the primary focus is on evaluating literary quality, style, imagination, and aesthetics. Judgment is used to evaluate writers' intelligence while Affect is infrequent in academic language owing to its formal nature.

In addition to these findings, comparative studies of English and Arabic have shown significant differences in terms of culture and how evaluations are made. English reviewers usually tend to be more direct when criticizing or being negative about something, while Arabic reviewers prefer to use mitigating and indirect means of communication when disagreeing with something.

2.3 Previous Studies

Previous studies on book reviews have mainly considered rhetoric organization, evaluative language, cross-cultural variation, and differences among disciplines.

In particular, Motta-Roth (1998) analyzed 180 book reviews from chemistry, economics, and linguistics fields according to Swales' (1990) "move" structure analysis method. Four key rhetorical moves were observed, namely introduction of the book, description of its content, presentation of specific passages and finally evaluation.

The study conducted by Suárez and Moreno (2008) on book reviews in English and Spanish literature found further rhetorical moves involved in the traditional sequence of moves. The results indicated that while English reviewers were more direct in their criticism, Spanish reviewers found indirect negative evaluation more preferable. The same findings have been obtained by Junqueira (2013) who has analyzed linguistic books written in English and Brazilian Portuguese.

Itakura and Tsui (2011) examined English and Japanese linguistics book reviews and discovered different techniques to deal with criticism. Praise was the technique used by English language book review writers to set up a cordial relationship prior to criticizing, while the Japanese linguistics book reviewers used self-deprecations, rhetorical questions, apologizing, and hinting.

According to Hyland (2004), who studied 160 book reviews from science, humanities, and social science journals, significant discipline differences existed in terms of style and content. Reviews in the humanities were longer and included criticism, whereas reviews in the sciences usually had positive reviews.

The comparison of book reviews in English, Spanish, and French was made by Salager-Meyer & Alcaraz Ariza (2004). The results of their research showed that Spanish reviewers used more criticism than other reviewers but mitigated it quite often. English reviewers were more direct

in their criticism whereas French reviewers took an authoritative stance in their style of evaluation.

The use of Appraisal Theory to study evaluative language in book reviews on physics by Babaii (2011) revealed that, although sometimes critical or sarcastic, reviewers tend to remain objective. This study shows how Appraisal Theory can be used to analyze interpersonal meaning in academic evaluations.

Since Martin and White's (2005) model was popularized, a growing body of literature on evaluative resources has emerged from many different genres in academic discourse. According to Hood (2010), Diani (2015), and Fuoli (2018), Attitude, Engagement, and Graduation are useful concepts for analyzing the construction of evaluation by reviewers.

The research on the Arabic language has also seen some expansion. Al-Hindawi and Alkhazaali (2017), Al-Ali (2016) and Al-Qahtani (2020) have used Appraisal Theory to study Arabic literature and academia and have found that the most common type of appraisal is appreciation, then judgment, with affect occurring rarely. These researchers have found out that the Arabic reviewers usually make indirect evaluations because of their rhetorical culture and politeness norms.

While all of these studies have made important contributions to the field, relatively few comparative studies have been conducted in order to analyze the application of Appraisal Theory in literary book reviews in English and Arabic. This is due to the fact that previous research has mainly focused on the rhetoric structure of the reviews or on academic book reviews within the sciences. Hence, there is still a necessity for conducting comparative studies which analyze the use of Attitude, Engagement, and Graduation resources by English and Arabic literary reviewers.

3. Methodology

3.1 Research Design

The current research utilized the qualitative comparative research method combined with descriptive quantitative analysis. It was only through this combined methodology that the researcher was able to examine how appraisals were used in English and Arabic book reviews for literature and determine the frequency and distribution of appraisals between the two languages. While qualitative analysis involved the interpretation of evaluative meaning in context, quantitative analysis allowed the description of the frequency of the appraisals.

3.2 Corpus Description

Corpus included ten literary reviews, evenly divided into English and Arabic. Five literary reviews were written in English by native speakers of English, while the other five literary reviews were written in Arabic by native speakers of Arabic. The selected texts are authentic examples of literary reviews published in reliable sources of literature.

Several criteria were used to ensure uniformity in the construction of the corpus. First, all reviews were chosen from the same discipline – literature – to eliminate differences in evaluative language across disciplines. Second, only reviews written by one author each were selected to avoid inconsistency caused by joint writing. Third, reviews of comparable length were selected in order to avoid the impact of the size of the text on the frequency of use of evaluation resources. Fourth, all selected reviews were complete reviews, not fragments to maintain the structure of the discourse.

Thus, the constructed corpus included ten literary reviews that became the main source of comparative discourse analysis.

3.3 Theoretical Framework

This analysis was performed using the Appraisal Theory of Martin and White (2005), an approach that builds on the Systemic Functional Linguistics of Halliday by offering a complete framework for examining the interpersonal meanings contained in discourse. This theory accounts for how speakers of a language use language to evaluate and position themselves.

The Appraisal system has been found to be made up of three interrelated systems by Martin & White (2005).

Attitude deals with feelings, values judgments and aesthetic judgments. This is further broken down into:

Affect, Judgment and Appreciation.

Engagement involves the way the writer deals with other people's opinions either by acknowledging, endorsing or challenging their views.

Graduation is concerned with the extent of intensification/attenuation of evaluations.

The model allows scholars not only to look into what is evaluated by the writers but also how strong the evaluation is, as well as where the writer situates him/herself among other voices in the discourse. Thus, it

becomes a useful tool for analyzing the parallels between English and Arabic literary book reviews.

The following table is the modified version of the one provided by Martin and White (2005). It shows the appraisal system along with the subcategories and their functions.

Appraisal System	Subcategories	Function
Attitude	Affect, Judgment, Appreciation	Expresses emotions, ethical judgments, and evaluations of people, objects, events, and phenomena.
Engagement	Monogloss, Heterogloss	Examines how writers acknowledge, endorse, reject, or negotiate alternative viewpoints.
Graduation	Force, Focus	Measures the intensity, strength, or sharpness of evaluative meanings.

Table 3.1 Appraisal Theory (Martin & White, 2005)

3.4 Procedures of Data Collection

The corpus was selected using purposive sampling with the help of pre-set selection criteria. Each review was sourced from trustworthy literary or scholarly sources and transcribed into readable textual form. These texts were then read several times to ensure that they were familiar regarding their structure prior to coding.

At the first stage of coding, all examples of appraisal were identified manually following the framework suggested by Martin & White (2005). Special emphasis was put on lexical, grammatical and discourse markers that expressed evaluative meaning. Each example of appraisal was then coded into one of the three appraisal systems along with its subtypes.

3.5 Data Analysis

Data analysis has been carried out in two different yet complementary phases. The first phase of analysis entailed an investigation of every literary book review where the linguistic manifestation of resources of Attitude, Engagement, and Graduation has been studied. The objective of the analysis here was to interpret the way in which the evaluative meaning has been construed within its textual environment.

In the second phase of analysis, the frequencies of occurrence of the different categories of appraisals have been calculated for both the English and Arabic corpora and their distribution pattern has been

computed. Tables have been drawn up based on the frequency counts for comparative analysis between the two corpora.

Finally, the results of both the corpora have been compared to bring out similarities and differences in the use of appraisal resources.

3.6 Instrument of Analysis

The main tool used to analyze data in this paper is The Appraisal Framework suggested by Martin & White (2005). The Appraisal Framework provides a systematic method for the detection of interpersonal meaning contained within discourse via an examination of evaluative language.

The tool allowed for all expressions to be categorized under any of the three appraisal systems—attitude, engagement, or graduation, and then into the sub-categories that relate to these three categories. It was an effective process in coding and helped in making qualitative and quantitative analyses of appraisal resources in both languages English and Arabic.

4. Results Analysis and Discussion

In this section, the researcher examines and highlights some of the main findings that have been observed regarding the styles of English and Arabic writing and how they differ as evident in book reviews and writings of the authors.

Example 1 مراجعة رواية " موت صغير" للكاتب محمد حسن علوان (See Appendix 1)

It could be clearly observed in this case that the literary book review text is based on the positive assessment of the novel which is an indication of the categories of attitude of appraisal theory and numerous appreciation aspects were incorporated into this literary book review in order to attract the attention of the readers to the content of the novel. This statement can be elaborated in the following examples derived from the text:

، (engagement/ attribution) في هذه الرواية الحائزة على الجائزة العالمية للرواية العربية يغوص الكاتب ببراعة (appreciation/ valuation) يقدم سيرة روائية متخيلة (appreciation/ reaction) (رحلة روحانية و فلسفية مذهلة، Appreciation/ Reaction)، (Appreciation/ composition)، تمتد من الاندلس وحتى المشرق (Graduation/force) مذهلة () تركيزه على ابن عربي (appreciation/ reaction) (اللافت في العمل (Appreciation/ composition)، حيرته (Affect/insecurity)، بقلقه (appreciation/ valuation) الانسان (Affect / insecurity) (، صراعاته النفسية (Affect/ unhappiness) ، ألمه (Affect/ insecurity) (، الرواية مليئة بالروحانيات (Appreciation/valuation) ، مبتعداً عن القوالب الجاهزة ()

(, تأسر القراءة (appreciation/ reaction) ، بلغة لافتة (Appreciation / composition))
 .) Appreciation/ reaction(

This is clearly evident in the attitude categories where appreciation is more predominant evaluative resources in appraising theories compared to other resources. The reviewer is characterized by Appreciation at (71.4%) which shows that the reviewer mainly evaluates the literary aspects of the novel as opposed to evaluating the author and other people. The realization of appreciation is evident in some positive evaluations such as "تأسر" , "ببراعة" , "رحلة روحانية وفلسفية مذهلة" , "اللافت في العمل" , "لغة لافتة" and "القراءة".

The affect category (28.6%) is evident from the mention of the feelings experienced by Ibn Arabi "فلقه، حيرته، ألمه، صراعاته النفسية". Even though these feelings are associated with the fictional character rather than the reviewer, they are still part of the review since they help show the passionate level of the book. There is no mention of the judgment category since the reviewer does not judge anyone morally or ethically.

Concerning graduation, The review has very few resources of Graduation. The use of Force can be found only once by means of the adjective "مذهلة" to reinforce the positive evaluation of the spiritual and philosophical journey. No instances of Focus can be found as the reviewer does not modify category boundaries. This shows that the review uses more lexical evaluation rather than intensification. With regard to engagement, there is only one instance of Engagement in the review. The expression "الحائزة على الجائزة العالمية للرواية العربية عام 2017" is used as Attribution referring to some external authority (International Prize for Arabic Fiction). This assumption can be supported with the help of the following table:

Type of appraisal resources	Sub-types of appraisal resources	No. of appraisal resources	Frequency	Percent
Attitude	Affect	4	4	28.6%
	Judgment	0	0	0%
	Appreciation	10	10	71.4%
Total		14	14	100%
Graduation	Force	1	1	100%
	Focus	0	0	0%
Total		1	1	100%
Engagement	Entertain	0	0	0%
	Attribution	1	1	100%
	Proclaim	0	0	0%
	Disclaim	0	0	0%
Total		1	1	100%

Table (1): Appraisal resources in Arabic literary book reviews

In conclusion, it can be said that the resources used in the appraisals prove that the review is mostly positive and concentrates on praising the artistic qualities, storytelling style, and spiritual atmosphere of the novel. The emotional meanings are incorporated into the review through the description of the main character's psychological states and contribute to the review but do not change the direction of the evaluation of the work. The use of Graduation and Engagement resources in the review is limited as the author prefers to use the plain evaluative statements.

Example 2: Review of “ The Invisible Man” novel by Ralph Ellison (See Appendix 2)

According to the above illustration of literary book review text written in English (Appendix 2, Example 1), like the first illustration of literary Arabic book review, the reviewer of the book is concentrated on the positive evaluation of the novel. This can be seen through the attitude of appraisal category in the evaluation theory, where lots of appreciation expressions were utilized in this literary book review text in order to attract the attention of the reader towards the novel's contents. This point will be clarified in the following examples of text:

The phrase "monumental novel" is used by the reviewer in the appreciation/valuation of the novel. On the other hand, the phrase "remains a master-class" is used by the reviewer in an attempt to show the style of the writer with the intent of evaluating the novel.

Third example “brilliantly dissects” (Appreciation/valuation), in which the reviewer commends the writer on his writing skills of the story. In fourth example “the invisibility imposed by societal prejudice” (Judgment), the reviewer provides the reader with an unfavorable evaluation of the social condition. Following the same concept, the fifth phrase “surreal” (Appreciation/positive reaction), the reviewer gives a positive evaluation of social condition.

In contrast, the sixth phrase “surreal, jazz-like prose” (Appreciation/composition), the reviewer provides the reader with a positive evaluation of the stylistic feature and the composition of the novel. In addition, in the seventh phrase “profound psychological depth” (Appreciation/valuation), the reviewer offers the reader an assessment of the profound theme of the novel. In the eighth phrase in this review “towering achievement” (Appreciation/valuation), the reviewer provides the reader with a positive evaluation of the significance of this novel to appreciate its style. Finally, in the last phrases “racially turbulent streets,” the reviewer gives a negative evaluation to the readers.

Applying the framework of appraisal theory to the resource analysis of this literary book review, it would be safe to say that the review is characterized by Appreciation, as it analyzes the quality, value, and composition of the novel. There is no indication of Affect and one indication of Judgment.

Conclusion The review can be described as having a highly positive evaluative position with Appreciation being the prevalent attitude resource (88.9%) due to the emphasis of the critic on the artistic merit of the novel. The attitude resource Judgement appears just once in the criticism when the reviewer judges social prejudices that are shown in the novel. There is no use of Affect.

Graduation Resources: All the resources mentioned fall under Force, which means that the reviewer increases the level of approval by using highly evaluative lexical items like monumental, brilliantly, profound, and towering. There are no Focus resources because the reviewer does not alter the classification boundaries.

With regard to Engagement, the review makes use only of Proclaim, expressing its judgments as firm and authoritative as opposed to tentative and dialogic. The lack of Entertain, Attribution, and Disclaim indicates that there is only one voice being expressed by the reviewer

without taking into consideration any other voices or referencing other authorities.

In all, the above appraisal profile clearly shows that the present literature review is making use of positive Appreciation, strong Graduation by force and commanding Proclaiming appraisal approach in an attempt to convince the reader of the novel's superior literary quality. These appraisal resources can be demonstrated as follows:

Type of appraisal resources	Sub-types of appraisal resources	No. of appraisal resources	Frequency	Percent
Attitude	Affect	0	0	0%
	Judgment	1	1	11.1%
	Appreciation	8	8	88.9%
Total		8	8	100%
Graduation	Force	6	6	100%
	Focus	0	0	0%
Total		6	6	100%
Engagement	Entertain	0	0	0%
	Attribution	0	0	0%
	Proclaim	1	1	100%
	Disclaim	0	0	0%
Total		1	1	100%

Table (2): Appraisal resources in English literary book reviews
Example 3: للكاتب نجيب محفوظ "ملحمة الحرافيش" مراجعة رواية

In this sample of literary book review, the reviewer of the book concentrates more on the positive appraisal of the novel, which shows sub-categories of the attitude of appraisal theory wherein there was a use of many appreciating characteristics in the literary book review that would make the readers' mind focused and attentive towards the novel's content. This claim can be supported by the following examples taken from the text: (بطل خارق، العدالة و الزهد، الفساد، النفوس الطاهرة) (Affect) (عذوبة وشجناً) ، (ليست مجرد حكاية، جدارية فلسفية، تحاكي صراع الإنسان الأزلي، النموذج (Judgment) المثالي، دورة حياة، الدورات التاريخية للحضارات، لغة صوفية، تساؤلات وجودية عميقة، رمز للمسرح البشري بأكمله، الباحثون أبداً عن مخلص، رواية لا تُقرأ لمرة واحدة، تُستعاد، لفهم تقلبات (Appreciation) النفس البشرية ومصائره) .

Based on the sample taken from the text, it is clear that the review is heavily influenced by Appreciation (71.5%) which is the reviewer's assessment of the literary merit, symbolic meaning, philosophy, and artistic

value of the novel. Judgment (19%) focuses on the moral and personality aspects of the main character and his posterity. On the other hand, Affect (9.5%) remains small and consists mostly of emotional terms such as عذوبة and شجناً. This is a common trend in literary reviews since aesthetic assessment takes precedence over affective expression in this genre. Percentages of these appraisal resources can be shown in the following table:

Type of appraisal resources	Sub-types of appraisal resources	No. of appraisal resources	Frequency	Percent
Attitude	Affect	2	2	9.5%
	Judgment	4	4	11.1%
	Appreciation	15	15	71.5%
Total		21	21	100%
Graduation	Force	13	13	92.9%
	Focus	1	1	7.1%
Total		14	14	100%
Engagement	Entertain	2	2	22.2%
	Attribution	0	0	0%
	Proclaim	5	5	55.6%
	Disclaim	2	2	22.2%
Total		9	9	100%

Table (3): Appraisal resources in Arabic literary book reviews

From the table presented above, it is evident that The distribution presented in this case is very clear since it uses mostly Force (92.9%), which emphasizes the evaluation by using intensification and quantification. Words like عَمِيقَة، خارق، والأزلي، خارق، عميقة، أشبه به enhance the force of evaluation. Focus (7.1%) is used only once in أشبه به.

In addition to that, The review can be described by Proclaim (55.6%) because the reviewer offers his interpretations with great authorial conviction. Disclaim (22.2%) is revealed by the negations (ليست مجرد حكاية، ليست بقعة جغرافية) as the literal meanings are rejected and symbolic interpretations are offered instead. Entertain (22.2%) emerges from the reviewer when he provides room for interpretation with the expressions like أشبه به. There is no Attribution since there is no reference to any other critics or authorities.

Generally, it can be stated that the appraisal profile shows that the review is quite evaluative and persuasive. In addition to that, the dominance of Appreciation (71.5%) proves the focus of the review on the evaluation

of artistic, philosophical and symbolic aspects of the book and not on characters' feelings. The high rate of Force (92.9%) contributes to the above-mentioned by making the evaluative aspect more powerful because of using intensifiers and absolutes that result in expressive character of the review. Concerning the resources of Engagement, the dominance of Proclaim (55.6%) means that the reviewer does not state his/her opinions provisionally and does not use Attribution, thus the evaluation is based on the critical voice of the reviewer.

Example 4: Review of “Pride and Prejudice” by Jane Austen

In this case study on English literary book review, it is observed that the book reviewer of the novel emphasizes on the positive evaluation of the novel. This point is derived from the sub categories of attitude of appraisal theory which contains many aspects of appreciation directed to the glamorous aspects of positive evaluation of the novel in order to divert the mind of readers towards the content of the novel. This can be further illustrated by the following examples taken from the text:

The first expression "It is a truth universally acknowledged" (Engagement/ proclaim) is employed by the reviewer to analyze the value of the novel. In the second expression "good" (Appreciation/valuation), the reviewer brings to light the style of the author in order to make a positive evaluation of the narrative and its style. The third expression is "must" (Graduation/force), where the reviewer highlights the high sense of duty of the writer to the reader. The fourth expression "witty" (Appreciation/reaction) is used by the reviewer to praise positively the author's ability to write the narrative. Concerning the fifth expression "most popular" (Appreciation + Graduation), the reviewer evaluates positively the social phenomenon in the society.

In continuation with the above point, the sixth term “splendidly” (Graduation/Force), an intensive review on the quality of the novel is provided by the reviewer. On the other hand, the eighth term “civilized” (Appreciation), the reviewer provides a positive assessment of style and composition of the novel. In addition, there are other terms, “proud” (Judgment/social esteem), “prejudiced” (Judgment/ social sanction/esteem), “spirited” (Appreciation), “renowned” (Judgment/positive esteem), “declared”(Engagement/ Attribution), “most perfect” (Appreciation + Graduation), “Most characteristic” and “most eminently quintessential” are (Appreciation + Graduation), “described”

(Engagement/ Attribution), “irresistible” (Appreciation), “nearly flawless” (Appreciation + Graduation: focus/sharpening).

Based on all the above expressions, the researcher could conclude that Appreciation (76.9%) is the primary attitude resource. This particular review basically examines the literary, artistic, and stylistic merits of the novel with expressions like witty, most popular, spirited, perfect, quintessential, irresistible, and flawless. In contrast to the above, the resource of Judgment (23.1%) is found in terms like proud, prejudiced, and renowned used to describe the characters or authorities. Lastly, the Affect (0%) is not present since the review emphasizes evaluation of the novel instead of expression of personal feelings.

As far as Graduation is concerned, it is possible to observe that all gradation devices used are related to Force and expressed by means of intensification and maximization, namely must, most popular, splendidly, most perfect, most characteristic, and most eminently quintessential. All of them are aimed at increasing the positive estimation of the novel. Nearly flawless is the only device used as Focus in nearly flawless.

In the same discussion, Engagement is analyzed to reveal that the review largely depends on Attribution (66.7%) through mentioning famous literary critics who have opinions about the reviewed piece (George Saintsbury declared... and Eudora Welty described...). These sources give more authority to the review. The introductory phrase It is a truth universally acknowledged acts as Proclaim, thus, presenting the proposition as an undisputed one. There are no examples of either Entertain or Disclaim as there is great confidence in the opinion presented in the review. The usage of these appraising strategies can be shown below:

Type of appraisal resources	Sub-types of appraisal resources	No. of appraisal resources	Frequency	Percent
Attitude	Affect	0	0	0%
	Judgment	3	3	23.1%
	Appreciation	10	10	76.9%
Total		13	13	100%
Graduation	Force	6	6	85.7%
	Focus	1	1	14.3%
Total		7	7	100%
Engagement	Entertain	0	0	0%
	Attribution	2	2	66.7%
	Proclaim	1	1	33.3%
	Disclaim	0	0	0%
Total		3	3	100%

Table (4): Appraisal resources in English literary book reviews

In conclusion, it can be said that the review under consideration is largely evaluative in nature, with Appreciation being the main source of evaluation. This is common for literary book reviews since their main purpose is to evaluate the aesthetic and literary qualities of a particular piece of literature. The reviewer keeps appreciating *Pride and Prejudice* using very positive evaluative lexicon.

Force being the key element implies that the reviewer accentuates his positive reviews using superlatives such as “most perfect” and “most popular,” along with emphatic modifiers like “splendidly” and “must.”

In the Engagement system, the most common resource is Attribution because the review refers to some well-known critics to validate its arguments, thus enhancing the objective nature of its content. In addition, the first resource, Proclaim, helps build the review by starting it from an authoritative position. Generally, the review uses appraisal resources to build up the notion that *Pride and Prejudice* is a very valuable literary work.

”قنديل أم هاشم“ مراجعة رواية

5: Example للكاتب يحيى حقي

This is an illustration of the text of a book review of literature in which the book reviewer has concentrated on positive appraisals of the novel based on the subcategories of attitude of the appraisal theory in which many appreciations were functionalized in this literary book review in order to attract the minds and grab the attention of the readers towards

the novel's contents. The above argument can be made more evident through the following examples:

(، (يزدري المشاعر، الجهل، الخرافة) Affect (روحانياته، إيمان، تعاطف إنساني، العذوبة))
(، (علامة فارقة، تلخص، جوهر الصراع، المواجهة، ينسج، دراما فكرية Judgment
وإنسانية، باللغة العذوبة، لغة دافئة، متمكنة، تصوير عبقرى، نبضها، لا ينحاز، معادلة متوازنة،
) Appreciation(قاصراً، نموذج فذ، التكثيف القصصي، العمق الروحي)

As it is evident from the above-extracted examples, The review has been dominated by Appreciation (73.1%). This is due to the purpose of review as a literary assessment tool. The reviewer assesses the quality and artistic accomplishment of the novel in terms of such concepts as "علامة فارقة", "نموذج فذ", and "فارقة", "لغة دافئة", "تصوير عبقرى". As for Affect (15.4%), it has been expressed in emotional terms, such as "إيمان", "العذوبة", and "تعاطف إنساني", which highlight the emotional and spiritual aspect of the novel. As for Judgment (11.5%), there have been relatively few of them since the review was not evaluating human morality.

Regarding graduation resources, there are various examples extracted from the text:

(بضع صفحات، جوهر، باللغة، عبقرى، دافئة، متمكنة، في النهاية، متوازنة، بلا، يظل، فذ
) Focus (، (علامة فارقة، نموذج فذ) Force)

Based on these examples, it is clear that the review leans strongly toward Force (91.7%), hence making the judgment more intensified. Some of these examples include "بالغة العذوبة", "تصوير عبقرى", "جوهر الصراع", and "نموذج فذ", where the review positively evaluates the book. Focus (8.3%) is rare since the reviewer does not often make the categories clear or vague. An example would be "علامة فارقة", which makes the category of the book sharper and clear.

With respect to the evaluation resources Engagement that were derived review of the book, it is clear that these resources are lesser and include the following:

لا ينحاز، ولا، "، (Proclaim) "تعتبر، إذ، بل، في النهاية "، (Entertain)"ترى"
(Disclaim)"بلا

As it may be seen from the above statements that the review has the prevalence of Proclaim (75%) in terms of the use of language, which implies that the reviewer expresses his opinions with a lot of certainty. Statements like "تعتبر" and "بل" support the reviewer's opinion to a great extent. Entertain (12.5%) is found in the clause "ترى..." where it marks the final interpretation as one of the perspectives instead of presenting it as

an absolute truth. Disclaim (12.5%) is conveyed using "لا ينحاز" and "ولا" to counter the extremisms of blind scientism and superstition. The absence of any cases of Attribution can be explained by the fact that the reviewer has not attributed his/her interpretations to any other source.

The percent of these appraisal resource can be represented quantitatively in the following table:

Type of appraisal resources	Sub-types of appraisal resources	No. of appraisal resources	Frequency	Percent
Attitude	Affect	4	4	15.4%
	Judgment	3	3	11.5%
	Appreciation	19	19	73.1%
Total		26	26	100%
Graduation	Force	11	11	91.7%
	Focus	1	1	8.3%
Total		12	12	100%
Engagement	Entertain	1	1	12.5%
	Attribution	0	0	0%
	Proclaim	6	6	75.0%
	Disclaim	1	1	12.5%
Total		8	8	100%

Table (5): Appraisal resources in Arabic literary book reviews

Therefore, the appraisal profile for this literary review confirms the dominance of the evaluative type over the emotional and argumentative types.

Attitude: The main attitude is Appreciation (73.1%) because the reviewer focuses on the literary qualities, artistic merit, and themes of the book.

Graduation: Force dominates (91.7%) showing that there is a frequent use of graduation in order to enhance the evaluation of the novel's importance.

Engagement: The main engagement type is Proclaim (75%), demonstrating an assertive approach to evaluations, while there is no Attribution showing that the review was done only from the reviewer's perspective.

In conclusion, the appraising style can be said to be characteristic of an ideal positive literary book review where the appreciation devices are supported by powerful graduation and authoritative involvement.

Example 6: Review of “The Great Gatsby” by F. Scott Fitzgerald

As for this example of English literary book review, one can notice that the reviewer of the book puts emphasis on the positive evaluation of the novel. This conclusion is based on the subcategories of attitude of appraisal theory that contain many appreciations to direct the attention of the readers towards the flamboyant elements of the positive evaluation of the novel. One can elaborate this point through the following examples taken from the text:

The first example of “The Great Gatsby is a tragic” (Appreciation/valuation) is used by the reviewer to evaluate the worth of the novel. The second example of “exploration of the American Dream” (Appreciation/valuation) is used by the reviewer to reveal the writing style of the author in order to present a positive evaluation of the novel. Finally, the third example of “wrapped in the glamorous, excessive aesthetic of the Roaring Twenties” (Appreciation/ reaction / force / proclaim) is presented by the reviewer to appreciate the skills of the author in writing the novel.

Concerning the fourth phrase “ Narrated by Nick Carraway” (Attribution). On the same context, the fifth phrase “the story delves into the enigmatic life of Jay Gatsby” (Appreciation / force/ proclaim), the reviewer makes a negative assessment of the social situation in the review. However, on the contrary, the sixth phrase “and his obsessive love for Daisy Buchanan” (Appreciation/ force / proclaim), the reviewer makes a positive evaluation of the structure of the novel. Also, in the text, there are some different phrases that can be deduced which show different appraisal sources that the reviewer provides the reader with a very strong positive appraisal of the literary significance to praise the style of the novel. Concerning the attitude analysis, it can be found out that the Affect does not exist as the reviewer does not express any personal emotion. However, the Judgment also does not exist as there is no any moral or behavioral judgment of people.

As for the analysis of graduation resources, there is an abundance of lexemes that belong to the sub-category of graduation The Force including “tragic, profoundly, deeply, unforgettable, perfectly, excessive, obsessive, enigmatic,” which have been extracted from the text as the sub-category of graduation associated with the function of The Force used by the reviewer in order to enhance the strength of the evaluation of the thematic structure and the style of the novel.

As for the analysis of engagement, the first example, namely “Narration by Nick Carraway,” represents the attribution of the narrative voice to the fictional narrator. Also, there are numerous examples like “is a tragic exploration,” “is profoundly poetic,” “are unforgettable literary motifs,” “is a short but impactful novel,” and “perfectly captures,” which belong to the sub-category of Proclaim. These examples are presented as categorical facts instead of opinions by the reviewer in order to evaluate the novel.

However, in contrast to this, no hedging elements are used and there is no denial or counter-expectancy resources employed for dismissing other perspectives in both sub-genres of engagement, that is, Entertain and Disclaim, as shown below:

Type of appraisal resources	Sub-types of appraisal resources	No. of appraisal resources	Frequency	Percent
Attitude	Affect	0	0	0%
	Judgment	0	0	0%
	Appreciation	15	15	100%
Total		15	15	100%
Graduation	Force	8	8	88.9%
	Focus	1	1	11.1%
Total		9	9	100%
Engagement	Entertain	0	0	0%
	Attribution	1	1	11.1%
	Proclaim	8	8	88.9%
	Disclaim	0	0	0%
Total		9	9	100%

Table (6): Appraisal resources in English literary book reviews

As a rule, the literary review makes use of Appreciation to a great extent in connection with its aim to make an evaluation of the artistic merits of the novel rather than express emotions or make moral judgments about the characters. In Graduation, the primary source used is Force, since there are plenty of intensifiers used ("profoundly", "deeply", "perfectly", "unforgettable") to evaluate both positively and negatively. As for the source of Engagement, the review remains mostly monoglossic and utilizes Proclaim to make authoritative evaluations while there is only one case of Attribution ("Narrated by Nick Carraway") and none of Entertain or Disclaim.

”الهجرة الى الشمال موسم“مراجعة رواية

Example 7: للكاتب الطيب صالح

In this case of literary book review writing, the literary book review writer has paid attention to the positive assessment of the novel as a sub-category of attitude of appraisal theory. Many appreciative qualities have been included in this literary book review so that the mind of the readers could be drawn towards the novel. This statement may be strengthened through the following examples from the literary book review:

There are three affective resources in the review. The reviewer shows his/her emotional experience in the review by using *لفت انتباهي*, and the end of the novel makes the reader feel *حيرة* and keeps questioning all the time. Thus, it shows the reviewer's emotional involvement in the novel.

In terms of judgment resources, there is One Judgment resource in The review. The phrase *أبدع الطيب صالح* is an example of appreciating the author's competence and talent. This judgment reveals that the reviewer admires the literary talent of the novelist.

As for appreciation resources, it is evident that these resources dominate the text since appreciation is the dominant appraisal type in The review. The reviewer appreciates the artistic, structural, linguistic, philosophical, and thematic qualities of the novel. Examples of appreciation include *رحلة*, *تحفة أدبية استثنائية*, *البناء السردى المعقد*, *اللغة العميقة*, *فلسفية*. The world described as *ممزق* is an example of appreciating thematic conflicts and identity issues.

By using the functions of the elements of appraisal theory in this literary book review, it can be stated that the review contains Appreciation most often since it is all about analyzing the quality, worth, and make-up of the novel in literature. However, Affect and Judgment are used less than Appreciation by the reviewer.

Concerning graduation, the high use of Force resources (80%) shows that the reviewer tries to reinforce assessments in order to stress the significance and greatness of the novel. Such phrases as *"عميقة"*, *"استثنائية"*, and *"لا تنتهي"* make the assessment more powerful. The use of focus resources is less because the reviewer reinforces the meaning more than changing the category. In the same way, concerning engagement, it can be seen that the use of Proclaim resources (80%) is high in this review because the reviewer makes strong and clear evaluations. The lack of Attribution proves that the reviewer does not depend on the views of other critics but makes his/her own view. Entertain resources are used when the reviewer

takes into account the reaction of the reader concerning the ambiguous ending and issues of identity. This is evident from the following table:

Type of appraisal resources	Sub-types of appraisal resources	No. of appraisal resources	Frequency	Percent
Attitude	Affect	3	3	15.8%
	Judgment	4	4	21.1%
	Appreciation	12	12	63.1%
Total		19	19	100%
Graduation	Force	8	8	80%
	Focus	2	2	20%
Total		10	10	100%
Engagement	Entertain	2	2	20%
	Attribution	0	0	0%
	Proclaim	8	8	80%
	Disclaim	0	0	0%
Total		10	10	100%

Table (7): Appraisal resources in Arabic literary book reviews

Appraisal in the literary review is employed primarily for the purpose of writing an evaluation of the book. The high occurrence of Appreciation reflects the fact that the reviewer is interested in artistic, narrative, linguistic, and philosophical features of the novel. High frequency of the use of Force creates a strong evaluation and emphasizes the uniqueness of the literary piece. Concerning the Engagement aspect, high occurrence of Proclaim reflects a confident position of the reviewer and his/her firm attitude towards the issues discussed.

Based on the framework presented by Martin and White (2005), the literary review can be defined as appreciative and authoritative discourse aimed at persuading the readers about the literary value of the book and related issues.

Example 8: Review of “Great Expectations” by Charles Dickens

From this particular English literary book review, we observe that the reviewer of the book pays attention to the positive evaluation of the novel. This is evident from the sub-categories of attitude of appraisal theory that comprises numerous appreciation elements in addressing the readers to the flamboyant elements of the positive evaluation of the novel in order to capture the minds and the attention of the readers to the content of the novel.

From the expression extracted from the literary review of the novel, it is clear that the review comprises of Appreciation (83.3%) since the reviewer evaluates the artistic elements of the novel and not the morality or the behavior of people. Such phrases as "greatest achievements," "masterfully plotted," "biting social satire," and "deeply moving psychological portrait" are used to positively evaluate the artistry of the novel. A single case of Affect is observed in "losing—and eventually finding—his soul," which is related to the emotion and psychology of the main character. There is no case of Judgment since the reviewer evaluates neither the moral nor ethical behavior of characters nor Dickens.

From the analysis of the resources of Graduation, it can be stated that all the Graduation resources used in the review consist of Force alone, accounting for 100%. Words such as "simultaneously," "deeply," and "eventually" add emphasis to the intensity of the review. No Focus resources have been used since the reviewer has not intensified or weakened the categorization.

As far as Engagement is concerned, from the analysis of the literary book review, it becomes evident that the resources used in Engagement are divided equally among Entertain and Proclaim. The use of the expression "widely considered" can be seen as Entertain, which indicates that the review is a widely shared perception and not necessarily a factual one. On the other hand, the expression "for good reason" can be taken as Proclaim since the author affirms his positive evaluation. Neither Attribution nor Disclaim has been used since no source has been quoted and no contrary opinions have been rejected in the review. As can be seen in the following table:

Type of appraisal resources	Sub-types of appraisal resources	No. of appraisal resources	Frequency	Percent
Attitude	Affect	1	1	16.7%
	Judgment	0	0	0%
	Appreciation	5	5	83.3%
Total		6	6	100%
Graduation	Force	3	3	100%
	Focus	0	0	0%
Total		3	3	100%
Engagement	Entertain	1	1	50%
	Attribution	0	0	0%
	Proclaim	1	1	50%
	Disclaim	0	0	0%
Total		2	2	100%

Table (8): Appraisal resources in English literary book reviews

From the appraisal profile, it becomes clear that the review contains mostly evaluation and that Appreciation functions as the leading resource. This is common practice when writing literary book reviews, because these kinds of reviews mainly seek to evaluate literary texts. In this specific review, the reviewer makes a positive evaluation of the craftsmanship of Dickens by using a large amount of positive appreciation language and by using the Force resource to strengthen these evaluations. The low score on the Engagement resource shows that the position taken by the reviewer is quite authoritative, because he presents his positive evaluation both widely accepted and well grounded.

”الفيل الأزرق“ مراجعة رواية

9: Example للكاتب أحمد مراد

Literary review depends greatly on the use of the Attitude system and specifically Appreciation, which describes the evaluation of the artistic features of the novel. The high number of appreciation resources (75%) suggests that the reviewer pays much attention to the artistic elements of the novel, including its structure, theme, language, and psychology. “حبكة” and “إسقاط عميق” portray the novel as a complex and successful work from artistic point of view. In the Judgment system, the evaluation of the author's competence occurs through phrases like “نجاح الكاتب” and “استطاع أن يوازن”. Such options create the image of Ahmed Mourad as a competent novelist who can combine psychological knowledge and literary talent.

In general, there are mostly positive Appreciations in the review. However, Affect comes in second in terms of the frequency of its occurrences, whereas Judgment is quite rare and is used to appreciate the skills of the author in terms of literary writing. This balance is quite consistent with the communicative purposes of literary books reviews: it aims at the evaluation of the artistic and aesthetic characteristics of literary pieces, as well as their emotional value.

Speaking of graduation, the study of the corresponding category of Appraisal Theory reveals that the system of Graduation shows how the reviewer exaggerates positive appraisals. High frequency of Force items, like “عميق” and “معقدة”, helps to increase the degree of the evaluation.

Concerning engagement, it should be mentioned that Proclaim items prevail among others. It shows how engaged the reviewer is in giving the positive evaluation of the book. For instance, “نجاح الكاتب” reflects the

reviewer's confident opinion. Attribution in "نجاح الكاتب" helps to link the evaluation to the writer directly, whereas Disclaim in "ليست مجرد قصة رعب" shows that the book is not only a horror story but much more.

Quantitatively speaking, the result of the analysis can be indicated in the following table:

Type of appraisal resources	Sub-types of appraisal resources	No. of appraisal resources	Frequency	Percent
Attitude	Affect	2	2	12.5%
	Judgment	2	2	12.5%
	Appreciation	12	12	75%
Total		16	16	100%
Graduation	Force	6	6	75%
	Focus	2	2	25%
Total		8	8	100%
Engagement	Entertain	2	2	20%
	Attribution	3	3	30%
	Proclaim	4	4	40%
	Disclaim	1	1	10%
Total		10	10	100%

Table (9): Appraisal resources in Arabic literary book reviews

In general, the appraising analysis suggests that the review contains a very positive appraisal of the novel. This is achieved via the abundance of appreciation, the intensification of the description, and the use of the clear evaluative claims made by the reviewer.

Example 10: Review of "Wuthering Heights" novel by Emily Bronte

In this case of the literary book review text, the book reviewer concentrates more on the positive evaluation of the novel, and it becomes evident because there are various sub-categories of the attitude appraisal theory present in this literary book review, where lots of appreciative resources have been used to engage the readers and draw their attention towards the novel's content.

In the book review, there is just one instance of the Affect sub-category of the attitude, which is captured in "will captivate you from the start". This particular resource reflects the expected emotional reaction of the readers to the novel, as it indicates that the novel is engaging and emotionally involving. There are no instances of the No Judgment sub-category present in the book review; therefore, the book reviewer does not evaluate the morality, behavior, and personal characteristics of the characters like Heathcliff and Catherine.

On the contrary, Appreciation remains the leading evaluation dimension in the analysis of the novel. The reviewer considers the artistic features of the novel by referring to dark, passionate, complex characters, gothic mood, rawness, and beautifully haunting. These phrases consider the artistic value, themes, and literary significance of the novel, but not the behavior of its characters. This predominance of Appreciation is common for book reviews since reviewers usually evaluate the artistic value of the literary piece.

In brief, The review contains more than 92.9% of Appreciation, which shows that the reviewer focuses on evaluating the aesthetic value, themes, atmosphere, and literary significance of the novel, and not on moral assessment of characters or emotional expression. There is only one example of Affect in this review: "will captivate you".

On Graduation, all the examples provided are achieved using Force (100%). Intensifiers like dark, intense, desolate, famously, raw, and beautifully serve to heighten the evaluation process, hence making the review more convincing. The review lacks Focus as it does not narrow down the categories at hand.

On Engagement, there is one example each of Attribution ("famously known") as a widely held view, and Proclaim ("will captivate you"), reflecting the belief of the reviewer in the novel's impact. There is no use of either Entertain or Disclaim in the review. This argument can be justified in the following table:

Type of appraisal resources	Sub-types of appraisal resources	No. of appraisal resources	Frequency	Percent
Attitude	Affect	1	1	7.1%
	Judgment	0	0	0%
	Appreciation	13	13	92.9%
Total		14	14	100%
Graduation	Force	10	10	100%
	Focus	0	0	0%
Total		10	10	100%
Engagement	Entertain	0	0	0%
	Attribution	1	1	50%
	Proclaim	1	1	50%
	Disclaim	0	0	0%
Total		2	2	100%

Table (10): Appraisal resources in English literary book reviews

5. Conclusion

According to the results and discussion of the ten literary book reviews, this study has revealed that the framework of Appraisal is an efficient tool for analyzing the linguistic construction of evaluative meanings in both English and Arabic literary book reviews. It can be seen that all three appraisal systems – Attitude, Engagement, and Graduation – have been used to assess literary texts, establish relations between the reviewers and their audiences, and convince readers about the literary merit of the books being reviewed. Despite similarities in the use of evaluative resources in the two languages, they differ in some aspects as well.

Regarding the first research question, the results show that the Appraisal category of Attitude, especially Appreciation, is the most frequent appraisal resource in the literary book reviews in English and Arabic literature. Reviewers always concentrate on assessing the literary value of the reviewed literary work, not the personal emotions of the reviewer or the moral conduct of characters/authors.

The Affect resource occurs seldom only in case of conveying the emotions of the literary characters, whereas the resource of Judgment is extremely rare in literary reviews due to the textual nature of literary reviews, not individual. Concerning the category of Graduation, Force is dominant due to the abundance of intensifiers, superlatives, emphatic adjectives, and evaluative adverbs, which add force to positive and negative evaluations.

Focus is very rare in reviewers' evaluations as reviewers tend to intensify their lexical choice rather than the boundaries of the category of Focus. As for the resources of Engagement, Proclaim is the most frequent strategy used by reviewers to make their evaluations credible and certain. While Attribution is used selectively to refer to external sources of authority or literary awards or other critics' views, the resources of Entertain and Disclaim are extremely rare.

Regarding the second research question, it turns out that there are quite many similarities in English and Arabic literary book reviews. In English and Arabic literature, for instance, Appreciation serves as the main resource for evaluation, Force dominates as the graduation technique and Proclaim is often used in building reviewer's voice.

All these features prove that literary book review has a communicative goal no matter which language is used: it evaluates the

literary value of the piece and convinces the reader using positive critical assessment. However, there are still many differences. First of all, English literary book reviews are more prone to using Attribution technique when critic, literary authority, some award or opinion generally accepted is used as the additional argument to evaluation in order to add objective character to the judgment. Arabic book reviews, on the other hand, use the Proclaim technique in their evaluations much more often.

As a result, Arabic book reviews have a more authoritative and direct character. In addition, Arabic literary reviews often have an emotional evaluative expression, whereas English book reviews provide evaluative expressions along with references to other texts or to some outside source.

As far as the third research question is concerned, it is evident that the appraisal resources have an important place in the creation of evaluation, interpersonal positioning, and persuasion in literary book reviews. Appreciation allows reviewers to represent literary books as aesthetically valuable, intellectually relevant, and artistically successful. Force makes these evaluations stronger and more intense and persuasive through the use of emphatic words. The engagement resources help the reviewer position himself/herself relative to his/her audience either by representing evaluations as confident personal opinions (Proclaim) or supporting them with the help of external authorities (Attribution).

Thus, all these appraisal resources build up a persuasive discourse that both evaluates literary books and directs the reader in accepting this evaluation. This means that literary book reviews are not just descriptive texts but extremely evaluative ones meant to influence the reader's perception of literary value and make him/her read the reviewed book.

All in all, this study supports the viability of Appraisal Theory, proposed by Martin and White (2005), to be used in the analysis of English and Arabic literary discourse. This study shows that the languages under investigation use similar appraisal patterns but at the same time have their own language-specific rhetoric tendencies. Predominance of Appreciation, supported by Force, is emphasized in literature book reviews written in both languages through the use of authoritative Engagement patterns. Through the identification of common and distinctive features of appraisal in both languages, this study adds to the existing body of knowledge in systemic functional linguistics and discourse analysis as well as in the field of contrastive rhetoric.

6. References

- Al-Ali, M. N. (2016). Genre, evaluation and identity in Arabic academic discourse. *Journal of Pragmatics*, 100, 43–58.
- Alhaded, H. H., Glushchenko, T. N., & Alhadid, H. (2022). Evaluative language in Arabic academic discourse. *RUDN Journal of Language Studies, Semiotics and Semantics*, 13(1), 68–79.
- Al-Hindawi, F. H., & Alkhazaali, H. M. (2017). Appraisal theory in Arabic critical discourse: A functional approach. *International Journal of English Linguistics*, 7(5), 120–132.
- Al-humsi, M. H. (2021). The structure of evaluative language in Arabic political communication and religious texts. *Arab World English Journal*, 12(3), 322–340.
- Al-Momani, H., & Al-Rousan, M. (2020). Evaluative strategies and media representations in contemporary Arabic discourse. *Journal of Pragmatics and Discourse Studies*, 12(2), 145–168.
- Al-Qahtani, A. A. (2020). Appraisal resources in Arabic literary criticism: A systemic functional perspective. *International Journal of Linguistics, Literature and Translation*, 3(11), 154–165.
- Babaii, E. (2011). On the realization of criticism in academic book reviews: The case of the discourse of applied linguistics. *Journal of Pragmatics*, 43(4), 1224–1237.
- Diani, G. (2015). The language of evaluation in academic book reviews. *Linguistica e Filologia*, 35, 63–84.
- Etaywe, A. S. (2017). A pragmalinguistic and sociopragmatic study of praise and criticism in academic writing: The case of Arabic academic book reviews. *International Journal of Humanities and Cultural Studies*, 4(2), 87–121.
- Fuoli, M. (2018). *A discourse analysis of evaluation in academic writing*. Palgrave Macmillan.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2004). *An Introduction to functional grammar* (3th ed.). Hodder Arnold.
- Hood, S. (2010). *Appraising research: Evaluation in academic writing*. Palgrave Macmillan.
- Hunston, S., & Thompson, G. (Eds.). (2000). *Evaluation in text: Authorial stance and the construction of discourse*. Oxford University Press.

- Hussein, A. S. (2023). Metadiscourse and evaluation in Arabic translation studies: A corpus-based analysis. *Perspectives on Arabic Linguistics*, 35, 89–112.
- Hyland, K. (2000). *Disciplinary discourses: Social interactions in academic writing*. Longman.
- Hyland, K. (2004). *Disciplinary discourses: Social interactions in academic writing*. University of Michigan Press.
- Hyland, K. (2004). Disciplinary interactions: Metadiscourse in L2 postgraduate writing. *Journal of Second Language Writing*, 13(2), 133–151.
- Hyland, K. (2005). *Metadiscourse: Exploring interaction in writing*. Continuum.
- Hyland, K., & Diani, G. (Eds.). (2009). *Academic evaluation: Review genres in university settings*. Palgrave Macmillan.
- Hyland, K., & Jiang, F. (2021). Academic discourse and evaluation: Recent developments. *Journal of English for Academic Purposes*, 51, 100977.
- Itakura, H., & Tsui, A. B. M. (2011). Evaluation in academic discourse: Managing criticism in Japanese and English book reviews. *Journal of Pragmatics*, 43(5), 1366–1379.
- Junqueira, L. (2013). Cross-cultural analysis of book reviews in English and Brazilian Portuguese. *ESP Across Cultures*, 10, 73–90.
- Liping, C. (2005). Engagement analysis of English academic book reviews based on Appraisal Theory. *Foreign Language Research*, 4, 45–50.
- Martin, J. R., & White, P. R. R. (2005). *The language of evaluation: Appraisal in English*. Palgrave Macmillan.
- Martin, J. R., & Rose, D. (2021). *Working with discourse: Meaning beyond the clause* (3rd ed.). Bloomsbury
- Motta-Roth, D. (1998). Discourse analysis and academic book reviews: A study of genre. *English for Specific Purposes*, 17(1), 29–46.
- Ngo, T., & Unsworth, L. (2015). Reworking the appraisal framework in ESL research: Refining attitude resources. *Functional Linguistics*, 2(1), 1–24. <https://doi.org/10.1186/s40554-015-0013-x>
- Oinas, Elina, & Leppälä, Päivi. (2013). Views on book reviews. *Regional Studies*, 47(10), 1785–1789.
- Read, J., & Carroll, J. (2012). Annotating expressions of appraisal in English. *Language Resources and Evaluation*, 46(3), 421–447.

- Paltridge, Brian. (2017). *The discourse of peer review: Reviewing submissions to academic journals*. Palgrave Macmillan
- Salager-Meyer, F., & Alcaraz Ariza, M. Á. (2004). Negative appraisal in medical book reviews: A cross-cultural approach. *English for Specific Purposes*, 23(2), 149–170.
- Su, J. (2020). Writing academic book reviews: A study of the relationship between rhetorical moves and evaluative expressions. *Journal of English for Academic Purposes*, 48, 100926. <https://doi.org/10.1016/j.jeap.2020.100926>
- Suárez, L., & Moreno, A. I. (2008). The rhetorical structure of English and Spanish book reviews. *Journal of English for Academic Purposes*, 7(1), 15–27.
- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
- White, P. R. R.. (2015). *Appraisal theory*. In K. Tracy, C. Ilie, & T. Sandel (Eds.), *The international encyclopedia of language and social interaction*. [Wiley Online Library](#)
- Wu, B. (2021). Metadiscourse in academic writing: A corpus-based study of research article introductions. *English for Specific Purposes*, 62, 45–59. <https://doi.org/10.1016/j.esp.2020.11.003>
- Xie, Q., & Wu, S. (2022). A genre-based analysis of the discussion sections in applied linguistics research articles. *System*, 105, 102741. <https://doi.org/10.1016/j.system.2022.102741>

Appendix 1: Arabic Literary book Reviews

1. رواية "موت صغير" للكاتب محمد حسن علوان

في هذه الرواية الحائزة على الجائزة العالمية للرواية العربية عام 2017، يقدم "محمد حسن علوان" سيرة روائية متخيلة للشيخ الأكبر "محيي الدين بن عربي". يغوص الكاتب ببراعة في المعجم الصوفي ليأخذ القارئ في رحلة روحانية وفلسفية مذهلة تمتد من الأندلس وحتى المشرق. اللافت في العمل هو تركيزه على "ابن عربي" الإنسان؛ بقلقه، حيرته، ألمه، وصراعاته النفسية مع محيطه، مبتعداً عن القوالب الجاهزة. الرواية مليئة بالروحانيات والمفاجآت، وتتميز بلغة لافتة تأسر القراء.

2. مراجعة رواية "ملحمة الحرافيش" للكاتب نجيب محفوظ

"تتجاوز" ملحمة الحرافيش "كونها مجرد حكاية عن عشرة أجيال تعاقبت على حارة مصرية لتصبح جدارية فلسفية تُحاكي صراع الإنسان الأزلي مع الزمن، السلطة، والشهوة. يبدأ محفوظ ملحمة بطل خارق هو "عاشور الناجي" الذي يمثل النموذج المثالي للعدالة والزهد، ومن ثم يتتبع انحدار سلالته وصعودها في دورة حياة أشبه بالدورات التاريخية للحضارات. يستخدم محفوظ لغة صوفية، تقطر عذوبة وشجناً، لينسج تساؤلات وجودية عميقة: كيف يتسلل الفساد إلى النفوس الطاهرة؟ وكيف يولد الأمل من رحم العدم؟ الحارة هنا ليست بقعة جغرافية، بل هي رمز للمسرح البشري بأكمله، والخرافيش هم كادحو الأرض الباحثون أبداً عن "مخلص". إنها رواية لا تُقرأ لمرة واحدة، بل تُستعاد كلما احتجنا لفهم تقلبات النفس البشرية ومصائرنا".

3. مراجعة رواية "قنديل أم هاشم" للكاتب يحيى حقي

"تعتبر" قنديل أم هاشم "ليحيى حقي علامة فارقة في الأدب العربي، إذ تلخص في بضعة صفحات جوهر الصراع الفكري والاجتماعي الذي عاشته المجتمعات العربية في القرن العشرين: المواجهة بين الشرق وبروحانياته وموروثاته الشعبية، والغرب بعلومه وماديته. من خلال رحلة الطبيب "إسماعيل" الذي يدرس طب العيون في أوروبا ويعود لبلدته ليجد أهله يعالجون أمراض العيون بزيت قنديل مسجد السيدة زينب، ينسج حقي دراما فكرية وإنسانية بالغة العذوبة. بلغة دافئة ومتمكنة، وبتصوير عبقرى للحارة المصرية ونبضها، لا ينحاز الكاتب للعلم الأعمى الذي يزدري المشاعر، ولا للجهل والخرافة، بل يصل في النهاية

إلى معادلة متوازنة ترى أن العلم بلا إيمان أو تعاطف إنساني يظل قاصراً. نموذج فذ في التكثيف القصصي والعمق الروحي.”

4. مراجعة رواية "موسم الهجرة إلى الشمال" للكاتب الطيب صالح

“تعد هذه الرواية تحفة أدبية استثنائية. أبدع الطيب صالح في تصوير الصدام الثقافي والنفسي بين الشرق والغرب من خلال شخصية "مصطفى سعيد"، الرجل القادم من السودان إلى قلب لندن. لفت انتباهي البناء السردى المعقد واللغة العميقة التي تعكس ازدواجية المشاعر. الرواية ليست مجرد قصة عادية، بل هي رحلة فلسفية للبحث عن الهوية وسط عالم ممزق بين التقاليد والحداثة. نهاية العمل تترك القارئ في حيرة وتساؤلات لا تنتهي حول مفهوم الانتماء.”

5. مراجعة رواية "الفيل الأزرق" للكاتب أحمد مراد

“الفيل الأزرق” لأحمد مراد عمل روائي مشوق يدمج بين الرعب النفسي والأساطير. تدور الأحداث حول الدكتور "يحيى"، طبيب الأمراض النفسية الذي يعود للعمل في مستشفى العباسية بعد انقطاع دام خمس سنوات إثر حادث مأساوي. يجد نفسه مكلفاً بتقييم الحالة العقلية لصديقه القديم "شريف"، المتهم بجريمة قتل غامضة. نجح الكاتب في بناء حبكة معقدة تأخذ القارئ في رحلة داخل أغوار النفس البشرية. الرواية ليست مجرد قصة رعب، بل هي إسقاط عميق على الشعور بالذنب، وعالم السحر، والبحث عن التطهير. استطاع الكاتب أن يوازن بين لغته الأدبية السلسة والمعلومات النفسية العميقة التي تجعل القارئ متنبهاً لكل تفصيله.”

Appendix 2: English Literary book Reviews

1. Review of “ The Invisible Man” novel by Ralph Ellison

"Ralph Ellison's monumental novel remains a master-class in social commentary and narrative styling. Through the unnamed Black narrator's journey from a segregated Southern college to the racially turbulent streets of Harlem, Ellison brilliantly dissects the invisibility imposed by societal prejudice. The novel's surreal, jazz-like prose and profound psychological depth make it a towering achievement in 20th-century American literature."

2. Review of “Pride and Prejudice” by Jane Austen

"It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife." So begins *Pride and Prejudice*, Jane Austen's witty comedy of manners--one of the most popular novels of all time--that features splendidly civilized sparring between the proud Mr. Darcy and the prejudiced Elizabeth Bennet as they play out their spirited courtship in a series of eighteenth-century drawing-room intrigues. Renowned literary critic and historian George Saintsbury in 1894 declared it the "most perfect, the most characteristic, the most eminently quintessential of its author's works," and Eudora Welty in the twentieth century described it as "irresistible and as nearly flawless as any fiction could be."

3. Review of “ The Great Gatsby” novel by F. Scott Fitzgerald

"*The Great Gatsby* is a tragic exploration of the American Dream, wrapped in the glamorous, excessive aesthetic of the Roaring Twenties. Narrated by Nick Carraway, the story delves into the enigmatic life of Jay Gatsby and his obsessive love for Daisy Buchanan. Fitzgerald's writing is profoundly poetic and deeply symbolic. The green light at the end of the dock and the haunting eyes of Doctor T.J. Eckleburg are unforgettable literary motifs. It is a short but impactful novel that perfectly captures the illusion of wealth, class division, and the melancholy of unachievable desires."

4. Review of “*Great Expectations*” novel by Charles Dickens

"Charles Dickens's *Great Expectations* (1861) is widely considered one of his greatest achievements, and for good reason. It is a masterfully plotted bildungsroman (coming-of-age story) that manages to be simultaneously a biting social satire, a gothic mystery, and a deeply moving psychological portrait of a young man losing—and eventually finding—his soul."

5. Review of “Wuthering Heights” novel by Emily Bronte

“A dark, passionate tale of the intense and ultimately destructive love between Heathcliff and Catherine in the desolate Yorkshire moors. Critique: The novel is famously known for its complex characters and gothic atmosphere. It is a raw exploration of revenge and obsession that will captivate you from the start. A beautifully haunting novel that stands out in English literature.”