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Ministry of Higher Education and Scientific Research  
University of Kerbala  
College of Education for Human Sciences  
Department of English**



# **Suicide Notes on Online Websites: Discourse Analysis**

**A Thesis**

**Submitted to the Council of the College of Education for Human Sciences, University  
of Kerbala in Partial Fulfilment of the Requirements for the Degree of Master in  
English Language and Linguistics**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَلَا تَقْتُلُوا أَنْفُسَكُمْ إِنَّ اللَّهَ كَانَ بِكُمْ رَحِيمًا

(سورة النساء / ٢٩)

**In the Name of Allah, the Most Gracious, the  
Most Merciful**

**“... nor kill (or destroy) yourselves: for verily  
Allah hath been to you Most Merciful”**

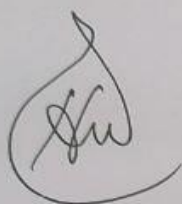
(Al - Nisāa / ٢٩)

(Ali, ٢٠١٨)

## **The Supervisor's Declaration**

I hereby certify that the thesis entitled "*Suicide Notes on Online Websites: Discourse Analysis*" written by Manal Abdulameer Alyan has been prepared under my supervision at the University of Kerbala, College of Education for Human Sciences in partial fulfillment of the requirements for the degree of Master in English Language and Linguistics

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# DEDICATION

TO MY FAMILY:

MY GREAT FATHER,

MY MOTHER,

MY BROTHERS,

MY LOVELY SON

AND TO...

THOSE WHO LOVE AND ENCOURAGE ME.

## **Acknowledgements**

All Praise is due to Almighty Allah, the Lord of the Worlds for His uncountable blessings upon our Prophet Mohammed and his infallible progeny.

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## **Abstract**

The current study investigates some selected genuine suicide notes, using the Appraisal System as a comprehensive framework. As the previous studies on suicide notes were mainly concerned with distinguishing genuine from faked notes and examining these notes psychologically viewpoint and the mental representations may differ linguistically according to different circumstantial, mental, and psychological states of suicidal persons, it has been found that there is no discourse analysis conducted to investigate suicide notes linguistically.

Accordingly, this study attempts to bridge this gap by specifying the appraisal systems used to represent suicidal persons' mental and emotional statements. It aims to recognising the emotional motives of suicide and at identifying the appraisal systems and subsystems, such as attitude, engagement, and graduation that could represent the emotional states in the suicide notes.

Consequently, five hypotheses are set out. First, the feelings of anger due to dissatisfaction and insecurity are the most dominant emotional motives that motivate suicidal people to end their lives. Second, affect are the most frequent subsystems of attitude used in the selected suicide notes. Third, heteroglossic dialogic position is the dominant representative of the engagement subsystem. Heteroglossic dialogic position is used to show the objective and rejective dialogic positions of suicidal people. Fourth, both upscaling and downscaling graduation subsystems are used to manifest different degrees of intensity. Fifth, the appraisal system is significant in disclosing emotional states and how suicidal people view the world.

To verify these hypotheses, the study adopts Martin and White's (2005) Appraisal System to analyse 16 suicide notes in a qualitatively driven method supported by a quantitative analysis.

Some conclusions are drawn depending on the results of the analysis. One of such conclusions is that unhappiness and insecurity are the apparent emotional motives behind people to commit suicide. It has also been found that upscaled 'affect' sourcing from a monoglossic dialogic position is the dominant category that realises the attitude; furthermore, the appraisal system, with its three subsystems, is of remarkable comprehensiveness in representing the inner feelings, conflicts, and desires of suicidal people.

The study ends with some recommendations and suggestions for further studies.



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## List of Abbreviations

<b>Full- Forms</b>	<b>Abbreviated Forms</b>
<b>Affect</b>	<b>Aff</b>
<b>Appraisal System</b>	<b>AS</b>
<b>Appraisal Theory</b>	<b>AT</b>
<b>Appreciation</b>	<b>App</b>
<b>Attitude</b>	<b>Att</b>
<b>Composition</b>	<b>Com</b>
<b>Contraction</b>	<b>Con</b>
<b>Down Scale</b>	<b>Down</b>
<b>Engagement</b>	<b>Eng</b>
<b>Expansion</b>	<b>Exp</b>
<b>Focus</b>	<b>Foc</b>
<b>Force</b>	<b>For</b>
<b>Frequency</b>	<b>Fr</b>
<b>Graduation</b>	<b>Gra</b>
<b>Happiness</b>	<b>Hap</b>

<b>Heteroglossic</b>	<b>Het</b>
<b>Judgement</b>	<b>Jud</b>
<b>Monoglossic</b>	<b>Mon</b>
<b>Negative</b>	<b>Ng</b>
<b>Percentage</b>	<b>Pr</b>
<b>Reaction</b>	<b>Rec</b>
<b>Satisfaction</b>	<b>Sat</b>
<b>Security</b>	<b>Sec</b>
<b>Social Esteem</b>	<b>Se</b>
<b>Social Sanction</b>	<b>Ss</b>
<b>Systemic Functional Linguistics</b>	<b>SFL</b>
<b>Upscale</b>	<b>Up</b>
<b>Valuation</b>	<b>Val</b>

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Preliminary Remarks

Chapter one introduces the thesis and highlights the problem of the study by presenting several research questions to be answered. Besides, this chapter presents the aims, hypotheses, procedures, limits, and significance of the study.

### 1.1 The Problem

There are great numbers of suicides notes reported around the world. Understanding how suicidal persons view their mental and emotional conditions is a fundamental open scientific problem. Suicide notes are a network representation of suicidal thoughts based on cognitive network research, psycholinguistics, and semantic frame theory. The knowledge structure of such notes reveals links between concepts and emotional states of persons who committed suicide. Particularly in linguistics, this view is termed as 'evaluation' or how people appraise, evaluate, and view the world in their minds. However, the problem is that the mental representations may differ linguistically according to different circumstantial, mental, and psychological states of suicidal persons.

To the researcher's best knowledge, previous studies on suicide notes have mainly focused on investigating the writers' authorship of the suicide notes in the legal context. Hence, the current study concentrates on the linguistic choices made by suicidal persons to view the world from their viewpoints by employing the Appraisal System, which is grounded in Systemic Functional Linguistics (henceforth SFL) as a comprehensive tool for discourse analysis.

SFL is a theory initiated by the British linguist Michael Halliday. Halliday's primary focus is on the social system and the linguistic network within the social semiotics theory. Based on SFL, the Appraisal System provides a writer or a speaker with a range of alternatives from which to choose. The Appraisal System has three interacting components: Attitude, Engagement, and Graduation. The subcategories of Attitude are affect, judgement, and appreciation. Affect includes emotional reactions, judgment describes persons and behaviour, while appreciation describes objects and phenomena. Meanwhile, engagement consists of various resources through which speakers take responsibility for issues. Graduation is used to scale an attitude's intensity or speaker's involvement in a proposal (Martin & White, ۲۰۰۵, pp. ۳۵-۹).

**The study is expected to answer the following questions:**

- ۱- What are the most dominant emotional motives and beliefs that motivate suicidal people to end their lives?
- ۲- Which categories of attitude are the most frequently used in the selected suicidal notes?
- ۳- Which is engagement category does represent the most dialogic positions used by suicidal people to express themselves?
- ۴- What is the most common graduation category used to manifest suicidal people's propositions in the data selected?
- ۵- What is the significance of the appraisal categories and their polarities in representing an insight into the emotional status of suicidal people?

## ۱,۲ The Aims

The study aims at:

- ۱- Identifying the most dominant emotional motives and beliefs that motivate suicidal people to end their lives.
- ۲- Specifying the most frequent categories of attitude used in the selected suicidal notes.
- ۳- Finding out the most frequent engagement category that represents the most dialogic positions used by suicidal people to express themselves.
- ۴- Discovering the most common graduation category that is used to manifest the suicidal people's propositions.
- ۵- Figuring out the significance of the appraisal categories and their polarities in representing an insight into the emotional status of the suicidal people.

## ۱,۳ The Hypotheses

To achieve the above mentioned aims :

- ۱- The feelings of anger (dissatisfaction) and depression (insecurity) are the most dominant emotional motives and beliefs that motivate suicidal people to end their lives.
- ۲- Affect categories are the most frequent categories of attitude used in the selected suicidal notes.
- ۳- Heteroglossic is the representative engagement category that is used to show the objective and rejective dialogic positions of suicidal people.
- ۴- Both upscaling and downscaling graduation categories are used to manifest different degrees of intensity.
- ۵- The appraisal categories are significant in disclosing emotional states and how suicidal people view the world.

## 1.4 The Procedure

In order to fulfil its aims and verify its hypotheses, the study follows the following procedures

1. Introducing relevant literature on Discourse Analysis, Systemic Functional Linguistics, the Appraisal System, and some related topics in addition to the revision of previous studies.
2. Selecting the data which include 16 genuine and authentic suicide notes from websites.
3. Analysing the data qualitatively according to the adopted model of analysis which is the Appraisal System by (Martin and White, 2005). Only 10 representative excerpts are incorporated in the qualitative analysis to avoid redundancy.
4. Qualitatively and quantitatively (mixed method approach), analysing the selected data according to the model used.
5. Discussing the results, drawing conclusions based on the findings of the analysis, and putting forward recommendations and suggestions for further research.

## 1.5 The Limits

The study is limited to examining sixteen suicide notes on some English websites. The analysis will be carried out employing Martin and White's (2005) Appraisal System which involves: Attitude, Engagement and Graduation systems since it is the most comprehensive framework dealing with polarised attitudes and dialogic positions.

## 1.7 The Significance

The study is advantageous to linguists investigating the linguistic cues of suicidal tendencies. In addition, it analyses the language used in psychological pathology, i.e., for a psychotherapist to predict suicidal predispositions in communication. Finally, it would be beneficial for linguists studying forensic linguistics as it explicates the linguistic cues that can serve as legal evidence in crimes.

# CHAPTER TWO

## LITERATURE REVIEW

### ٢.٠ Preliminary Remarks

This chapter is divided into five parts. The first part covers the theoretical background of discourse and discourse analysis (DA) in its prominent definitions. The second part sheds light on the nature of systemic functional linguistics. The third part deals with the theoretical framework of the study, which is (AT) (Martin & White, ٢٠٠٥), and focuses on two main Concepts: evaluation and appraisal in discourse. The fourth part attempts to give a precise and holistic description of the data selected for analysis and the criteria for selection. Finally, the fifth part tackles chronologically many previous studies concerning the present study.

### ٢.١ Discourse and Discourse Analysis

The term "discourse" was first used in the fourteenth century. The word 'discursus' comes from Latin, which means 'conversation' (McArthur, ١٩٩٦). Currently, the term 'discourse' has a wide range of uses but still has something to do with language and defines it in some manner.

To initiate with, discourse is merely described as "a serious speech or a piece of writing about a particular subject" in which it combines both the spoken and written methods (Longman Dictionary, ٢٠٠١).

Discourse, according to Trask (١٩٩٩) includes all related or linked elements of speech or writing. A discourse can be produced by a single speaker or writer, as well as two or more persons participating in a conversation or a written discussion.

Stubbs (1983, p: 131) points out that discourse as “language above the sentence or above the clause”. Likewise, Finch (2000) states that discourse is one of those elastic ideas that linguistics tackles and studies. Misbah (2010, p.41) assures that discourse “is any sequence of language in written or spoken form which is longer than a sentence”.

Scollon (2001, p.1) states that “social action and discourse are inextricable linked”. It is distinguished by its focus on the communicative dynamics of language, which is regarded as a distinguishing aspect of the conversation.

Van Dijk (2009) argues that discourse is now considered as a complicated multimodal event of contact and communication and it is not restricted to a verbal aspect of language only, but also extends to the non-verbal aspects which could include intonation, gestures, and facework. Besides, semiotic aspects such as sounds, music, images, and film are also included in the study of discourse.

According to Brown and Yule (1983), four factors should be considered in studying discourse :

#### **A. Discourse has a topic**

It indicates that each discourse must have a topic for the reader to comprehend the substance of the text quickly.

#### **B. Discourse has audience**

It signifies that the audience, or more specifically, the reader, is vital in discourse since the audience is seen as the discourse's supporter.

#### **C. Discourse has a channel of communication**

It indicates that each discourse must have a communication channel for individuals to communicate more effectively in discourse.

#### **D. Discourse has a structure**

Since discourse is tied to grammar, it must have a structure.

After introducing the meaning of the term "discourse", it is time to know the meaning of the term DA as discourse has numerous meanings in diverse viewpoints. McCarthy (1991, P.5) states that DA "is concerned with the study of the relationship between language and the contexts in which it is used". It arises from research conducted in linguistics, semiotics, psychology, anthropology, and sociology in the 1960s and early 1970s.

Harris (1952), cited in Partridge (2012) uses the term DA to describe a method of analysing linked speech and writing. Harris is concerned with two things: "the examination of language beyond the level of the sentence and the relationship between linguistic and non-linguistic behaviour" (Harris, p.2)

Cook (2001) adds that DA research is about more than simply language; it also investigates the meaning of context in terms of:

- The interaction: which entails concentrating on 'who' interacts with 'whom' and why; that is, in what sort of culture and setting.
- The medium: which refers to the type of medium used, as well as how various forms and activities of context have evolved.
- Finally, it is about the connection between 'interaction' and 'medium'.

Stubbs (1983, p. 131) points out that "any study which is not dealing with (a) single sentences, (b) contrived by the linguist, (c) out of context, maybe called discourse analysis". Likewise, Fasold and Connor-Linton (2006) mention that DA is a major linguistic component that focuses on language use above and beyond the sentence and how the speaker or writer utilises language in context.

Thus, all DA meanings, according to Schiffrin et al (2001, p.1), fall into three categories:

- 1) Anything that's not even a sentence.



٢) Language in use.

٣) A broader set of social behaviors, including non-linguistic and non-specific examples of language.

Consequently, there is no total agreement on the meaning of DA because it is used to denote different meanings for diverse academic scholars who stream from some academic disciplines. However, in the most universal sense, DA is well-defined as the investigation of how language is used (Burr, ١٩٩٥, p.١٦٣). Gee & Handford (٢٠١٢, P. ١٤). note that DA “is an umbrella which covers a wide variety of actual research practices with quite different aims and theoretical backgrounds”.

The viewpoint of the current study on DA corresponds with that of Gee & Handford (٢٠١٢). It is considered as an operational definition of DA that the researcher used DA in the sense of highlighting how language is used in context in many suicide notes.

As DA “seeks patterns in linguistic data”, SFL can offer “a means of exploring meaning in language and of relating language use to social contexts to contribute to our understanding of language in social life” (Gee et al., ٢٠١٢, p.٢١).

## ٢,٢ Systemic Functional Linguistic Theory

SFL theory focuses on the functions of language, as the name implies. The system part of the word refers to the organisation of these functions. Halliday first proposed the SFL hypothesis in the late ١٩٥٠s and early ١٩٦٠s (Fontaine, ٢٠١٣). “SFL recognises the powerful role language plays in our lives and sees meaning-making as a process through which language shapes, and is shaped by, the contexts in which it is used” (Schleppegrell, ٢٠١٢, p.٢١).

Before diving into the theory's intellectual foundation, it is a good idea to start with its roots. The Prague School of linguistics, which was created in

Czechoslovakia in the 1920s, has a particularly close relationship with SFL. The four essential concepts of this school provide the foundation for Halliday's SFL work (Young, 2011):

- First, there is the concept of language as a network of links, which is based on the premise that different elements and components of language are interconnected and so do not exist in isolation.
- Second, language is viewed as a system made up of subsystems that are divided into stages or strata.
- Third, the focus is on language's functional essence, or how it expresses distinct meanings.
- Finally, the concept that form follows function stresses that the form or structure of a language is rooted in the meanings that individuals aim to communicate while speaking or writing to one another.

In the work of J. R. Firth, the founder of the London School of Linguistics and the professor of general Linguistics, the Prague framework built on these conceptual views is further expanded. Firth preserves that language is a network of systems that emphasizes on language's relational nature. He also says that meaning is fundamental to linguistic explanation. For him, the function is related to the context in the sense that in dissimilar situations, systems of options are available. He is the first to introduce contextual factors into linguistic thoughts, although there are previous issues with meaning and how this affect language choices, a stance Halliday has since taken and built on (Young, 2011, p. 626).

Language, according to Halliday, is organised systematically and serves as a resource for speakers to construct meaning. Speakers can build meaning by selecting the proper alternatives. Because it is depicted as "the external shape adopted by systemic decisions, not as the fundamental quality of language," the language structure plays a less role in SFL (Halliday & Matthiessen, 2004, p.

23; Fontaine, 2013, p. 9). To put it another way, the function is the fundamental motive, but the structure is essential to communicating function (Fontaine, 2013, p.9).

The social uses of language are so much interrelated to function. Halliday highlights that "the internal organisation of language is not arbitrary but embodies a positive reflection of the functions that language has evolved to serve in the life of social man" (Halliday, 1976, as cited in Fontaine, 2013, p.9). For Halliday, what matters is that language has a social function. As a result, the concept of language as a social function is central to SFL.

SFL is a point of view that may be used to portray language both externally as a social and cultural phenomenon and internally as a formal method for conveying meaning (Young, 2011). "Language should not just be described as serving external functions but that the functions language has to serve to shape the language and give it the specific features that it has" (Simon-Vandenberg, 2014, pp.126-7).

It is remarkable that SFL "considers language as functionally structured; these functions are formally referred to as metafunctions" (Young, 2011, p.127). Halliday coins the term "metafunctions" to designate that they are not uses of language but "functional components of the semantic system. "When it seems that the networks of lexicogrammatical phenomena might be separated into three broad types, this notion was originally proposed". In other words, the speakers' choices at each stage determine or restrict the choices they make at the text.

According to Halliday, there are three metafunctions: the ideational function that indicates the expression of "content" or the relative to the world, the interpersonal function or the instruction of social contact and the expression

of social parts, and the textual function that refers to the combination of linguistic terms into the context.

Three of the most essential "metafunctions" or sorts of meaning are asserted by Halliday in his SFL are:

- ۱- The ideational function implies that a language is a tool for organising, comprehending, and communicating our understanding of the world.
- ۲- The interpersonal function expresses the notion that language allows individuals to communicate and engage with one another. The formality or informality of the interaction between participants in spoken or written materials is important in this function.
- ۳- The textual function claims that language is used to create coherent and cohesive spoken or written texts. This function deals with how information is presented as existing or new, and whether it is foregrounded or backgrounded (Mayr et. al; ۲۰۰۸).

The third metafunction permits speakers to construct utterances that have meaning in context and so are more than just a collection of words, but a discourse. Language is used to speak about what is happening now, what will happen in the future, and what has happened in the past (ideational metafunction); communicate with a language that expresses a viewpoint about what is happening now or in the future (interpersonal metafunction); and make the performance of the first two functions a cohesive whole (textual metafunction) (Young, ۲۰۱۱, p. ۶۲۸).

According to Halliday, the speaker communicates with others through the interpersonal function; "intrudes himself into the context of the situation, both expressing his attitudes and judgments and seeking to influence the attitudes and behaviour of others" (Halliday ۲۰۰۷, as cited in Hart, ۲۰۱۰, p. ۴۴). While

the interpersonal metafunction "serves to establish and maintain social relations" (Halliday, ۱۹۷۰, p. ۱۴۳, as cited in Teich, ۱۹۹۹, p. ۱۵), the textual

*Works to ensure that in a context the utterance achieves significance. Tools for doing so involve cohesive features like the conjunction, ellipsis, collocation, reference, repetition, and thematic development that structurally or lexically connect various sections of texts* (Young, ۲۰۱۱, p. ۶۲۹).

All three metafunctions are given equal weight; none is more significant than the others. They are equally significant at every level of the language framework. Functional variety is exhibited in the grammar layer's transitivity (ideational), mood (interpersonal), and topic (textual) patterns, for example. The grammaticisation of speech activity is connected with mood, and transitivity is associated with the type of mechanism reflected in a phrase and the players engaged. The ability to assign certain things to a theme role is connected to the topic. A metafunctional structure exists in the phonology, semantics, and context layers. The context stratum, for example, illustrates the metafunctional split's reflexes in the depiction of the sorts of situations indicated at this level. (Martin & White, ۲۰۰۵)

One of the Systemic Functional Linguistics' theories is the Appraisal Theory of Martin and White (۲۰۰۵) which is concerned with investigating the discourse semantics. The Appraisal Theory (AT) will be thoroughly explained as it is the framework used for the analysis.

## **۲.۳ The Appraisal Theory**

In the ۱۹۸۰s and ۱۹۹۰s, Appraisal Theory was developed as part of the Sydney School's educational linguistics and literacy intervention work as part of the New South Wales Schools Programme, which was managed by Jim Martin.

AT is a system of analysis developed by a big research group during the last fifteen to twenty years. The main authors and proponents of this method are Martin (1992, 1995, and 2003) and White (1998, 2002). As with other theories, it is neither full nor closed, and modifications and alterations are regularly offered and taken into account. (White, 2002)

The term appraisal is defined by Martin as a “system of semantic resources for reacting emotionally (affect), judging morally (judgment), and evaluating aesthetically (appreciation), as well as resources for amplifying and engaging with these evaluations” (Martin, 1995, as cited in Hart, 2010, p. 44). Martin and White create an appraisal of grammar in 2000. The language of appraisal is defined as a more inclusive framework for revealing ideas and identifying positioning strategies.

This group of linguists and educators are primarily interested in better understanding the social function of interpersonal resources and developing a generic model that, as illustrated by (Martin 2003, p. 171), “could be applied in a systematic way to whole texts from any register, working within the general framework of systemic functional linguistics”.

### 2.3.1 Evaluation

According to Thompson and Hunston (2000, P. 5 as cited in Bednarek, 2006, p. 3) evaluation is defined as:

*The broad cover term for the expression of the speaker's or writer's attitude or stance towards viewpoint on, our feelings about the entities or propositions that he or she is talking about. That attitude may relate to certainty or obligation or desirability or any of some other sets of values.*

Linguists have given a lot of attention to a linguistic evaluation in recent years for a variety of reasons. The fact that evaluation is a key component and function of human language is one of these explanations. For a variety of causes, including the environment, human connections, and politics, an objective explanation of the world is impossible. The language one employs will more or less reveal one's subjectivity. As a result, language evaluation is critical for acquiring a more objective understanding and appreciation of non-linguistic social and political concerns across the world (Mei et al., 2010).

Hunston (2011) claims that evaluation is subjective. In other words, evaluative remarks reflect merely the speaker's evaluation. The other part of subjectivity, according to Hunston, is the ideology shared by the speaker and hearer (or writer and reader) and described by evaluation. As a result, appraisal occurs inside an ideological and social framework. In this respect, Martin and White (2005) argued that there are utterances that allow readers or listeners to infer evaluation even when no explicit evaluations are present. The conclusions are drawn based on common ideological assumptions. Implicit assessments function in a text because the writer (speaker) and reader (hearer) share a premise. Evaluations are assumed by the reader or hearer, when an analyst examines a text for evaluation, the ideological viewpoint outside of the text can be derived.

Some linguists differentiate between evaluation and interaction, with evaluation serving as a contributing component to a wider phenomenon, although everyone considers interaction to be the fundamental role of evaluation. A shared ideology between an author, reader, or speaker, and listener is explained by evaluation (Hunston, 2011). Even when no obvious evaluation is accessible, utterances that offer the reader an opportunity to infer the evaluation should be identified (Martin and White 2005).

The context has a big impact on evaluation. When a piece of information is removed from its context, the outcome is an unreliable indication of evaluative significance. Tenbert (2003) believes that a term has no significance until it is utilised in context. The same may be said about evaluative meaning. When a term like "electric" is not used in context, a speaker might think "electric fire" or "electric storm" are the best options. As a consequence, it will be perceived as a neutral term. When the same phrase is used in a situation like "her performance was electric," however, the meaning is evaluative and positive (Hunston, 2011, p.13). Likewise, Martin (2003) explains the idea that "we will never understand the function of evaluation in a culture if our studies are based, however quantitatively, on the analysis of 'deco-textualised' examples" (Martin, 2003, p. 144) as cited in Bednarek, 2006, p.8).

A wide range of lexical and other evaluative markers of meaning are also used to realise evaluation. Hunston (2011) illustrates the evaluative markers as the follows:

*The evaluation in a text can be signaled by lexical items that include nouns (e.g. failure), verbs (e.g. fail), adjectives (e.g. excellent), and adverbs (e.g. luckily). Lexical items are not necessarily single words, phrases such as my cup of tea are considered evaluative although the word "cup" or "tea" are not considered so if used alone (p.14).*

For Vernier & Ferrari (n.d.), the evaluator associates semantic regularities with the evaluated item. "affect" is used to represent evaluation in semantic regularity and emphasises the importance of emotions in determining appraisal "(we cry a bit, we laugh, we are touched)" (p. 9). The AT states that people's feelings are evoked by their appraisals (evaluations) of a variety of events, each



of which causes various responses in different people (Schonpfulg, 1992, as cited in Khudher, 2017, p. 7).

Moreover, evaluations are expressed through the use of figurative language. We can use a metaphor or a simile to evaluate an object or a person such as, *the book is a living creature, her eyes were pools of bejeweled water* (Vernier & Ferrari, n.d., pp. 2-3).

As indicated by Martin (2000, p. 140), “appraisal is seen as an approach that explicates how arriving at evaluations, constructing textual person as, maintaining relationships, and interpersonal positioning are achieved through the use of language”. Martin (2003) states that appraisal is comparable to other evaluation approaches.

The appraisal is a system of interpersonal meanings that is “concerned with evaluation: the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and how values are sourced and readers/ listeners aligned” (Martin & Rose, 2007, p. 20).

### 2.3.2 Appraisal in Discourse

Coffm and O’Halloran (2006) share that “throughout the last decade, appraisal categories have been put to the test in numerous contexts and, as a consequence, modifications (an ongoing process) have been made” ( p. 14). Three systems can be applied to texts used by the AT to analyse them in expressions of various areas of interest, namely: Attitude, Graduation, and Engagement.

Martin and White’s AT, which works at the discursive semantic stratum (Martin 2003; White 2003; Martin & White 2000), provides a technique for categorising interpersonal meanings that are strongly tied to speech function and negotiation systems (Martin & Rose, 2007). This AT would 'supplement the interactive turn-taking focus of those two mood-based systems, stressing the "-

personal" dimension of interpersonal meaning,' according to Martin (2014). As a result, this appraisal model responds to the emergence of a social intersubjective viewpoint on evaluation by proposing a supplementary understanding of interpersonal meanings that goes beyond language and it is interpersonal systems, such as mood and modality.

Engagement, attitude, and graduation are the three basic semantic systems or domains in which the AT organises evaluation. This multidimensional framework organises “the semantic resources utilised to negotiate emotions, judgments, and values, as well as resources for amplifying and engaging with these evaluations systematically. The linguistic analysis is especially interested in how evaluation is communicated both implicitly and explicitly in the discourse, resulting in evaporative prosodies that may be codified at a lexicogrammatical level in a variety of resources (Martin, 2000).

Zappavigna (2012) measures AT as that of evaluative language which has progressed from Halliday’s SFL. He describes evaluation as a field of interpersonal meaning in which attitudes are disclosed and positions on other texts are decided via the use of language. People’s emotional reactions to the world, as discussed in AT, change as we are socialised into a culture and institutions. Feelings become institutionalised as ethics and morals when the judging system was developed. The judgment system enables people to examine the rules that require behaviour of people. The appreciation system, on the other hand, is generated when feelings are appraised as attractive and worthy, according to Zappavigna. The appraisal system enables people to form judgments based on people’s reactions to phenomena.

To investigate the AT in linguistics, one must evaluate how language is constructed to express attitude. This procedure necessitates linguists to focus on the linguistic patterns used in a text to portray attitude and feelings. The conception that language is employed to analyse affect was explored in

Halliday's SFL theory, (Halliday, 2004). Halliday has explained that an appraisal is elicited by two linguistic features: grammar and semantics. SFL emphasises language's syntactic structures, which describe what language does (its function) and how language structures achieve various communication goals. This is one of the advantages of SFL in linguistics (as cited in Dong, 2009, p.112).

In SFL, the interpersonal function of language was more concerned with interaction and social interactions than with feelings until 1990. This was owing to Halliday's work on the grammar of mood and modality (Halliday, 1994), Martin and White (2005) began creating a more lexically-based viewpoint. Martin and White originally focused on affect in the narrative, then expanded to include evaluation in literary criticism, print media, art criticism, administrative discourse, and historical discourse.

(Orwenjo et al., 2016) additionally, elaborate that the goal of AT is to explain how interpersonal meanings are recognised using a variety of linguistic techniques. How writers/speakers establish specific identities, as well as how they locate themselves and those they are addressing, are studied in AT. Interpersonal functionality is created as a result.

Martin and White (2005) state that while addressing appraisal semantics, it would be useful to emphasise that certain systems are graded and that this is seen to be a defining feature of interpersonal semantic systems. As a result, the concept of "value" was introduced, with a scale ranging from low to high. Words like "contend," "glad," "joyous," and "ecstatic," for example, show gradation from a low-intensity value for "contend" to a high-intensity value for "ecstatic." The viewpoint shifted from categorical to graded analysis as a result of the scaled systems.

An essential idea of AT is that the operators of language adopt evaluative resources, as Martin and Rose (۲۰۰۷) share, “for negotiating our social relationship by telling our listeners or readers how we feel about things and people, in a word, what our attitudes are” (p.۱۹). They explain that the AT is divided into three subcategories: attitude (emotional or affective evaluation), engagement (resources for positioning the author's voice about propositions and proposals conveyed by a text, such as modals of probability, attribution, and reality phases), and graduation (intensifying or weakening the degree of force or focus). These three systems may be broken down even more. Depending on the nature of the evaluation, attitude is separated into three categories of feelings: affect, judgment, and appreciation. Monoglossia and heteroglossia are the two subsystems of engagement, therefore there are two subsystems to graduation: force and focus.

## ۲, ۴ Suicide Notes

### ۲, ۴, ۱ Definitions of Suicide

According to Collins (۱۹۹۵), suicide is “The act or an instance of killing oneself intentionally”. Black (۱۹۹۱) defines it as “Self-destruction; the deliberate termination of one’s own life.” Suicide, from Latin *suicidium*, is “the act of taking one's own life”. Attempted suicide or non-fatal suicidal behavior is self-injury with at least some desire to end one's life that does not result in death( Shapero, ۲۰۱۱). This definition of suicide is incomplete in an academic sense.

Durkheim (۱۹۵۱) makes one of the first effective attempts to explain suicide. He asserts that “the term suicide is applied to all cases of death resulting directly or indirectly from a positive or negative act of the victim himself, which he knows will produce this result” (p.۴۴). It is Durkheim’s definition that is taken into consideration in the present study.

## ٢,٤,٢ Factors of Suicide

Mental disorders, drug abuse, psychological states, cultural, family, and societal settings, genetics, and trauma or loss experiences are all factors that influence the risk of suicide. Mental illnesses and drug abuse are commonly seen together. (Shapero, ٢٠١١).

### ١. Mental Illness

Mental illness is present at the time of suicide in anywhere from ٢٧% to ٩٠% of cases. Major depressive disorder (MDD) affects half of all suicide victims; having this or another mood illness, such as bipolar disorder, raises the chance of suicide by a factor of ten. Schizophrenia (١٤%), personality disorders (٨%), obsessive-compulsive disorder, and posttraumatic stress disorder are among the other problems mentioned. People with autism spectrum disorders are more likely to try and ponder suicide (Zahid & Uothegrove, ٢٠١٧).

### ٢. Psychosocial Factors

Hopelessness, loss of joy in life, melancholy, nervousness, agitation, inflexible thinking, rumination, thought suppression, and poor coping abilities are all psychological characteristics that raise the risk of suicide. A lack of problem-solving skills, the loss of previously acquired talents, and poor impulse control all play a part. The perception of being a burden to others is essential among older persons. People who have never married are likewise more at risk. Recent life difficulties, such as the death of a family member or a friend, or the loss of a job, might be a role (Shapero, ٢٠١١).

A higher risk of suicide has been linked to social isolation and a lack of social support. Poverty has a role as well, with greater relative poverty compared to others surrounding a person raising the likelihood of suicide. Suicide may be less likely if one is religious, but it may be more likely if one

believes suicide is honorable. This has been related to many religions' disapproving attitudes against suicide, as well as the increased sense of belonging that religion may provide (Reisenzein, २००६).

### **३. Medical Conditions**

Suicide has been linked to physical health conditions such as chronic pain, traumatic brain damage, and cancer. When a person is diagnosed with cancer, the likelihood of suicide nearly doubles. After accounting for mental illness and alcohol addiction, the incidence of increased suicidality remained unchanged. The prevalence is especially high among persons who had more than one medical problem (Yip, २००८).

### **४. Media**

The media, especially the Internet, has a significant impact. Suicide portrayals that celebrate or romanticise suicide have the most impact, with high-volume, prominent, and repeating coverage having the most impact. When thorough details of how to kill oneself using a certain technique are depicted, this form of suicide may become more popular among the general public (Bohanna & Wang, २०१२).

### **५. Other Factors**

In both children and adults, trauma is a risk factor for suicide. Some people may commit suicide to avoid being bullied or discriminated against themselves. A history of sexual abuse as a kid, as well as time spent in foster care, are also risk factors. Sexual abuse is thought to be responsible for around २०% of the overall risk. Early life trauma has a poor impact on problem-solving abilities and memory, both of which are linked to suicidality.

When compared to the general population, problem gambling is linked to higher suicide ideation and attempts. Pathological gamblers attempt to commit

suicide at a rate of ۱۲ to ۲۴ percent of the time. Suicide rates among their wives are three times higher than in the overall population. Concomitant mental illness, alcoholism, and drug abuse are further characteristics that raise the risk of problem gambling (Hansen & Anderson ۲۰۰۸).

### ۲, ۴, ۳ Definitions of Suicide Note

A suicide note, also known as a *death note*, is a message left behind by someone who has committed suicide or intends to commit suicide. The most prevalent reasons that persons contemplating suicide choose to write a suicide note, according to Lenora Olsen, a professor at the University of Utah School of Medicine, are one or more of the following:

- To alleviate the suffering of the victim's friends and family by striving to dispel guilt.
- To raise the pain of fighters by attempting to make guilt.
- To move off the cause(s) for suicide.
- To express feelings and thoughts that the person's senses are unable to express in life.
- To stretch instructions for removal of the remains.
- Infrequently, to admit acts of murder or some other crime (Olsen, ۲۰۱۱).

### ۲, ۵ Previous Studies

AT is distinguished by its inventiveness in language studies. As a result, this theory has been selected as the principal approach to fulfill linguistic aims in a lot of research efforts. Consequently, the following section summarises the most important research in AT.

### ۲, ۵, ۱ Gallardo and Ferrari (۲۰۱۰)

Gallardo and Ferrari's (٢٠١٠) paper is titled "**How Doctors View Their Health and Professional Practice: An Appraisal Analysis of Medical Discourse.**" They focus on the issue that many physicians find it difficult to say that they are in problems, that their work is stressful, or that they want to support.

The study aims to discuss how doctors view their health and professional practice concerning their health using the AT framework within an SFL approach and focusing on three main areas: "appraiser," "appraised," and "goals are considered valuable." Gallardo and Ferrari conduct a qualitative study of a corpus of texts from a discussion forum where doctors from Spanish-speaking Latin America post casual messages about their health and professions.

According to the findings, attitudes are generally unfavorable in all three areas. Many physicians are fully aware of the risks to their health as well as other occupational issues, and just a few of them report satisfaction with their jobs. The most interesting conclusion in regards to neglecting their health is a negative judgment of social esteem, but the judgment of social sanction is connected to the health care system as a whole.

#### ٢,٥,٢ **Pusparini (٢٠١٤)**

The title of this study is "**An Appraisal Analysis of Four Opinion Texts Exposing the Polygamy Banning Taken from [www.jakartapost.com](http://www.jakartapost.com) (Based on SFL)**". The title implies that the focus of the study is on the attitudes used in texts, to understand why attitudes are utilised, and to uncover similarities and differences in texts.

The data are obtained from four texts, entitled "Polygamy immature, uneducated practice", "Polygamy is a choice", "We are against polygamy", and "Polygamy part of Islamic social order". Four types of analysis are used in the



data collecting process: domain, taxonomy, componential, and discovering cultural values. The researcher adopts the AT framework to analyse his data.

The findings reveal that the four texts have parallels and variances. Because the writers use a variety of attitudes throughout the text, the parallels in prosody types are more subjective. The graduation of the texts reveals the similarities. It is dominated by the focus-sharpen command. Aside from the parallels, there are variances in the texts' attitudes, the writers' ideologies, and the text's genre.

### **٢,٥,٣ Khudher (٢٠١٧)**

The study is entitled “**Discourse Analysis of American Eulogies**”. It focuses on the American Eulogies in terms of Martin and White’s AT. The major aim of this research is to identify and explore the resources of attitude and graduation that eulogists utilise to share affect, judgements, and appreciation with the audience, as well as how these resources are enhanced.

The researcher obtains data from six eulogies for women and men from various professional and social backgrounds. The AT framework is considered an effective framework for examining attitudes and interpersonal meanings.

The results indicate that judgment values occur more frequently in the attitude system than affect and appreciation, and implicit attitude exhibits less distribution than explicit attitude. Furthermore, as compared to positive attitudinal meanings, negative attitudes account for a small percentage of the total. This demonstrates that eulogists pay more attention to the deceased's personality, and they utilise a more explicit and positive attitude. The overall findings of the examination of the six eulogy texts reveal that positive attitudes occur more than negative ones.

### **٢,٥,٤ Lam and Crosthwaite (٢٠١٨)**

The title of this study is "**Appraisal Resources in L<sup>1</sup> and L<sup>2</sup> Argumentative Essays: A contrastive Learner Corpus <sup>٧٨</sup> Informed Study of Evaluative Stance**". This study looks at how L<sup>1</sup> and L<sup>2</sup> English writers from L<sup>1</sup> Cantonese (Hong Kong) backgrounds express appraisal in argumentative essays written in the same settings and on the same topic. The ٦٠ argumentative essays are chosen from a wider corpus of the written form of the International Corpus Network of Asian L<sup>2</sup> English writing because it comprises L<sup>1</sup> and L<sup>2</sup> argumentative essays created under the same conditions and on the same tasks, allowing for direct comparison.

The study employs Martin and White's (٢٠٠٥) AT, as well as the Contrastive Interlanguage Analysis (CIA) methodology, with the latter complementing the mostly qualitative information gathered by the former.

The results reveal that the evaluation resources employed in L<sup>1</sup> and L<sup>2</sup> argumentative writings are vastly different. In general, L<sup>1</sup> English authors have shown a high dependence on engagement resources than L<sup>2</sup> writers in their writings. In comparison to L<sup>1</sup> English writers, Hong Kong L<sup>2</sup> English writers employ a substantially higher frequency of negative attitude resources. These corpus-based findings add to the evidence of variations in the written assessment situation of L<sup>1</sup> and L<sup>2</sup>, which educators might consider when creating instructions.

### **٢,٥,٥ Yuliana and Gandana (٢٠١٨)**

Yuliana and Gandana's (٢٠١٨) study is called "**Writers' Voice and Engagement Strategies in Students' Analytical Exposition Texts**". The study examines how the writers' voice is developed through engagement resources using nine analytical exposition texts authored by university students of various levels of competence.

The study indicates that, while all students can express a clear position, students of varying skill levels use distinct engagement methods in their writing, according to Martin and White's (۲۰۰۶) engagement system. Students who have a better command of the English language are better equipped to use the materials available to construct a well-argued composition and display a stronger sense of authorship. The pupils' heteroglossically extended engagement pattern in their readings demonstrates that they are aware of opposing viewpoints. The study also finds that writings with a strong authorial voice are not those that exhibit heteroglossic engagement patterns, but rather those that demonstrate a combination of the two (monogloss and heterogloss).

## ۲.۶ The Current Study

In the light of discussing the previous studies, it is important to identify the distinctions between the present study and the others.

In respect to the data, the previous studies tackle different types of data such as Physicians' Problems, Polygamy immature, uneducated practice, American Eulogies, L<sup>۱</sup> and L<sup>۲</sup> argumentative essays, and finally nine analytical exposition texts authored by university students of various levels of competence. However, the current study is concerned with the investigation of genuine suicide notes written by suicidal persons.

In terms of the model of the analysis, the previous studies use only specific parts of the AT while the current study uses the whole Appraisal System categories to achieve a comprehensive analysis as much as possible. Accordingly, the three categories, Attitude, Engagement, and Graduation, are investigated in the data under scrutiny. As far as the researcher's best knowledge, the selected Suicide Notes have not been studied before from the AT perspective.

## CHAPTER THREE

### METHODOLOGY

#### ۳.۰ Preliminary Remarks

This chapter explains the research methodology adopted in this study for data analysis to achieve the aims. The second part deals with the data description and selection. The third part focuses on the theoretical framework of the study, which is Martin & White's (۲۰۰۵) AT, with its three categories attitude, engagement, and graduation, in addition to the model of analysis.

#### ۳.۱ Research Design

The current study employs a quantitative analyses to support the qualitative one, which has shown to be the preferable option since it offers a holistic perspective of the researched topic (Kielmann et al., ۲۰۱۲). The integrated research analysis is regarded as an appropriate and accessible method.

On the one hand, a quantitative research is defined by Bryman and Bell (۲۰۰۷, p.۲۶) as "the use of numbers and percentages to represent and interpret the data collected". According to King et al. (۱۹۹۴) a quantitative research is defined as the use of statistical approaches "based on numerical measurements of certain features of phenomena...[and] are easily repeatable by other researchers" (pp.۳-۴). It entails "the gathering of data for information to be

measured and statistically treated to support or disprove rival knowledge assertions" (Williams, ۲۰۰۷, p. ۶۶).

On the other hand, a qualitative research is defined as the “study of things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, ۱۹۹۴, p.۲). Most significantly, qualitative research is “situationally constrained”, i.e., the social context plays a key role since it determines the meaning of the social actions (Neuman, ۲۰۰۴, p.۱۷). Bryman and Bell (۲۰۰۷, p.۲۶) delineate that “The qualitative research methods are related to the description and explanation of the results obtained from the collected data”.

Researchers should combine the elements of quantitative and qualitative research (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, and inference techniques to improve the validity of the study and make it more comprehensive, as well as to gain a deeper understanding of the data and results (Burke et al., ۲۰۰۷, p.۲۳). This type is known as mixed-method research.

The qualitative part of this research is denoted by DA examining the concept of AT in selected suicide notes. Meanwhile, the quantitative portion of the study involves utilising the statistical results manually calculated to enhance the study's findings, assist the researcher's interpretation, and eliminate bias or subjectivity.

## **۳.۲ Data Description and Selection**

Essentially, the data involves sixteen genuine suicide notes on online website incidents around the world. The researcher uses the data on genuine suicide notes. Firstly, all these notes are collected from English suicidal persons. Secondly, the suicide events happened in the period between (۲۰۱۰-۲۰۲۲). Thirdly, the researcher collects sixteen suicide notes randomly for the gender

and ages of suicidal persons; these notes are available in the appendices at the end of the thesis. So, the suicide notes, reaching about ۱۰۸۹۰ words, were selected from different websites whose links are attached to each of them in the appendices.

## **۳.۳ Appraisal Theory**

Appraisal Theory is a system of discourse analysis that Martin and White (۱۹۹۲, ۱۹۹۵, ۲۰۰۳, ۲۰۰۵) have suggested. Bock (۲۰۰۷) states that an appraisal is to be the evaluation of “the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and how values are sourced, and readers are aligned” (p.۷۴). The relationship between the AT and SFL and Discourse Analysis is the most important relation that is tackled in a previous chapter (cf. ۲,۲). AT consists of categories and subcategories that will be mentioned in the following:

### **۳.۳.۱ Attitude**

Painter (۲۰۰۳, p. ۱۸۴) exemplifies attitude as "a domain concerned with the linguistic expression of positive and negative attitudes". Read and Carroll (۲۰۱۰, p. ۴۲۴) believe that "the sub-system of attitude is a framework for three areas of personal feeling: emotion, ethics, and aesthetics. All types of attitude can also be analysed according to their polarity, be it positive or negative".

As Martin and White assure that attitude has to do with evaluating "our feelings, including emotional reactions, judgements of behaviour and evaluation of things" (Martin & White, ۲۰۰۵ p. ۳۵). The evaluation is more intense, less intense, or exaggerated. The writer's attitude might be attributed to himself or someone else (Martin & Rose, ۲۰۰۷). Likewise, White (۲۰۰۱) believes that

speakers or writers integrate intersubjective appraisal of participants and processes with emotional responses or culturally defined values which is referred to as attitude. For example:

“Well, I've been listening to the two guys who are heroes [judgement] and I admire [affect] them both” (White, ۲۰۰۱, p. ۲).

According to Thompson (۲۰۱۴, p. ۸۲) and Martin and White (۲۰۰۵, p. ۶۱), attitude can be expressed explicitly (inscribed) or implicitly (via ideational meanings) (invoked). "The appraisal is inscribed: that is, it is explicit and usually fairly easy to recognise. But appraisal can also be invoked" (Thompson, ۲۰۱۴, p. ۸۲). When a speaker or writer says something to people that are not directly appraised but is meant to elicit a response, this is known as an evoked appraisal. People are told of the reasons for the appraisal, but they are expected to do the evaluation themselves. Evaluation implies that the recipient will be able to apply the appropriate set of values, putting pressure on him to share the values (Thompson, ۲۰۱۴).

Martin and White (۲۰۰۵, p. ۶۲) illustrate that "the general point here is that the selection of ideational meanings is enough to invoke evaluation, even in the absence of attitudinal lexis that tells us directly how to feel". The balance of inscribed and invoked appraisal differs from text to text, but both should be included to provide a comprehensive picture of the evaluation in any text (Thompson, ۲۰۱۴).

Finally, as Bloom and Argamon (۲۰۱۰) indicate, the third system of attitude focuses on things in the environment with which the appraiser interacts. The aesthetic quality of a thing (for example, a spectacular sunset) is appraised through appreciation. In addition, the attitude system takes into account the direction of opinions and determines whether they are positive or negative. As a result, the attitude system can be represented either positively or negatively.

## ۳,۳,۱,۱ Affect

According to Martin & White (۲۰۰۵, p. ۴۲), affect is an attitude "concerned with registering positive and negative feelings" (e.g. happiness, sadness, anxiety, interest, or boredom). Martin & White (۲۰۰۵) represent affect as *dealing* "with resources for construing emotional reactions." Such responses expose the solidarity between speakers and recipients. By assessing events in affective terms, the speaker/writer invites their audience to share that emotional reaction, or at the very least to regard it as useful and exciting. When this invitation is accepted, the speakers and recipients will be encouraged to show solidarity or compassion. Once a sympathetic relationship has been established, the listener may be more willing to consider the speaker's larger ideological viewpoint. When the affective value is perceived as uncomfortable, solidarity and sympathy are likely to decrease, and the possibility of ideological concord is reduced.

The realisations of attitude as a "discourse semantic system" are predicted to be produced through a variety of grammatical structures. This is especially true when it comes to affect (Martin & Rose, ۲۰۰۷, p. ۶۳).

The subcategory of affect includes three types of emotional reactions which are happiness, security, and satisfaction. These types of affect are polarised into positive and negative and will be explained below:

### A. Happiness

Un/happiness group of meanings involves the emotional mood (sad or happy), feelings directed towards a target (like or dislike something or someone), cheer emotions (laugh or cry), and feelings of affection (love or recoil), for example:

۱) *We felt sad/happy.*

(Martin & White, ۲۰۰۵, p. ۴۹)



## B. Security

۱) In/security refers to sentiments of peacefulness and worry regarding surroundings, including those who share these sentiments. These groups of emotions can be polarised as either positive or negative. Insecurity involves processes and feelings of calmness, while security involves surprise, confidence, and trust. (Martin & White, ۲۰۰۰, p. ۴۹)

۲) *We felt anxious/confident.*

## C. Satisfaction

۳) Dis/satisfaction is concerned with our sense of accomplishment and frustration related to our activities, including our roles as participants and observers. They are oriented toward learning and achievement. Dissatisfaction comprises emotions and processes of boredom and displeasure. Satisfaction involves processes and feelings of interest and pleasure. (Martin & White, ۲۰۰۰, p. ۴۹)

۴) *We felt fed up/absorbed.*

Affect is a semantic resource that examines emotions and deals with emotional disposition and reaction. Furthermore, affect is concerned with how speakers or writers express their emotions, whether the feelings are their own or assigned to others (Martin, ۲۰۰۳). The Affect is referred to be 'authorial' when the feelings are those of the author; on the one hand, the author is the source of feelings in authorial affect. Non-authorial affect, on the other hand, relates to other people's emotional reactions. The sensations in non-authorial affect are unrelated to the speaker and are only recounted by him/her (Van & Thomson, ۲۰۰۸)

Feelings, according to Martin and Rose (۲۰۰۷), can be characterised as either positive or negative. To put it another way, affect can be good or bad. Martin and White (۲۰۰۰, p. ۷) called readers' attention to two questions that

need to be considered when polarising affect into positive or negative. These questions are:

- i. Are the feelings positive or negative?
  - ۴) Positive affect: “the captain was **happy**”.
  - ۵) Negative affect: “the captain was **sad**”.
- ii. Do you have emotions of un/happiness, in/security, or dis/satisfaction?
 

Un/happiness encompasses emotions such as love, hatred, sadness, and happiness; in/security encompasses feelings such as anxiety, fear, confidence, and trust; and dis/satisfaction involves emotions such as dissatisfaction, curiosity, respect, and pleasure (Martin & Rose, p. ۶۶).

People can also choose to be open about their feelings, or can infer how they feel from their actions. In other words, affect can be expressed directly or indirectly (p. ۶۹). The following sentences demonstrate a direct negative affect:

۶) “**I was torn to pieces**”. Here, the writer expresses pain or unhappiness indirectly because the phrase ‘torn to pieces’ has multiple meanings but implicitly it means ‘severe pain’.

۷) “**I can’t explain the pain and bitterness me**”. *Here, the sadness is clear and direct by the words used.*

Martin and Rose (۲۰۰۷) further reveal “that emotions can be expressed directly through physical behavior (e.g., uncontrollable shakes can express anxiety, shrieks might express fear) or implicitly through metaphors and unusual behaviors”. In sentences ۸ and ۹ below, it is clear that metaphor engages in describing and revealing implied negative feelings (p. ۳۱):

۸) “*Eyes bewildered, but dull like the dead*”.

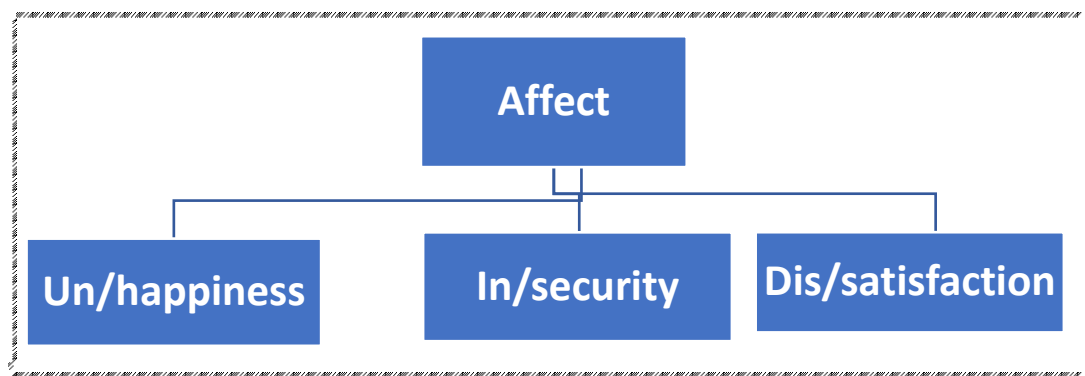
۹) “*Blood-curdling shrieks from the bottom of his soul*”.

Martin and White (۲۰۰۵, pp. ۴۵-۶) classify the grammatical realisations of affect in terms of Halliday (۱۹۹۴) participants and processes, which include, affective mental and behavioural processes, and modal Adjuncts”. Accordingly, affect can also be realised by quality, process, and comment, as illustrated in the following table:

**Table ۱**  
*Grammatical Realisations of Affect*

Affect Forms		Function	Examples
Quality	Epithet	Describing Participants	A <b>brilliant</b> actor.
	Attribute	Attributing Participants	He is <b>brilliant</b> .
	Circumstances	Showing the process’s manner	<b>Quickly</b> , he called the police.
Process	Mental	Affective mental process	His death <b>shocked</b> her.
	Behavioural	Affective behavioural process	They <b>wept</b> .
Comment	Modal adjunct	Desiderative comment	<b>Unfortunately</b> , he left.
Grammatical metaphor	Nominalised qualities	Nominalise a quality as a thing	jumps of <b>joy</b> .
	Nominalised processes	Nominalise a complete activity	The <b>grief</b> in his voice.

**Figure ۱**  
*Illustration of Affect System*



## ۳,۳,۱,۲ Judgement

According to Martin and White (۲۰۰۵), the judgement system allows speakers to convey their evaluations about other people's conduct and character. According to White (۲۰۰۱), Martin and White (۲۰۰۵), Martin and Rose (۲۰۰۷), and Thompson (۲۰۱۴), judgement system has two subcategories including "**social esteem**" which denotes personal judgement and those concerned with "**social sanction**" which covers moral judgement.

The majority of oral forms of communication, such as various sorts of rumors, jokes, tales, and so on, are used to convey social esteem; the supposed influence is generally made with a sense of humor, which turns out to be of first-class value for both the speaker and the listener. Furthermore, judgement entails assessments in which the individual being judged is decreased or increased at the option of his/her society but it has no legal or moral consequences. On the one hand, negative social esteem values will therefore be regarded as strange or unsuitable, but not as sins or crimes (White, ۲۰۰۱, p.۱۱). Consider the following example:

۱۰. *“His father told him that he should not be so **sardonic**”*. (Judgement: **social esteem**”).

On the other hand, positive social esteem has many positive expressions like, lucky, fortunate, charmed, normal, fashionable, etc...consider the following examples:

۱۱. *Her teacher told her that she should be **avant-garde**.*

The subcategory of social esteem includes three devices of judgement. **Normality** emphasizes how unique someone is, "**tenacity**," emphasises how trustworthy someone is, while "**capacity**," emphasizes one's ability. Positive and negative manifestations of social esteem are associated with actions of appreciation and criticism, respectively. Sub-categories of social sanction, according to Martin and White, include "**veracity**," which emphasises how honest someone is, and "**propriety**," which emphasises how much beyond reproach someone is. Social sanctions can take the form of positive or negative manifestations, and they are therefore related to actions of appraisal and condemnation.

The social sanction, is frequently provided in writing. It is standard practice to record the expressions in numerous rules, regulations, and laws governing daily life that are acceptable to a person's actions (Martin & White, 2000, White, 2001). It covers issues of law as well as morality. It will be regarded as a crime from a legal point of view. Opening of social sanction is considered a sin from a religious standpoint. As a result, breaking a social censure carries the possibility of legal or religious repercussions (White, 2001, p.11). Consider the following example:

12. "*My manager is **corrupt** and **unjust***". (Judgement: **social sanction**)

According to Martin and Rose (2004), judgement or judgemental values, like affect, can be positive or negative, as in, for example.

Un/happiness, in/security, and dis/satisfaction, courageous versus cowardly, brilliant against dumb, typical vs strange might be appraised explicitly or implicitly. Furthermore, meanings may be found on a sliding scale of intensity ranging from low to high e.g.

13. *She is a **good** teacher.*

14. *He is a **skilled** player.*

Figure ۲ summarises the subcategories of judgement system as follows:

**Figure (۲)**

*Illustration of Judgement system: Social Esteem and Social Sanction*

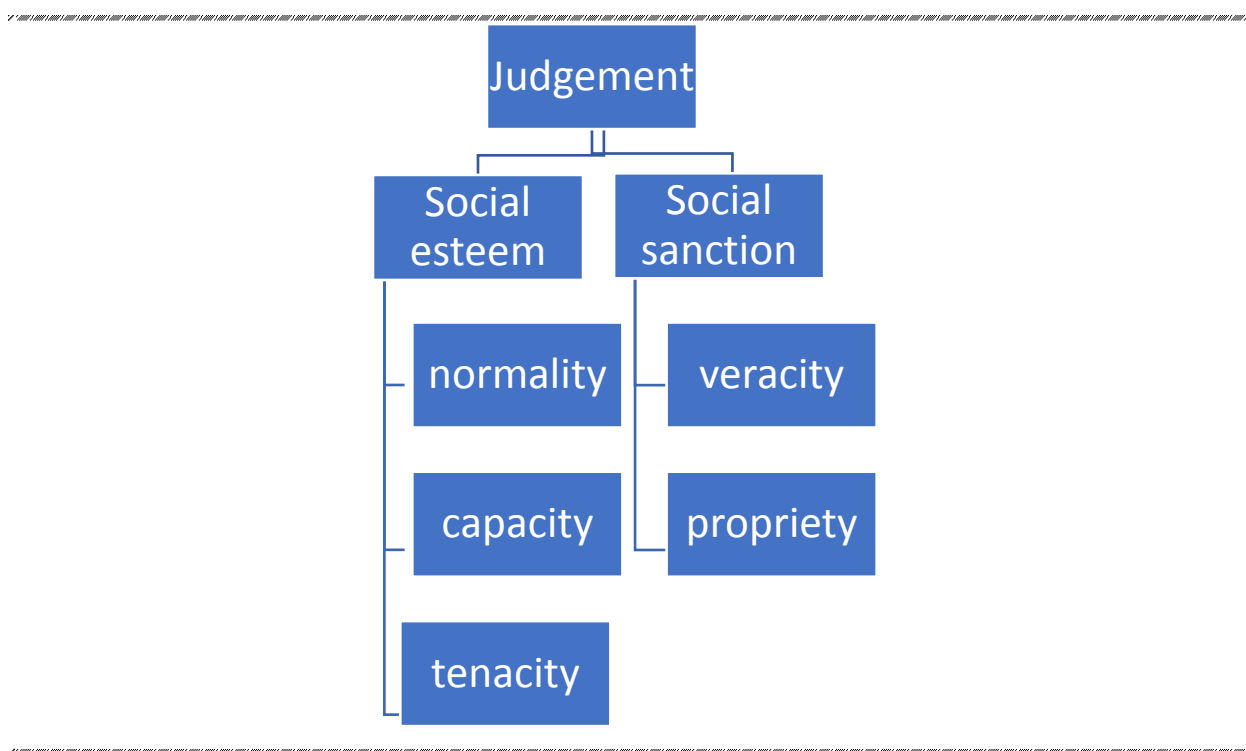


Table ۱ will expound on some linguistic realisations of social esteem and social sanction subcategories.

**Table (۲)**

*Judgement: Social Esteem (Martin & White ۲۰۰۵, p. ۵۲)*

<b>SOCIAL ESTEEM</b>	<b>Positive [admire]</b>	<b>Negative [criticise]</b>
<b>Normality</b> 'how special?'	lucky, fortunate, charmed...	unlucky, hapless, starcrossed....
<b>Capacity</b> 'how capable?'	powerful, vigorous, robust ...;	mild, weak, whimpy ...;
<b>Tenacity</b>	plucky, brave, heroic ...	timid, cowardly,

'how dependable?		gutless..
------------------	--	-----------

**Table (3)**

*Judgement – Social Sanction (Martin & White 2000, p. 03)*

<b>SOCIAL SANCTION</b>	<b>Positive [praise]</b>	<b>Negative [condemn]</b>
<b>'mortal'</b>		
<b>veracity [truth]</b> 'how honest?'	Truthful, honest, credible...	Dishonest, deceitful, lying ...;
<b>propriety [ethics]</b> 'how far beyond reproach?'	good, moral, ethical ...;	bad, immoral, evil ...;

Judgment subcategories, according to Halliday (1994) and Martin and White (2000), reflect linguistic differences in the modalisation system. Capacity is to ability, tenacity is to inclination, and propriety is to obligation in modalisation; (Martin & White, 2000, p. 04). Consider the following examples:

10. “He is *certainly* naughty”. (**judgements: veracity**)

17. “He’s *often* naughty”. (**judgement: normality**)

**Likewise, for ability and capacity:**

14. “He’s *strong enough* to go”. (**judgement: tenacity**)

14. I’m resolute, steadfast, unyielding, unflinching, etc. (**judgement: tenacity**)

**3,3,1,3 Appreciation**

Appreciation covers “the process of evaluating things, particularly the things that people produce and the performances that they engage in” (Martin &

White 2000, p. 06). Hence, rather than being a form of human behavior, appreciation looks for resources to explain the value of things and products (White, 2001; Martin & White, 2000). In addition, it provides evaluations of natural events and commonly evaluates natural items, artifacts, and language, as well as more abstract structures like plans and policies by using aesthetic concepts as well as other social value systems (White, 2001, p.ξ, Martin & White, 2000, p.36), as in:

19. “She has a **beautiful** relationship with all people”

In the example, the writer react and appreciate the relationship as ‘*beautiful*’ expressing attitude by giving an aesthetic view of the relationship as an object.

The system of appreciation is concerned with the attitudes and evaluations of things. Appreciation is divided into reaction, composition, and value. Reaction is related to how people react to things, whether they can catch people’s attention or please them. By reaction, the product or process is evaluated in terms of the impact it has or its quality. Composition refers to the features of things complexity and balance where the product or process is evaluated according to its makeup, whether it conforms to various formal organisation conventions. For value, it is related to how authentic, timely, innovative, etc. Things’ value is evaluated according to various social conventions (Martin & White, 2000; White, 2001).

Grammatically, “reaction”, “composition” and “valuation” might be considered as related to mental processes, i. e., how to regard things. ‘Reaction’ is associated with affection (emotive- “it grabs me”, “I want it”); “composition” is associated with perception ( view of order), and “valuation” is associated with cognition (consideration of opinions) (Martin & white, 2000, p. 07). For them, reaction, composition, and value are mental processes that indicate how a



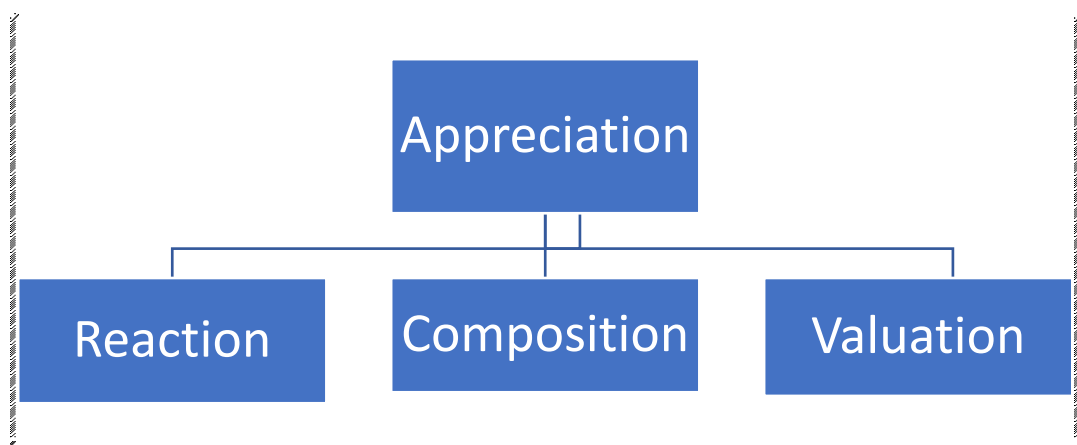
person views things. The response is linked to feelings of affection. Composition is linked to perception, and cognition is linked to valuation.

Appreciation values, like affect and judgment, may be positive or negative (e.g. **beautiful** versus **ugly**). They can also be found on the cline of low to high force/intensity (for example, **beautiful, wonderful, exquisite**) (Martin & White, 2000, p. 06).

As stated by Rothery and Stenglin (2000, p. 238), "[r]eaction is interpersonally tuned," the appreciation structure may instead be read meta functionally with the reaction pointing to the value of interpersonal interactions. It defines how the work affects the reader, listener, or spectator emotionally. While value is ideational since it is ideationally calibrated, composition is focused on textual structure because it "describes the texture of a work in terms of its complexity or intricacy" (Rothery & Stenglin, 2000, p. 238). Valuation pertains to a declaration of the "message" of the work in visual arts and literature (Rothery & Stenglin, 2000, p. 239). An object, product, or process is assessed in the "value" subcategory in light of the numerous social agreements. The idea that the social judgment of one subject will not be applicable to or suitable in another is closely related to this (White, 2001, p. 13).

**Figure (2)**

*Illustration of Appreciation System*



To sum up, affect is concerned with the appraiser's feelings, whereas judgement and appreciation are concerned with the appraised entity's attributes. As a result, appreciation, and judgment are less straightforward since the emotional root of evaluation is not clearly stated. While a text's analysis of the evaluation is frequently presented, it might be difficult to figure out exactly what is going on. Hence, determining whether one is dealing with appreciation or judgment in some evaluations can be difficult (Thompson, 2011, p.82). For example, saying that *this girl has a beautiful smile* might be interpreted as either praising her (judgment) or appreciating her smile (appreciation). Even though several assessment expressions may be used for persons or objects, the quality of the evaluation will typically vary. The reasons for someone thinking *his friend is good* differs significantly from the reasons for thinking *his book is nice..*

### 3.3.2 Engagement

The second appraisal system for linguistic resources is engagement, in which speakers or authors take a stand on the important attitudes mentioned in the text. This dialogistic viewpoint demonstrates the nature of the relationship that speakers or writers present as engaging (Martin & White, 2005).

Read and Carroll (2010) illustrate that engagement is the linguistic phenomenon through which authors justify their views and the tools they use to take stances against the viewpoints of other authors. This presupposes that every piece of writing represents a point of view in some form and responds to other people's views in both direct and indirect ways. Furthermore, these reactions might be retroactive by responding to previously expressed ideas or prospective by anticipating audience response.

According to Martin and White (2006), the dialogistic point of view leads to an understanding of how speakers or authors interact with prior utterances and their relationships with other speakers who have taken a stance on the actual topic. Thus, both Martin and White are interested in the extent to which speakers or writers notice earlier speakers alternative voices and how they choose to interact with them when studying engagement as represented by AT. In other words, we are curious whether speakers/writers establish themselves as supporting, opposing, or neutral to other speakers, as well as their value-position.

According to Martin and Rose (2007), engagement is a sub-system of AT that is used to introduce new voices into a text. In this sub-system, the sources of attitudes are explored, i.e., where do the evaluations come from? Either one voice (monogloss) or many voices (heterogloss). They note that "heteroglossia" is a term that refers to several voices in which the source of the attitude is not the writer or speaker. In contrast, monogloss refers to a single voice in which the author is the source of attitude.

Martin and White (2006, p. 97) postulate that "Engagement includes resources of dialogistic positioning that in various ways construe for the text a heteroglossic backdrop of prior utterances, alternative viewpoints, and anticipated responses". Utterances are either monoglossic (bare assertions) or heteroglossic.

### 3.3.2.1 Monoglossic Utterances

Utterances can be monoglossic (bare assertions) with "no reference to other voices and viewpoints" (Martin & White, 2006, p. 99). In the same respect Stubbs (1983) states, "whenever speakers (or writers) say anything, they encode their point of view towards it". When speakers or writers announce their "attitudinal views," they do more than only expressing themselves "by stating

their own opinions," they also invite others to confess and share their feelings, tastes, and normative evaluations (Martin & White, ٢٠٠٥, p.٩٥). As a result, the speaker or writer presents the current proposal as one in which there are no alternatives for dialogistic items that must be recognised or dealt within the context of the current communication - because it is inactive in terms of dialogue and thus can be categorically pronounced (Martin & White, ٢٠٠٥).

### ٣,٣,٢,٢ Heteroglossic Utterances

Utterances can also be heteroglossic, in the sense that they "invoke or allow for dialogistic alternatives" (Martin & White, ٢٠٠٥, p.١٠٠). In the context of heteroglossic negotiation, it might be interpreted as an indicator that the meanings of concern are subject to heteroglossic negotiation, rather than representing the level of the speaker's knowledge. It may or may not have anything to do with suspicion or ambiguity; rather, it is used to acknowledge the reasoning of a specific idea, or a speaker's willingness to negotiate with individuals who hold opposing perspectives, or a speaker's preference for those opposing viewpoints (White, ٢٠٠١).

This means that the speech or writing is always reflecting the effect of what has been said or written before, or referring to or taking in one way or another, while anticipating the responses of actual, potential, or imagined readers or listeners (Martin & White, ٢٠٠٥), while White (٢٠٠١, p.١٦) illustrates it as follows:

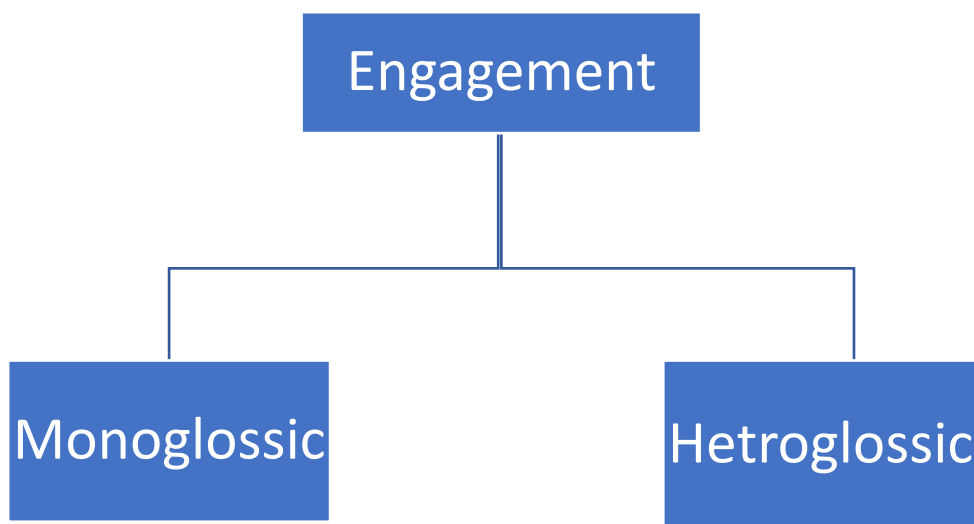
*Any speaker is himself a respondent to a greater or lesser degree. He is not, after all, the first speaker, the one who disturbs the eternal silence of the universe. And he presupposes not only the existence of the language system he is using but also the existence of preceding utterances-his own and others'-with which his given utterance ٥٦ enters*

*into one kind of relationship or another. Any utterance is a link in a very complexly organised chain of other utterances.*

Halliday's mood functions are more in line with this heteroglossic understanding of the semantics of engagement in that it considers the intersubjective aspect in social rather than individual terms, and that it is concerned with how all utterances are primarily concerned with "the negotiation of interactional and informational meanings" (White, 2001). Figure 4 shows the kinds of engagement:

**Figure (4)**

*Illustration of Engagement: Monoglossic and Hetroglossic*



As seen in figure (4) above, the heteroglossia resources may be split into two kinds, based on whether their intersubjective functioning is dialogically expansive or dialogically contractive. The distinction is predicated on whether a statement actively allows for dialogically different perspectives and voices (dialogic expansion) or actively refuses, or limits the scope of (dialogic contraction) (Martin & White, 2005). The first kind, referred to as dialogically expansive, may be characterised as acknowledging and providing some space

for dialogically opposing opinions. Expansion is further subdivided into two categories or heteroglossic devices: **entertain** and **attribute**, while contraction is subdivided into **disclaim** and **proclaim**.

### ١- Expansion

Dialogic expansion refers to ideas that provide other people a chance to express themselves differently and have a different point of view. They thereby encourage others to voice their own thoughts (Martin & White, ٢٠٠٥). Additionally, there are two main types of dialogic expansion: **entertain** and **attribute**.

#### A) Entertain

The statement is presented by the authorial voice as one of many valid points of view, making its subjectivity evident. Therefore, it invites or entertains these dialogical alternatives. Martin and White (٢٠٠٥) state that the epistemic modalities below reflect the category of entertain dialogic position:

- **Modal auxiliaries:** may, might, could, must, will, etc.
- **Modal adjuncts:** perhaps, probably, definitely, maybe, etc.
- **Modal attributes:** it's possible that ..., it's likely that ... etc.
- **Mental verb/attribute:** I suspect that ..., I think, I believe, I'm convinced that..., I doubt..., etc.
- **Evidence/appearance-based statements:** it seems, it appears, apparently, the research suggests ..., it's almost certain that....

Based on Rahman's (٢٠١٨, p.٦٢) analysis of engagement in the introduction sections of international journal publications, the following entertain expression is an example: “One **may** even argue that the decline could potentially be due in part to the fundamental analysis which remains predominantly manual. ...”

[Heteroglossic: entertain]

According to (Martin & White, 2006, p. 106), entertain

*encompasses meanings by which speaker/writer makes assessments of contract e.g. X demonstrated that expand eg X is claiming that heterogloss monogloss ... Engagement: contract and expand likelihood via modal auxiliaries (may, might, could, must, etc.) via modal adjuncts (perhaps, probably, definitely, etc.), via modal attributes (it's possible that ..., it's likely that ... etc.), via circumstances of the in my view type, and via certain mental verb/attribute projections (I suspect that ..., I think, I believe, I'm convinced that, I doubt, etc.).*

## **B- Attribute**

With "attribution", the attention lies with those formulations which separate the proposition from the internal authorial voice of the text by assigning it to some external voice (Martin & White, 2006). Likewise, White (2001, p. 19) says that "attribution serves as one mechanism for multi-vocalising the text, for constructing the text, in Bakhtin's terms as dialogic, as emanating from multiple sources and reflecting multiple points of view."

There are two sub-categories of attribution: acknowledgment and distance. The first "acknowledge" refers to "those locutions where there is no overt signal, at least via the choice of the framer, as to where the authorial voice sits on the proposition" (Martin & White, 2006, p. 112). Acknowledgments are dialogic in the sense that they connect the text's proposition with voices from outside the book, displaying the authorial voice as "engaged interactively with those voices". (Martin & White, 2006, p. 112). Distance is the second sub-category of attribution, which contains "formulations in which the authorial

voice is explicitly distancing from the ascribed content" (Martin & White, p.113, 2000).

This may be accomplished, according to Martin and Rose (2007, pp. 49-50), by citing or reporting what others have said or thought. This type of linguistic resource is referred to by Halliday and Matthiessen (2004, p.60) as projection, which "may paraphrase the precise words that someone spoke, in which case "speech marks" are frequently employed in writing." Alternatively, they may describe the overall sense of what was said, which typically does not necessitate the use of speech marks.

Because there is no indication as to where the authorial voice sits on the proposition being offered, acknowledgment differs from distance in that the context might show the authorial text as either aligned or misaligned, neutral or uninterested (Martin & White, 2000).

Some texts operate on the assumption that the speaker or writer can stay aside to avoid any of the value positions found in credited content. Such writings portray the author as an "informational fair trader," who just communicates the views of others and is thus unaffected by whatever relationship the reader may have with the quoted source whose point of view is being recounted. Attribution is frequently more engaged in questions of alignment and solidarity in argumentative writings such as media commentary, academic publications, or political speeches. As a result, the speaker or writer might express their position on the credited content through certain "inscribed attitudinal judgments," which can come from either the attributed material or its source (Martin & White, 2000, p.113).

White (2001, p.23) indicates that "under this semantic of 'close,' an alternative, typically contrary meaning is referenced or at least entertained, and thus the author enters a heteroglossic dialogue, but it is then suppressed,



replaced, rejected or challenged... and any heteroglossic dialogue is thereby 'closed down," . These contractive interpretations are separated into two categories: "**disclaim**" and "**proclaim**".

## ٢- Contraction

As a result, the dialogistic stance for many viewpoints and voices is being closed off. Contraction involves alternatives that have the expressive purpose of limiting or challenging the scope of the proposition. **Disclaim** and **Proclaim** are the two main classes into which the dialogic contraction devices are divided into:

### A- Disclaim

This term refers to those "meanings by which some dialogic alternative is directly rejected or supplanted, or is represented as not applying" (Martin & White, ٢٠٠٥, p. ١١٧). Inside this disclaim category two sub-types can be illustrious: **deny** (negation) and **counter** (Martin & White, ٢٠٠٥, p.١١٨).

In so far as deny or negation is concerned one can say that "negation is a resource for introducing the alternative positive position into the dialogue, and hence acknowledging it, to reject it" (Martin & White, ٢٠٠٥, p.١١٨). As a result, negativity is not the polar opposite of positive in terms of communication, because negativity sometimes carries optimism, but happiness seldom, if ever, carries negativity (Martin & White, ٢٠٠٥). Negation associates the voice with a hypothetical opposing voice, resulting in two voices. Negative polarity differs from positive polarity in that positive polarity appeals to only one voice, whereas negative polarity appeals to two (Martin & Rose, ٢٠٠٧).

Incorporating voices into the text modality, according to Halliday (١٩٩٤), is a resource that produces a semantic gap between "yes" and "no." It creates a cline connecting the positive and negative poles. The first is for "negotiating services" (do it, must do it, should do it, could do it, don't do it) and the second

is for "negotiating information" (it is, it must be, it should be, it may be, it isn't) (Martin & Rose, 2007) Unlike polarity, it does not accept or reject these voices; rather, it invites dialogue, in which diverse points of view can come together to create a place for meditation and possible reconciliation (Martin & Rose, 2007)

The following example, borrowed from Martin and White (2005, p.120) exemplifies this point.

20. *“Even though we are getting divorced, Bruce and I are still best friends”.*

The presumption that Bruce and the speaker are still great friends contradicts the notion that they are divorced. In the same manner, as negation warrants an opposite perspective that is stated not to adhere to, such formulations are dialogistic (Martin & White, 2005).

## **B- Proclaim**

The second term "proclaim" points to "those formulations which, rather than directly rejecting or overruling a contrary position, act to limit the scope of dialogistic alternatives in the ongoing colloquy" (Martin & White, 2005, p.122). This method allows the author to include the potential of rejection into the text, allowing heteroglossic diversity to provide meaning-making in socially diverse contexts (White, 2001). There are three sorts of proclamation: **concur, pronounce, and endorsement:**

**Concur** refers to assertions that make it evident that the authors or speakers share the knowledge or viewpoint of the audience. The words employed in this function include "of course," "naturally," "not unexpectedly," and "likewise," as well as leading questions to which the recipient is able to provide a strong response that would seem obvious under the circumstances. Concur has the rhetorical effect of indicating that the front position is the one that is generally acknowledged to be held. As a result, opposing points of view

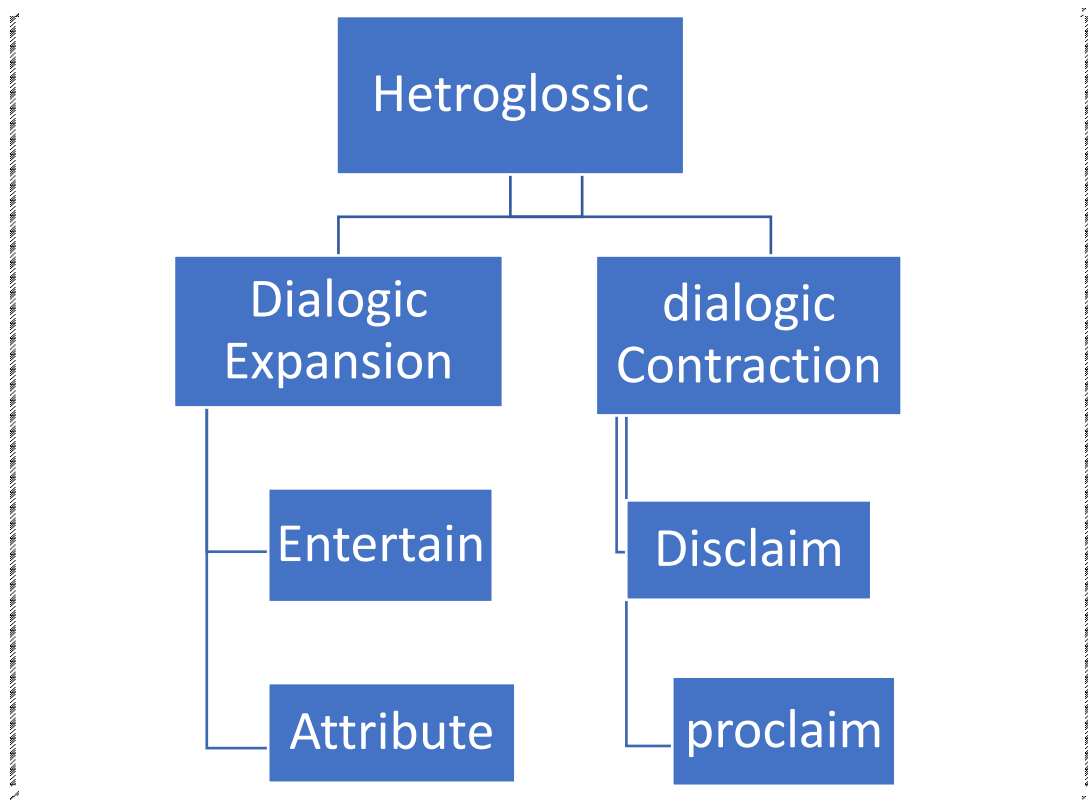
are excluded from the debate. The formulations of this group nevertheless evoke extra voices that agree with the authorial voice, making them heteroglossic.

**Pronounce** is the second subgroup underneath Proclaim. From this subcategory, Martin & White (٢٠٠٥) give the following examples: in my opinion, in facts, etc. The authorial voice is argued or discussed, displaying a range of opinions to highlight and suppress any disagreement. Pronounced category formulations are seen as excluding other alternative ideas from the dialogistic field. The following quote from Martin and White (٢٠٠٥, p.١٢٩) demonstrates pronunciation: “*Andrew B. Lewis of Burlington, Vermont, wrote, “There was a lot of talk during Daniel Schorr’s spot on —Weekend Edition‖ about George Bush’s not having a coherent postwar policy for Iraq. I contend that Bush and King Fahd do, indeed, have a policy that entails the destruction of”.*

The last subcategory of proclaim is "**endorsement**" which refers to those "formulations by which propositions sourced to external sources are construed by the authorial voice as correct, valid, undeniable or otherwise maximally warrantable" (Martin & White, ٢٠٠٥, p.١٢٦). This can be done indirectly by employing verbal processes (or similar specific terms) that characterise some of the semiosis to operate as a foundation for the speaker or author to claim this "warrantability." The verbs show, prove, demonstrate, find, and point out are those that have been addressed in literature in terms of "factivity" notions (Martin & White, ٢٠٠٥). The Heteroglossia system is represented in figure ٥:

**Figure (۵)**

*Engagement: Heteroglossia (Dialogic Expansion and Dialogic Contraction)*



### ۳.۳.۳ Graduation

In the same respect, White (۲۰۰۱) demarcates that the third component of appraisal is graduation. It has to do with the values that scale the meanings. It can rank the meanings on a scale of low to high intensity, or from the core to the periphery of a category's membership.

As Martin and Rose (۲۰۰۷, p.۴۲) point out, attitudes may be graded, i. e., the adjectives we choose to describe objects or people might convey our strong feelings about them. Some options are at the very top of the grading scale, while

others are at the very bottom. To put it another way, people at the top of the scale are highly gradable, while those at the bottom are not.

Graduation includes words like somewhat, rather, very, entirely, sort of/kind of, and others that have been characterised as **intensifiers, down toners, boosters, and hedges** in the literature. These utterances are compiled under the category of graduation. They allow speakers/writers to depict themselves as more or less powerfully aligned with the text's value proposition, so identifying their standing within the communities of shared values and beliefs associated with these positions. (Martin & White, ۲۰۰۵)

Graduation operates on two "axes of scalability," as a result. People and objects are classified by "sharpening" or "softening" in the first kind. Words like exactly, sort of, kind of, and so on can be used to accomplish this. The first type is for "focus," while the second is for "volume up or down." The term "force" refers to these types of graduations. (Martin & Rose, ۲۰۰۷) talk about two different kinds of graduation "**force**" and "**focus**." Force can either set the volume up or down, and it may use intensifiers like **very/extremely/really/quite/sharply**, etc. Also included in force are language terms with varying degrees of intensity, such as **happy/delighted/ecstatic**. Attitudinal lexis is the term for this.

Focus is the second form of graduation, which entails "sharpening" or "softening" groupings of people or objects. It consists of words like **real/sort of/kind of**, etc. Focus brands are something that is characteristically non-gradable.

Before going into depth about these two axes, it is crucial to note that "scaling" is not limited to an explicit value that may be conveyed by some isolated lexical words like very, somewhat, and so on. Scaling may also be thought of in terms of implicit value. White (۲۰۰۷), p.۲۴) expresses that "once we allow for an implicit semantic, we discover that scaling, in terms of the

raising or lowering of intensity, operates across the **Appraisal System** and is not confined within a specific sub-domain." The concept of scaling as a "semantic orientation" makes it easier to comprehend the relationships between "force" and "focus" values.

### ๓,๓,๓,๑ Force

Force is the first main category of graduation. The term "force" refers to evaluations of the degree of intensity. "Assessments of the degree of intensity can operate over qualities, over processes, or the verbal modalities of likelihood, usuality, inclination, and obligation." This scaling of qualities and processes is referred to as "intensification" (Martin & White, ๒๐๐๐, p.๑๕๐). Martin and Rose (๒๐๐๗, p.๕๓) clarify that "intensifiers make it possible for us to compare things - to say how strongly we feel about someone or something, by comparison to something else. These comparisons are possible because the worth of things is gradable."

"Isolating" and "infusing" are two main "lexicogrammatical" kinds of intensification. The difference is whether up-scaling or down-scaling is accomplished by an isolated individual component that performs the function of determining the level of intensity, such as somewhat miserable, quite possible, very possible, or whether the sense of up-or down-scaling is complemented with a meaning that serves another semantic function (Martin & White, ๒๐๐๐, p.๑๕๓).

When it comes to isolated intensification, the intensifiers such as somewhat, slightly, extremely, and rather are grammatical elements. This implies that the meaning of their words is determined by a mixture of "content words." (Martin & Rose, ๒๐๐๗).

Martin and White (๒๐๐๐, p.๑๕๓) state that "intensification is also carried out by isolated modifiers which are 'lexical' rather than 'grammatical' ". These

are expressions that have an attitudinal overtone, such as reasonably joyful, or are metaphorical in some sense, such as crystal clear. However, it is not always apparent how many items should be analysed, and it might be difficult to distinguish between categories when using lexical modifiers. Intensification may also be achieved by repetition, either by repeating the same lexical item or by building lists of semantically related items (Martin & White, ๒๐๐๑, p.๑๕๕), as in the following examples:

๒๑. *“The boy knocked and knocked and knocked”*.

๒๒. *“A British Prime Minister has given the most responsible, mature and graceful address”*.

Quantification can be expressed in the form of a single phrase that works as a modifier to the graded thing, such as many, huge, heavy, or near. On the same hand, there exist locutions that are similar to the infusing formulation in that the noun head itself, rather than a modifier, carries the quantity evaluation (Martin & White, ๒๐๐๑)

Martin and White (๒๐๐๑, p.๑๕๑) illustrate that " the semantics of this sub-system is complicated by the fact that the quantified entity can be either concrete or abstract. Often these abstract entities will convey attitudinal meanings", for instance:

๒๓. *“He has many worries about his exam”*. (upscaled Affect)

๒๔. *“There is a vast discipline in this institution”*. (upscaled Judgement)

๒๕. *“There is a slight error in your test paper”*. (downscaled Appreciation)

Abstractions are understood as values of entities that might be interpreted as characteristics or processes in other ways, according to Martin and White (๒๐๐๑, p.๑๕๐),

*Such formulations are classified as grammatical metaphors in that they involve one category (a quality or a process) being presented as if it were another category (a thing/entity). Accordingly, such formulations construe semantically complex categories in which one layer of meaning (the semantic status of the category as quality or process) is laid over another layer of meaning (the lexicogrammatical status of the category as a noun).*

This indicates that these formulations feature quantification from the lexicogrammar's perspective, but intensification from the discourse semantic meanings' perspective (Martin and White, ๒๐๐๘)

Graduation domains include attitude and engagement, and the semantics of graduation is crucial to the appraisal system. According to White and Martin (๒๐๐๘, pp. ๑๓๐-๖):

*It is a general property of values of affect, judgement, and appreciation that construe greater or lesser degrees of positivity or negativity. Gradability is also generally a feature of the engagement system. Here the meaning which is scaled will vary from sub-system to sub-system, though, more broadly, engagement values scale for the degree of the speaker/writer's intensity, or the degree of their investment in the utterance.*

### **๓,๓,๓,๒ Focus**

Martin & White (๒๐๐๘, p. ๓๗) indicate that focus is the "phenomena are scaled by reference to the degree to which they match some supposed core or exemplary instance of an asemantic category. Focus can be up-scaled or down-scaled, i.e. sharpened or softened, to impart attitudinal flavor to phrases that do



not ordinarily have one (a real friend/ a friend sort of). "[F]ocus is about resources for making something that is inherently non- gradable" (Martin & Rose, ๒๐๐๗, p.๕๖).

Focus can be exemplified with the following examples via Martin and White (๒๐๐๑, p. ๑๓๗):

๒๖. *"They don't play **real** jazz"*.

๒๗. *"They play jazz, **sort of**"*.

It is no longer an either-or situation when it comes to jazz; it is now an issue of degree. Jazz, it is a separate category within the music genre categorization that is distinguished by several qualities. However, in the examples above, it is reconstructed in an interpersonal sense, with some sorts of music performances considered as prototypes of the jazz category and others as simply minor models (Martin & White, ๒๐๐๑).

The specification can up-scale, or sharpen, to specify prototypicality when it is in focus. True, pure, and other words reflect values at the sharp end of the attention scale. As a result, the values serve to demonstrate that the value represented is a prototype. "**Softening** values have been explored in the literature under such headings as 'hedges' and 'vague language' and the **sharpening** of values has been considered under the heading of intensifiers, boosters, and amplifiers" (Martin & White, ๒๐๐๑, p. ๑๓๘).

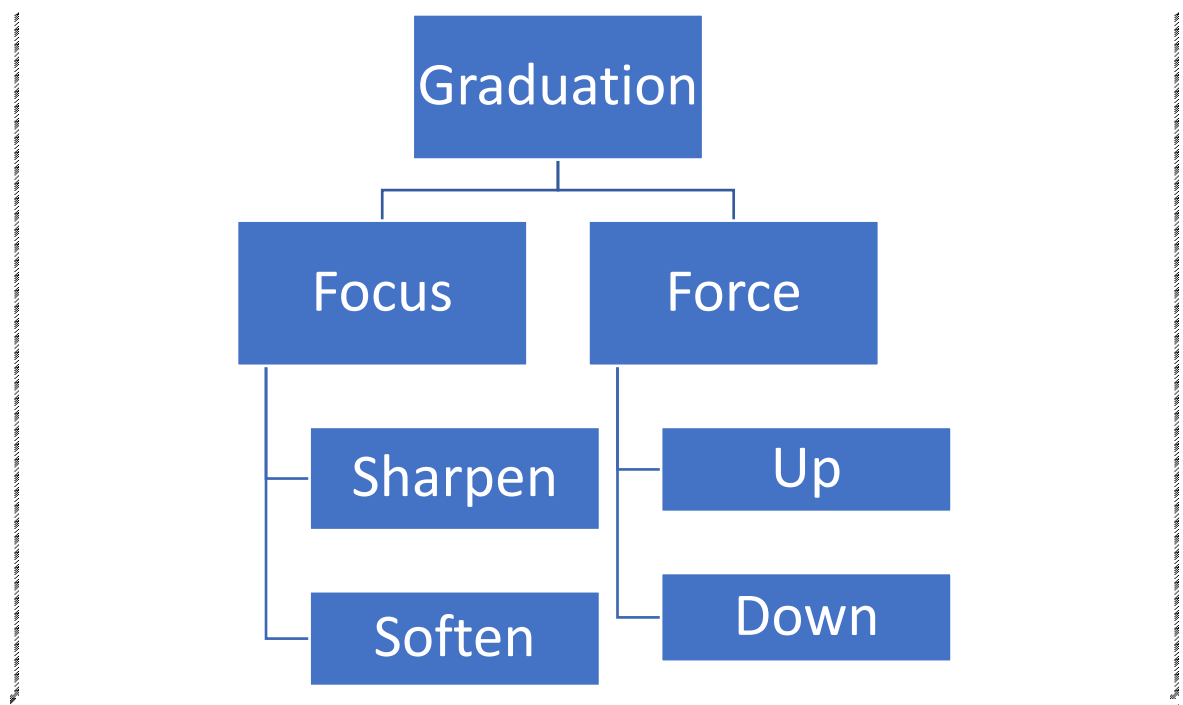
When the term graduates according to prototypicality, it is an explicit attitudinal state. The only variation is in the value of the sharpening or softening. Sharpening has the effect of indicating the authorial voice's major investment in the value position (negative or positive) that is being developed, and therefore strongly aligning the reader in this value stance. When the softened phrase is a positive one, the effect is less obvious. When the softened phrase is a negative one, the result is to imply a lowering of the

speaker's/investment writer's in the value stance, and so to display a conciliatory gesture to preserve solidarity with others who hold opposing viewpoints (Martin & White, ٢٠٠٥).

Scaling works unproblematically in the context of gradable categories under "force," whereas "focus," can be thought of as the domain of application of intensity scales to ungraded categories. This implies that the application of the value of focus, which is a feeling of intensity, has "scaled-up" such values. Downscaling, on the other hand, operates in the context of ideas that lessen the focus (White, ٢٠٠١).

**Figure (٦)**

*The Network of Graduation*



To Sum up, the AT consists of three main systems: **Attitude**, **Engagement**, and **Graduation**. Attitude encompasses three key emotional states: **affect**, **judgment**, and **appreciation**. By projection, modalization, or concession, engagement involves resources that give more voices in discourse; the main decision here is whether to have one voice (**monogloss**) or more than

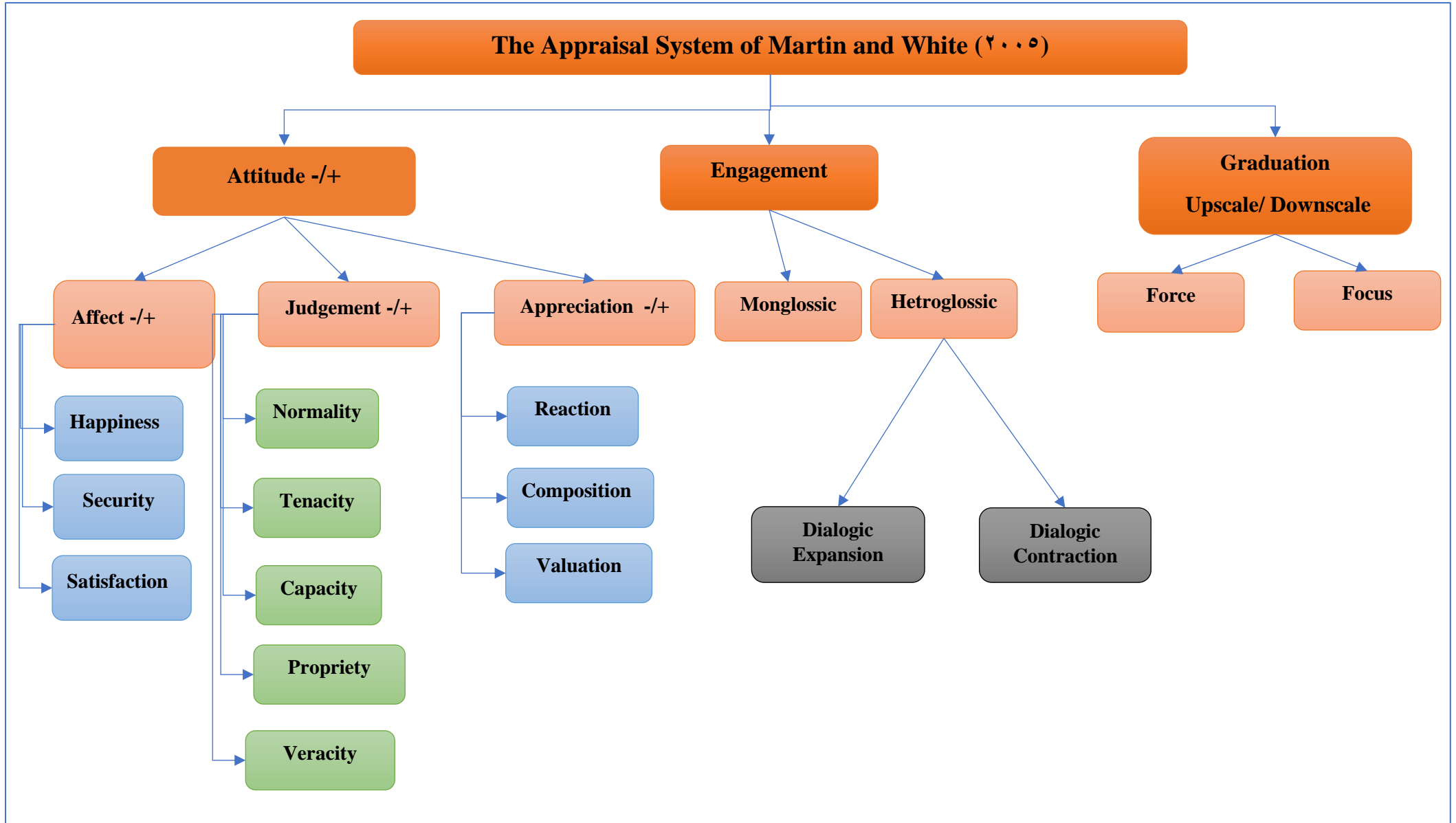
one voice (**heterogloss**). Graduation, consists of two components: **force** and **focus**. Force refers to the ability to increase or decrease the intensity of gradable things, whereas focus refers to the ability to sharpen or soften an experienced boundary.

### ๓,๕ Model of Analysis

The linguistic theory employed for language evaluation is Martin and White's (๒๐๐๐) system of appraisal. The evaluation theory is divided into subsystems : attitudes, engagement, and graduation. Attitude is separated into affect, judgment, and appreciation; engagement is divided into monogloss and hetergloss, and graduation is divided into force (up or down) or focus (sharpening or softening, or not using both and being neutral). The researcher tackles the AS by Martin and white (๒๐๐๐) with all its three branches, the attitude, engagement, and graduation as shown in the following figure:



**Figure (٧)**  
*The Model of the Analysis*



## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION OF RESULTS

#### ٤,٠ Preliminary Remarks

The current chapter introduces the practical component of the study. It primarily specifies the analytical procedures and examines the relevant data using the model adopted. In addition, it presents the findings of the analysis and their discussion.

#### ٤,١ Analytical Procedures

Several steps are included in the analytic process followed to complete the current study. The subsequent steps are as follows:

١. Collecting the data.
٢. By following data selection criteria (*cf.* ٣,٢), selecting only ١٠ excerpts as a representative sample for the qualitative part analysis and excluding the rest of the notes. The selection of the excerpts is based on their representativeness and richness to meet the requirements of the analysis rather than the length of the excerpts.
٣. Putting the excerpts in a chronological order, numbering them from ١ to ١٠, and analysing them successively.
٤. Analysing the data qualitatively in terms of the model described in Chapter Three.
٥. Summarising the results of the qualitative analysis of each excerpt in a table to clarify the utilised categories of the Appraisal System.
٦. Analysing the ١٦ suicide notes are quantitatively with their statistical results to support the qualitative analysis.

## ٤,٢ Qualitative Analysis

### Excerpt ١

"This time it shocked me to realise what could have happened to me. I realised how much I had hurt my friends and family, which I didn't think about before. I started wondering if people could trust me. It upset my life a lot – it threw everything backwards. Jonathan flew in from California. HE said the scariest part was worrying about having to decide what to do if my body kept living but I had no brain response. When I first woke up I didn't think there would be anything wrong with me. And then it hit me that I couldn't move. I was embarrassed that people had to see me like that.

Once you're out of the hospital a lot of institutions won't hire you. You can't get health insurance. You have to lie on your job applications. People look at you like you're dangerous. It's real scary for some of my friends – they think they're responsible. Trying to convince people that I was OK was the hardest thing. That they didn't have to watch over me, that I wasn't going to try it again." (Appendix, p. i)

The underlying appraisal system in excerpt ١ is illustrated as follows:

#### ١. The Attitude System

Sandra was ٢٧ years old lady who worked as a clerk before she committed a failed attempt to end her life in ٢٠١٠. The attitude underlying the suicide note of Sandra is totally negative with negative emotional assertions about her suicide attempt. Table ٤ illustrates on the linguistic resources manifesting her attitude with the graduation devices she uses to sharpen or soften her attitude.

**Table ٤**  
*The Attitude System in Excerpt No. ١*

<b>Appraisal Item</b>	<b>The Appraised</b>	<b>Aff</b>	<b>Jud</b>	<b>App</b>	<b>For</b>	<b>Foc</b>
it <b>shocked</b> me	<i>The danger on her life</i>	-Sec			Up	
I had <b>hurt</b> my friends	<i>Sandra</i>	-Sat			Up	
<b>wondering</b> if people could <b>trust</b> me	<i>Sandra</i>	-Sec			Down	
It <b>upset</b> my life a lot	<i>Suicide</i>	-Hap			Up	
the <b>scariest</b> part was <b>worrying</b>	<i>Her mental condition</i>	-Sec			Up	
<b>what to do if</b> my body kept living but I had no brain response	<i>Sandra</i>	-Sec				Up
it <b>hit me</b> that I <b>couldn't move</b>	<i>Sandra</i>	-Sec	-cap		Up	
I was <b>embarrassed</b>	<i>Sandra</i>		-nor		Up	
institutions <b>won't hire you</b>	<i>Suicidal people</i>		-cap			
You <b>can't get</b> health insurance.	<i>Suicidal people</i>		-cap			
You have <b>to lie</b> on your job applications.	<i>Suicidal people</i>		-ver		Up	
you're <b>dangerous</b> .	<i>Suicidal people</i>		-nor		Up	
It's really <b>scary</b>	<i>Sandra's friends</i>	-Sec			Up	
the <b>hardest thing</b>	<i>Dealing with society</i>			-Rec	Up	

Table ٤ demonstrates that Sandra reports her negative attitude towards suicide and advises the readers of its consequences. In terms of **affect**, Sandra expresses the negative feelings of insecurity that cause suicide as in "*He said the scariest part was worrying about having to decide what to do if my body kept living but I had no brain response.*" Dissatisfaction appears in Sandra's attitude when she describes how her suicide hurts her friends and that she blames herself for their worry and sadness "*I realised how much I had hurt my friends and family, which I didn't think about before.*" Unhappiness is also clear in "*It upset my life a lot – it threw everything backwards.*"

In terms of judgements that reflect the negative attitude, they consist of negative social esteem devices where Sandra mirrors her negative view of her characteristics. Negative social esteem of capacity appears in "*Once you're out of the hospital a lot of institutions won't hire you. You can't get health*



*insurance... People look at you like you're dangerous."* Here, the person who attempts to commit suicide will not be employed and regarded as 'dangerous' as having a negative normality. Moreover, Sandra uses negative social sanction of veracity when she describes suicidal people as 'liars' because they have to lie for a job in *"You have to lie on your job applications."*

In respect to appreciation, Sandra evaluates the phenomenon of convincing people that the suicidal person deserves a second chance using a negative reaction '**the hardest thing**' in *"Trying to convince people that I was OK was the hardest thing. That they didn't have to watch over me, that I wasn't going to try it again."*

#### ١- *The Engagement System*

The engagement system underlying the discourse in excerpt \ varies between monoglossic and heteroglossic positions as illustrated in table ° below:

**Table ٥**  
*The Engagement System in Excerpt No. ١*

<i>The Eng Marker</i>	<i>Mon</i>	<i>Het</i>	<i>For</i>	<i>Foc</i>
to realise what could have happened		<i>Exp</i>		<i>Down</i>
I realised how much I had hurt my friends		<i>Exp</i>		<i>Down</i>
I didn't think about before		<i>Con</i>		<i>Down</i>
if people could trust me		<i>Exp</i>		<i>Down</i>
<i>Jonathan flew in from California</i>	✓			<i>Down</i>
<i>HE said the scariest part</i>		<i>Exp</i>		
<i>I didn't think there would be</i>		<i>Con</i>		<i>Down</i>
<i>that I couldn't move</i>		<i>Con</i>		<i>Down</i>
<i>I was embarrassed</i>	✓			
<i>institutions won't hire you.</i>		<i>Con</i>		
<i>You can't get health insurances.</i>		<i>Con</i>		
<i>You have to lie on your job applications.</i>	✓			
<i>It's real scary</i>	✓			
<i>People look at you like you're dangerous</i>	✓			
<i>they think they're responsible.</i>		<i>Exp</i>	<i>Down</i>	
<i>Trying to convince people that I was OK was the hardest thing</i>	✓			
<i>That they didn't have to watch over me</i>		<i>Con</i>		<i>Down</i>
<i>that I wasn't going to try it again</i>		<i>Con</i>		<i>Down</i>

Regarding the monoglossic position, Sandra asserts her own negative emotions and worries with no alternative positions as in ***"It's real scary. People look at you like you're dangerous."*** Heteroglossic positions appears to show

the contraction in her statements to contradict many ideas as in *"a lot of institutions won't hire you. You can't get health insurance. You have to lie on your job applications."*

In terms of expansion position, Sandra displays her subjectivity towards her own state in that she uses mental process to convey her considerations towards suicide in *"I started wondering if people could trust me."* Moreover, Sandra acknowledges a statement to Jonathan, her friend, in *"HE said the scariest part was worrying about having to decide what to do if my body kept living but I had no brain response."*

### ٢- Graduation System

As listed in tables ٤ and ٥, the force and focus devices are used to soften and sharpen both attitudes and dialogic positions. Table ٤ displays the fact that the upscaling force devices are used to sharpen the negative attitude. They are specifically grammatical, yet; some are lexical with high degree of intensive meaning: *'shocked, upset, the scariest, anything, embarrassed, dangerous, the hardest'*.

The engagement devices are also softened by the use of force and focus devices used and listed in table ٥ *"realise, think, would, could, if, didn't have to"*

### Excerpt ٢

*"Dear Claudia,*

*You win, I can't take it any longer, I know you have been waiting for this to happen. I hope it makes you very happy, this is not an easy thing to do, but I've got to the point where there is nothing to live for, a little bit of kindness from you would of made everything so different, but all that ever interested you was the dollar.*

***It is pretty hard for me to do anything when you are so greedy even with this house you couldn't even be fair with that, well it's all yours now and you won't have to see the Lawyer anymore.***

***I wish you would you give my personal things to Danny, you couldn't get much from selling them anyway, you still have my insurance, it isn't much but it will be enough to take care of my debts and still have a few bucks left." (Appendix, p. ii)***

In this excerpt, a married male of ٤٥ years old left a suicide note for his wife, Claudia. The Appraisal System underlying this excerpt is elaborated as follows:

#### **١- The Attitude System**

The attitude underlying this excerpt reflects the dissatisfaction and negative emotions towards his wife as elaborated in table ٦:

**Table 1**  
*The Attitude System in Excerpt 1*

<i>Appraisal Item</i>	<i>The Appraised</i>	<i>Aff</i>	<i>Jud</i>	<i>App</i>	<i>For</i>	<i>Foc</i>
"I can't take it any longer"	<i>The suicidal person</i>	<i>-hap</i>	<i>-cap</i>	<i>-</i>	<i>Up</i>	
"I hope it makes you very happy"	<i>Claudia</i>	<i>+hap</i>			<i>Up</i>	
"this is not an easy thing"	<i>suicide</i>			<i>-rec</i>		
"there is nothing to live for"	<i>The suicidal person</i>	<i>-sat</i>			<i>Up</i>	
"a little bit of kindness from you"	<i>Claudia</i>		<i>-nor</i>		<i>Down</i>	
"all that ever interested you was the dollar".	<i>Claudia</i>		<i>-pro</i>			<i>Up</i>
"It is pretty hard for me"	<i>Committing suicide</i>			<i>-rec</i>	<i>Up</i>	
"you are so greedy"	<i>Claudia</i>		<i>-pro</i>		<i>Up</i>	
"you couldn't even be fair"	<i>Claudia</i>		<i>-pro</i>		<i>Up</i>	
"it will be enough"	<i>The insurance</i>			<i>+val</i>		<i>down</i>

The negative attitude towards the wife is dominated by the use of negative affect and negative judgement which are intensified most of the time. The negative affect reflects how the suicidal male feels towards suicide itself and towards his wife. The suicidal male characterises suicide as "*not an easy thing, pretty hard*". In addition, the suicidal male describes his life as unbearable as in "*I can't take it any longer*". In other sentences, the suicidal person characterise his wife as a greedy, hard-hearted, and an unfair person "*a little bit of kindness from you, all that ever interested you was the dollar you are so greedy, you couldn't even be fair*".

The negative attitude towards the wife as a stimulator for the act of suicide is mostly intensified by the use of upscaling devices like: (*any, very, ever, so, pretty, even*).

### ۶- The Engagement System

The engagement system underlying excerpt ۶ is almost heteroglossic as illustrated in table ۷:

**Table ۷**  
*The Engagement System in Excerpt No. ۶*

<b>The Eng Marker</b>	<b>Mon</b>	<b>Het</b>	<b>For</b>	<b>Foc</b>
“I can't take it any longer”		<i>Con</i>		<i>Down</i>
“I know you have been waiting for this to happen”		<i>Exp</i>		<i>Down</i>
“I hope it makes you very happy”	✓			<i>Down</i>
“this is not an easy thing to do”		<i>Exp</i>		<i>Up</i>
“but I've got to the point”		<i>Con</i>		<i>Down</i>
“there is nothing to live for”		<i>Con</i>		-
“a little bit of kindness from you would of made”		<i>Exp</i>		<i>Down</i>
“but all that ever”		<i>Con</i>		<i>Down</i>
“It is pretty hard for me”	✓			-
“you couldn't even be fair with that”		<i>Con</i>		<i>Up</i>
“I wish you would you”		<i>Exp</i>		<i>Down</i>
“you couldn't get much”		<i>Con</i>		<i>Down</i>
“it isn't much but it will be enough”		<i>Con</i>		<i>Down</i>

The dialogic position underlying this excerpt is mostly heteroglossic to show the contradiction towards the behaviours of his wife. The suicidal person

in this note faces his wife with all her actions against him, thus his dialogic position denotes contraction to show the wife's opposite positions as in *"you are so greedy even with this house you couldn't even be fair with that."* His wife greediness contradicts his will concerning the house. Expansion devices are also used to show his wish and mitigated hopes that his wife's actions could be better as in *"a little bit of kindness from you would of made everything so different."* The suicidal person uses *'would, could, know, hope'* to denote shy statements and weak commitments of the person meant (his wife) in doing the actions stated. The suicidal person is uncertain setting alternatives and other possibilities making weak reference that his wife would treat him better.

### ٣- The Graduation System

The attitude system denoting the negative emotions is almost intensified with the following intensifying devices' *very, nothing, ever, pretty, even'* to indicate the high levels of negativity of the suicidal person's psychological status.

The commitment towards the statement is almost mitigated to denote the contraction towards his wife's condition using devices like *'can't, but, couldn't, isn't.'* Other positions are expanded to involve possible alternatives such as *'know, hope, would, wish'*.

### Excerpt ٣

*"Forgive the mistakes, I had ١٥ minutes to write this. See also Annex. Would you note that if I commit suicide today ٨٩- ١٢- ٠٦ it is not for economic reasons (for I have waited until I exhausted all my financial means, even refusing jobs) but for political reasons. Because I have decided to send the feminists, who have always ruined my life, to their Maker. For seven years life has brought me no joy and being totally blasé, I have decided to put an end to those viragos. I tried in my youth to enter the Forces as an officer cadet, which*

*would have allowed me possibly to get into the arsenal and precede Lortie in a raid. They refused me because antisocial (sic). I therefore had to wait until this day to execute my plans. In between, I continued my studies in a haphazard way for they never really interested me, knowing in advance my fate. Which did not prevent me from obtaining very good marks despite my theory of not handing in work and the lack of studying before exams."*  
(Appendix, p. ii)

In this excerpt, the suicidal person was an anti-feminist and killed a number of feminists. He describes his psychological state, attitudes towards the world, and motives to commit suicide. The appraisal system underlying this excerpt is illustrated as follows:

#### ١- The Attitude System

The attitude that is shown in the discourse of excerpt ٣ is almost negative towards the feminists who are considered as the reason behind the suicide. The lexicogrammatical devices representing this attitude are illustrated in table ٤:



**Table ۸**

*The Attitude System in Excerpt ۳*

<i>Appraisal Item</i>	<i>The Appraised</i>	<i>Aff</i>	<i>Jud</i>	<i>App</i>	<i>For</i>	<i>Foc</i>
“Forgive the mistakes”	<i>The suicidal person</i>	- <i>hap</i>				
“I commit suicide today”	<i>The suicidal person</i>	- <i>hap</i>				
“I exhausted all my financial means”	<i>The suicidal person</i>		- <i>cap</i>		<i>UP</i>	
“who have always ruined my life”	<i>feminists</i>		- <i>nor</i>		<i>UP</i>	
“brought me no joy and being totally blasé”	<i>Killing feminists</i>	- <i>hap</i> - <i>sat</i>			<i>UP</i>	
“to put an end to those viragos”.	<i>feminists</i>		- <i>pro</i>		<i>UP</i>	
“They refused me because antisocial (sic) ”	<i>The suicidal person</i>		- <i>nor</i>		<i>UP</i>	
“I continued my studies in a haphazard way”	<i>The suicidal person</i>		+ <i>cap</i>		<i>DOWN</i>	
“they never really interested me”	<i>The suicidal person</i>	- <i>sat</i>			<i>UP</i>	
“obtaining very good marks”	<i>The suicidal person</i>		+ <i>cap</i>		<i>UP</i>	

The attitude is almost negative by using negative affect devices like negative happiness and negative satisfaction. However, implicit devices are used to show these affects. Examples are "*I exhausted all my financial means*" which implicitly convey the judgement being '**broken**'. Also, "*who have always ruined my life*" where he evaluates feminists as being destructive persons (normality). In addition, the suicidal person asks for forgiveness which means that he is sad (-happiness). Positive judgements appear in the suicidal

person's evaluation for himself as capable of success as in "obtaining very good marks".

### ٧- The Engagement System

To represent his attitude, the suicidal person uses the monoglossic dialogic position rather than the heteroglossic position as elaborated in table ٩:

**Table ٩**  
The Engagement System in Excerpt ٧

<i>The Eng Marker</i>	<i>Mon</i>	<i>Het</i>	<i>For</i>	<i>Foc</i>
"I had ١٥ minutes to write this"	✓			
"Would you note that if"		<i>Exp</i>		<i>Down</i>
"I exhausted all my financial means"	✓			<i>Up</i>
"Because I have decided to send the feminists"		<i>Con</i>		
"I have decided to put an end"	✓			<i>Up</i>
"which would have allowed me possibly to get"		<i>Exp</i>		<i>Down</i>
"They refused me because antisocial"	✓			<i>Up</i>
"I therefore had to wait"	✓			<i>Up</i>
"I continued my studies"	✓			-
"did not prevent me"		<i>Con</i>		-

The dialogic position is approximately of both heteroglossic and monoglossic dialogic positions. Monoglossic dialogic position is represented by presupposition devices where the propositions are taken for granted and presupposed to be truthful. Examples are in "I had ١٥ minutes to write this, I

**exhausted all my financial means."** Here, the statements are expressed in the past to give certainty that suicide is to be committed.

The heteroglossic dialogic position is used equally by both devices 'contraction and expansion'. Contraction shows the opposite position of the suicidal person as in "did not prevent me...". Expansion is used to show that propositions have alternatives of responsibility as in "**which would have allowed me possibly to get...**" by using epistemic modals like '**would**' and adverbs like '**possibly**'.

#### ♣- *The Graduation System*

The negative attitude force is strengthened (see Table ^) by using lexical devices such as '**exhausted**' rather than '**tired**'; '**viragos**' rather than '**violent**'. In terms of the engagement system, it is strengthened by using the focus devices and specifically by lexical devices as using '**decided**' rather than '**thought of**' and '**did not**' rather than '**didn't**' as in informal discourse (see table 9).

#### Excerpt 4

*"I know you will grieve over me for having taken my life.... My dear, dear mother, oh, how sorry I am to hurt you, as I know this act will do. But, oh, mother, I cannot, I will not consent to go to the asylum, as you are evidently planning to have me go. I know that this means a perpetual imprisonment all my long life, unless I either recant my religious beliefs or else hypocritically pretend to do so. I cannot bring myself to consent to any of these three alternatives. I maintain my right to die as I have lived, a free woman, not cowed into silence by any other human being. If, on the other hand, the prison to which Judge Thomas evidently proposes to send me were to be my destined lot (you know very well that he wishes and means to lock me up for a long, long term, which is practically my death warrant), my work is ended so far as this world is concerned. My books have been given a start, approved by physicians and other reputable citizens, but the world is not yet ready for all*

*the beautiful teachings which I have to give it...Some day you'll be proud of me." (Appendix, p. iii)*

Excerpt ٤ represents the sorrowful state of the suicidal person who writes these notes for her mother. The Appraisal System manifesting in this excerpt is explained as follows:

#### **١. The Attitude System**

The attitude shown in this excerpt is mostly negative as it elaborated in table ١٠:

**Table ۱۰**

*The Attitude System in Excerpt ۴*

<i>Appraisal Item</i>	<i>The Appraised</i>	<i>Aff</i>	<i>Jud</i>	<i>App</i>	<i>For</i>	<i>Foc</i>
“I know you will grieve”	<i>The mother</i>	<i>-hap</i>				<i>Up</i>
“taken my life”	<i>The suicidal person</i>	<i>-hap</i>				<i>Up</i>
“oh, how sorry”	<i>The suicidal person</i>	<i>-hap</i>				<i>UP</i>
“hurt you”	<i>The mother</i>	<i>-hap</i>				
“I cannot, I will not consent to go to the asylum”	<i>The suicidal person</i>		<i>-cap</i>			<i>UP</i>
“hypocritically pretend to do so”	<i>The suicidal person</i>		<i>-ver</i>		<i>UP</i>	
“my right to die”	<i>The suicidal person</i>	<i>-hap</i>				<i>UP</i>
“a free woman”	<i>The suicidal person</i>		<i>+nor</i>		<i>Up</i>	
not cowed into silence”	<i>The suicidal person</i>		<i>+ten</i>			<i>UP</i>
“he wishes and means to lock me up”	<i>The suicidal person</i>		<i>-cap</i>			<i>UP</i>
“my death warrant”	<i>The suicidal person</i>	<i>-hap</i>				
“my work is ended”	<i>The suicidal person</i>		<i>-cap</i>			
“but the world is not yet ready”	<i>The suicidal person</i>	<i>-sec</i>				
“the beautiful teachings”	<i>The suicidal person's experience</i>			<i>+rec</i>		
“you'll be proud of me”	<i>The mother</i>		<i>+pro</i>			

In this excerpt, as shown in the table above, the attitude is negative with negative affect represented by negative happiness and negative security. The negative happiness is represented by the processes *'will grieve, to die, taken life'*, and the negative security is represented by the adjective *'not yet ready'*.

The negative attitude is also represented by negative veracity using *'hypocrite'*, *capacity* as unemployed *'my work is ended'*. However, two positive judgements show the positive normality and tenacity of the suicidal person. The suicidal person asserts her positive character and that she was a good person to be a source of pride, as in *"you'll be proud of me."* using an adjective.

١- *The Engagement System*

The dialogic position underlying excerpt ٤ is illustrated in table ١١:

**Table ١١**

*The Engagement System in Excerpt ٤*

<i>The Eng Marker</i>	<i>Mon</i>	<i>Het</i>	<i>For</i>	<i>Foc</i>
"I know you will grieve"	✓			<i>Down</i>
"But, oh, mother, I cannot,"		<i>Con</i>		<i>Up</i>
"I know that this means a perpetual imprisonment"	✓			<i>Down</i>
"I cannot bring myself to consent to"		<i>Con</i>		<i>Up</i>
"I maintain my right to die "	✓			<i>Up</i>
"If, on the other hand, the prison"		<i>Con</i>		<i>Down</i>
"My books have been given a start"	✓			<i>Up</i>
"but the world is not yet ready"		<i>Con</i>		<i>Up</i>
"Some day you'll be proud of me"	✓			<i>Down</i>

As shown in table ۱۱, the engagement system underlying the excerpt is balanced between monoglossic and heteroglossic. Monoglossic dialogic positions show the personal attitude of the suicidal person. These positions are asserted or presupposed as taken for granted. Personal pronouns represent monoglossic propositions: *"I know you will grieve, I know that this means a perpetual imprisonment, I maintain my right to die a, My books have been given a start, Some day you'll be proud of me."* Heteroglossic positions are represented totally by dialogic contraction position using conjuncts like "but, yet" to discuss and put opposite situations to the propositions, as when the suicidal person objects a previous idea as in *"I know this act will do [suicide]. But, oh, mother, I cannot, I will not consent to go to the asylum."*

#### ۲- *The Graduation System*

The attitude is intensified through strong lexis like *'oh, grieve, proud, free'*. In addition, the attitude is intensified by using the full form of negation *'not'* and the verbs *'maintain'* and *'consent'*. This intensification denotes the depth of sorrow and negativity the suicidal person feels.

The dialogic position is intensified by strong mental processes *'maintain, consent'* and the full form negation *'cannot'*. This strong dialogic position shows the intensity of the rejection and the sorrowful propositions. The dialogic position is mitigated by employing the mental process *'know'*, the modal auxiliary *'will'* and the conditional *'if'*. Mitigation indicates uncertain propositions and hesitated ideas.

#### **Excerpt °**

*"Dear Church of Euthanasia,*

*'Greetings! We who are about to die salute you. I am making my final exit in a few minutes, after I post this letter and finish my suicide note. I guess the thing I most wanted to say is that it doesn't have to be unpleasant or sad, it can*

*be a peaceful, happy leave-taking. While it's not for everyone, I really want to encourage those who want to, but are letting fear hold them back. 'Here goes!' is my attitude. I expect pain very likely to outweigh happiness and satisfaction in my life. I believe this is true for the majority though not for all. The survival instinct is not concerned with whether I personally would be better off dead. It seeks to keep me alive and procreating. It is not my friend. If life were more a positive experience than a negative, I would stick around until infirmity set in." (Appendix, p. v)*

Wills wrote this note to the Church on 11/10/1911 encouraging those who want to end their lives. The Appraisal system representing this excerpt is explained as follows:

#### 1- The Attitude System

In contrast to the previous excerpts, this excerpt shows a positive attitude toward suicide to encourage others to end their lives when they want. The following devices in table 12 represent the attitude:



Table 12

The Attitude System in Excerpt 6

<i>Appraisal Item</i>	<i>The Appraised</i>	<i>Aff</i>	<i>Jud</i>	<i>App</i>	<i>For</i>	<i>Foc</i>
“We who are about to die salute you”	<i>M. Wills</i>	<i>-hap</i>				
“I am making my final exit”	<i>M. Wills</i>	<i>+hap</i>				<i>Up</i>
“it doesn't have to be unpleasant or sad”	<i>Suicide</i>			<i>+rec</i>		
“peaceful, happy leave-taking. ”	<i>Suicide</i>			<i>+rec</i>		<i>UP</i>
“I really want to encourage those who want to”	<i>M. Wills</i>		<i>+ten</i>		<i>UP</i>	
“but are letting fear hold them back”	<i>Other people who want to commit suicide</i>	<i>-sec</i>				
“Here goes!" is my attitude”			<i>+ten</i>		<i>Up</i>	
“I expect pain very likely to outweigh happiness”	<i>Pain</i>	<i>+hap</i>				<i>UP</i>
satisfaction”	<i>Pain</i>	<i>+sat</i>				<i>UP</i>
“I personally would be better off dead”.	<i>M. Wills</i>		<i>+nor</i>			
“It seeks to keep me alive and procreating”	<i>The survival instinct</i>	<i>+cap</i>				<i>Down</i>

Table 12 shows that the attitude of M. Wills toward death and suicide is totally positive, while life is described negatively. A positive attitude includes positive emotions or affect like positive happiness and satisfaction in *"I expect pain very likely to outweigh happiness and satisfaction"* wherein he evaluates pain as equal to happiness and satisfaction using nominals. Positive judgement involves positive tenacity toward suicidal people as courageous people in *"Here goes!" is my attitude.* Positive appreciation shows the positive reaction using adjectives such as in *"it doesn't have to be unpleasant or sad, it can be a peaceful, happy leave-taking."*

### 3- The Engagement System

The dialogic position underlying excerpt 6 varies between monoglossic and heteroglossic as illustrated in table 13:

**Table ۱۳**

*The Engagement System in Excerpt ◦*

<b><i>The Eng Marker</i></b>	<b><i>Mon</i></b>	<b><i>Het</i></b>	<b><i>For</i></b>	<b><i>Foc</i></b>
“We who are about to die”	✓			
“I am making my final exit”	✓			
“I guess the thing I most wanted to say is”		<i>Exp</i>		<i>Down</i>
“it doesn't have to be unpleasant or sad		<i>Con</i>		<i>Down</i>
“While it's not for everyone, I really want to”		<i>Con</i>		<i>Up</i>
“but are letting fear hold them back”.		<i>Con</i>		
"Here goes!" is my attitude”	✓			<i>Up</i>
“I expect pain very likely to outweigh happiness”		<i>Exp</i>		<i>Up</i>
“I believe this is true”		<i>Exp</i>		<i>Down</i>
“The survival instinct is not”		<i>Con</i>		<i>Up</i>
“I personally would be”		<i>Exp</i>		<i>Down</i>
“It seeks to keep me alive and procreating”	✓			<i>Down</i>
“It is not my friend”		<i>Con</i>		<i>Up</i>
“If life were more a positive”		<i>Con</i>		<i>Down</i>
“I would stick around”		<i>Exp</i>		<i>Down</i>

Table ١٣ indicates that heteroglossic devices dominate the dialogic positions of the excerpt. The heteroglossic position varies between contraction and expansion. The dialogic contraction position shows the opposite attitudes to some propositions, as in “*it doesn't have to be unpleasant or sad*” where the suicidal person rejects the idea that suicide is unpleasant. This contraction is represented by negation devices ‘*not*’ and conjuncts ‘*while, but*’, and the conditional ‘*if*’.

The dialogic expansion is represented by using epistemic modality and mental processes that mitigate the degree of commitment, as in “*I personally would be better off dead.*” The suicidal person shows a swaying position with an unsure proposition.

### ٣- The Graduation System

As tables ١٢ and ١٣ display, the attitude and engagement systems are not neutral but polarised. The positive attitude is intensified by using focus devices. These devices include strong lexical choices, ‘*final exit*’ to characterise death, the adjective ‘*procreate*’ to characterise life, ‘*survival instinct*’ to describe the desire to live, and ‘*stick around*’ to denote staying alive. Moreover, the attitude is intensified and upscaled by using the adverb ‘*really*’, exclamative sentences ‘*Here goes!*’, and the full form of negation.

The engagement system is downscaled and mitigated by using epistemic modality ‘*would*’, the conditional ‘*if*’, and the mental processes ‘*guess, believe, expect*’. The dialogic position is upscaled by using the adjunct ‘*personally*’ and the full form of negation. The downscaled position shows the uncertainty of the writer’s propositions and his assumptive pattern.

### Excerpt 7

*“To whom it may concern: First, everyone understand I have nothing to do with Nicole’s murder. I loved her, always have and always will. If we had a problem, it’s because I loved her so much.*

*Recently, we came to the understanding that for now we were not right for each other, at least for now. Despite our love we were different, and that’s why we mutually agreed to go our separate ways. It was tough splitting for a second time, but we both knew it was for the best.*

*Inside I had no doubt that in the future, we would be close as friends or more. Unlike what has been written in the press, Nicole and I had a great relationship for most of our lives together, Like all long-term relationships, we had a few downs and ups. I took the heat New Year’s 1989 because that’s what I was supposed to do. I did not plead no contest for any other reason but to protect our privacy and was advised it would end the press hype.” (Appendix, pp, v-vi)*

Simpson, the suicidal person in this excerpt, tries to disclaim murdering his wife. Thus, a positive attitude and a heteroglossic dialogic position are adopted to manifest this disclaim as illustrated in the following points:

#### 1- The Attitude System

Similar to excerpt 6, excerpt 7 shows a positive attitude when evaluating Simpson’s wife (Nicole) and their relationship. The positive attitude is represented by various devices as follows:

**Table 14**  
*The Attitude System in Excerpt 7*

<i>Appraisal Item</i>	<i>The Appraised</i>	<i>Aff</i>	<i>Jud</i>	<i>App</i>	<i>For</i>	<i>Foc</i>
“everyone understand I have nothing to do with Nicole’s murder”	<i>Simpson</i>		<i>+pro</i>			<i>Up</i>
“I loved her”	<i>Simpson</i>	<i>+hap</i>				<i>Up</i>
I loved her so much”.	<i>Simpson</i>	<i>+hap</i>				<i>UP</i>
“we were not right for each”	<i>The couple</i>		<i>-nor</i>			<i>Up</i>
“we were different”	<i>The couple</i>		<i>-nor</i>			
“It was tough splitting”	<i>Marriage</i>			<i>-rec</i>	<i>UP</i>	
“we both knew it was for the best”.	<i>Separation</i>			<i>+rec</i>	<i>UP</i>	
“we would be close as friends or more”.	<i>The couple</i>		<i>+pro</i>		<i>UP</i>	
“Nicole and I had a great relationship”	<i>Marriage</i>			<i>+rec</i>	<i>UP</i>	
“we had a few downs and up”	<i>The couple</i>		<i>+nor</i>			
“I did not plead no contest”	<i>Simpson</i>		<i>+ten</i>			<i>Up</i>
“but to protect our privacy”	<i>Simpson</i>		<i>+ten</i>			<i>Up</i>
“it would end the press hype”	<i>Suicide</i>			<i>+val</i>		<i>Down</i>

Table 14 illustrates the positive attitude adopted by the suicidal person. He asserts the positive characteristics of himself and his marriage. The positive attitude involves a positive effect of happiness using the mental process in “*I loved her*”, where he defends himself, indicating positive emotions he had toward his murdered wife. Positivity is also indicated by a positive judgement (tenacity), implicitly indicating Simpson’s perseverance: “*but to protect our privacy*”, and to show positive propriety of Simpson in “*I have nothing to do with Nicole’s murder*”, where he evaluates himself as innocent. The married couple is viewed negatively (normality) by using the adjective ‘*different*’, while they are represented positively as ‘*close friends*’ if separated. The relationship is evaluated with intensified positivity using the adjective ‘*great*’, a device of positive appreciation of reaction. This positive attitude in representing Simpson and his marriage is suitable as a defensive speech where he bolsters himself and his relationship to avoid murder crime claims. He polishes his image as a good husband living in a peaceful marriage.

## ۶- The Engagement System

The dialogic position underlying excerpt ۶ is illustrated in table ۱۰:

**Table ۱۰**

*The Engagement System in Excerpt ۶*

<i>The Eng Marker</i>	<i>Mon</i>	<i>Het</i>	<i>For</i>	<i>Foc</i>
“everyone understand I have nothing to do with Nicole’s murder”		<i>Con</i>		<i>Down</i>
“I loved her”	✓			
“If we had a problem, it’s because I loved her so much”.		<i>Con</i>		<i>Down</i>
“we came to the understanding that”		<i>Exp</i>		<i>Down</i>
“Despite our love we were different”		<i>Con</i>		<i>Up</i>
“It was tough splitting”	✓			
“but we both knew it was for the best”		<i>Con</i>		<i>Down</i>
“Inside I had no doubt that in the future”		<i>Con</i>		<i>Up</i>
“we would be close as friends or more”		<i>Exp</i>		<i>Down</i>
“Unlike what has been written in the press”		<i>Con</i>		<i>Up</i>
“Like all long-term relationships”		<i>Con</i>		<i>Down</i>
“I took the heat New Year’s ۱۹۸۹”	✓			
“I did not plead no contest”		<i>Con</i>		<i>Up</i>
“but to protect our privacy”		<i>Con</i>		
“it would end the press hype”		<i>Exp</i>		<i>Down</i>

Table ۱۰ elaborates that the dialogic position is mostly heteroglossic, where Simpson disclaims any lousy relationship with his murdered wife and expands the circle of alternative propositions with less certainty. The dialogic contraction is represented by employing the negation form, the conjunctions *‘but, unlike, like, despite’*. For dialogic expansion, it is manifested by epistemic



modality ‘*would*’, the conditional ‘*if*’, and the mental process ‘*understand*’. Simpson uses these devices to discuss his relationship with an objection to being similar, disclaiming the press allegations, and agreeing or making a proclaim with other relationships.

The monoglossic dialogic position represents the personal attitude and ideas of the suicidal person where he views himself as innocent by describing his love and great relationship using presupposition, as in “*I loved her; It was tough splitting*”.

### 7- *The Graduation System*

Tables 14 and 15 denote the polarity of attitude and dialogic position as upscaled or downscaled. The positive attitude is intensified by force devices (adjectives) such as ‘*great, close, tough, best*’, and by focus devices like strong lexis ‘*contest, protect*’, by repetition of negation “*did not plead no contest*”, and by adverb ‘*so much*’.

The dialogic contraction is upscaled by focus devices like repeating negation and using strong conjuncts to discuss and disclaim. The dialogic expansion is downscaled by using the mental process ‘*understand, knew*’ and by using epistemic modality ‘*would*’.

### Excerpt 4

*“I tried it five years ago. I was at a neighbor’s house and fired a gun at my head. Nothing happened; it seemed empty. I fired it at a wall and put a bullet in it. So a minute later I found some Seconals in a medicine cabinet. I remember watching cartoons and taking the pills one by one. A neighbor lady found me and couldn’t wake me up. I couldn’t open my eyes or move, but I heard everything. I remember the lady shaking me and saying, ‘Oh, my God.’ I remember the ambulance people taking off my clothes and making me throw up. There wasn’t any pain. I don’t remember having my stomach pumped.*”

*When I woke up it was five days later. A big black lady kept tickling me. 'Bout time you woke up,' she said. 'I've been tickling you for three days.' I thought I was in heaven – it looked like some place in heaven for the misfits...*

*didn't die. It made me realise how much I appreciate myself, because I had a glimpse of what I might have lost. I had some friends and I would've missed them." (Appendix, p. vi-vii)*

This excerpt is taken from a suicide note of a girl rescued from a suicide attempt. She encourages suicidal people to search for alternative solutions other than suicide. The appraisal system underlying this excerpt is elaborated below:

#### 1- **The Attitude System**

The suicidal person's attitude varies between positive and negative as shown in the following table:

**Table 16***The Attitude System in Excerpt 1*

<i>Appraisal Item</i>	<i>The Appraised</i>	<i>Aff</i>	<i>Jud</i>	<i>App</i>	<i>For</i>	<i>Foc</i>
“fired a gun at my head”.	<i>The suicidal person</i>		<i>-nor</i>			
“I remember watching cartoons and taking the pills one by one”	<i>The suicidal person</i>		<i>-nor</i>			
“I couldn’t open my eyes or move”			<i>-cap</i>			
“I remember the lady shaking me and saying, Oh, my God”	<i>The neighbour</i>	<i>-sec</i>				<i>UP</i>
“There wasn’t any pain”.	<i>The suicidal person</i>		<i>-cap</i>			<i>Up</i>
“A big black lady kept tickling me”	<i>The suicidal person</i>		<i>-cap</i>		<i>Up</i>	
“I thought I was in heaven”	<i>The suicidal person</i>		<i>-nor</i>			<i>UP</i>
“much I appreciate myself”	<i>The suicidal person</i>	<i>+sat</i>				<i>UP</i>
“I had some friends and I would’ve missed them”.	<i>The suicidal person</i>	<i>+hap</i>				

Table 16 displays a mixed attitude where the suicidal person evaluates suicide and the status of a suicidal person negatively, while she evaluates her status after being rescued as positive. Negative capacity and normality represent suicide in discourse using implicit attitude devices (negative normality) as “*fired a gun at my head.*” This represents an abnormal person. Another

example “*I couldn’t open my eyes or move.*”, which denotes the incapability of using negated material process. Negative security is shown by the exclamative sentence, “*Oh, my God.*” A positive attitude includes positive satisfaction with a suicidal person’s state after being rescued using the mental process ‘appreciate’, denoting satisfaction upon herself. Positive happiness appears in using the presupposition of having valuable friends.

#### ✓- **The Engagement System**

The dialogic position underlying excerpt ✓ is illustrated below:

**Table 11**  
*The Engagement System in Excerpt 11*

<i>The Eng Marker</i>	<i>Mon</i>	<i>Het</i>	<i>For</i>	<i>Foc</i>
“I tried it five years ago”	✓			
“I was at a neighbor’s house”	✓			
“Nothing happened”		<i>Con</i>		
“I fired it at a wall”	✓			
“So a minute later I found some Seconals”	✓			
“I remember watching cartoons”	✓			
“A neighbor lady found me”	✓			
“I couldn’t open my eyes”		<i>Con</i>		<i>Down</i>
“but I heard everything”.		<i>Con</i>		
“I remember the lady shaking me”	✓			
“I remember the ambulance people”	✓			
“There wasn’t any pain”		<i>Con</i>		
“I don’t remember having my stomach pumped”.		<i>Con</i>		
“When I woke up it was five days later”	✓			
“A big black lady kept tickling me”	✓			
“she said. “I’ve been tickling you for three days”		<i>Exp</i>		
“I thought I was in heaven”		<i>Exp</i>		<i>Down</i>
“It made me realise”	✓			<i>Down</i>
“I had some friends and I would’ve missed the”		<i>Exp</i>		<i>Down</i>

Table 11 shows that the suicidal person uses monoglossic more than heteroglossic since she adopts a narrating style of presupposed personal events.

An example of monoglossic propositions is ***“I tried it five years ago; I was at a neighbor’s house.”***

Heteroglossic positions include both contraction and expansion. Dialogic contraction represents the suicidal person's discussion of the state she has been through, where she proposes conflicting ideas, as in ***“I couldn’t open my eyes, but I heard everything.”*** To manifest dialogic contraction, the negation **‘not’** is accompanied by the conjunction **‘but’**. Regarding dialogic expansion, it is used to show the unsure proposition with the mental processes **‘thought, realise’**, also, to attribute the nurse's speech by **‘she said’**.

### ∇- The Graduation System

The negative attitude in excerpt ∇ is intensified by the upscaling devices such as quantification **‘much, any’** and by strong material processes like **‘shaked, fired’**. The downscaling devices like epistemic modality mitigate the dialogic position **‘would, could’** and the mental process **‘thought’** to show the uncertainty.

#### Excerpt ^

*“Elaine, Darling,*

***My mind – always warped and twisted – has reached the point where I can wait no longer – I don’t dare wait longer – until there is the final twist and it snaps and I spend the rest of my life in some state run snake pit.***

*I am going out – and I hope it is out – Nirvanha, I think the Bhudaists (how do you spell Bhudaists?) call it which is the word for ‘nothing.’ That’s as I have told you for years, is what I want. Imagine God playing a dirty trick on me like another life!!!*

*I’ve lived ε∇ years – there aren’t ε∇ days I would live over again if I could avoid it.*

*Let us, for a moment be sensible. I do not remember if the partnership agreement provides for a case like this – but if it doesn't and I think it doesn't, I would much prefer – I haven't time to make this a legal requirement – but, I would much prefer that you, as executrix under my will, do not elect to participate in profits for 5 or 7 years or whatever it may be that is specified there. My partners have been generous with me while I worked with them. There is no reason why, under the circumstances of my withdrawal from the firm, they should pay anything more.” (Appendix, p. vii)*

This excerpt is by Albert, a married male who wrote a suicide note for his wife. The Appraisal system underlying this excerpt is as follows:

#### 1- **The Attitude System**

The attitude underlying this excerpt is a gloomy negative attitude that is illustrated in table 1A:

**Table 11**  
*The Attitude System in Excerpt 1*

<i>Appraisal Item</i>	<i>The Appraised</i>	<i>Aff</i>	<i>Jud</i>	<i>App</i>	<i>For</i>	<i>Foc</i>
“My mind – always warped and twisted”	<i>Albert</i>	<i>-sec</i>			<i>Up</i>	
“I can wait no longer – I don’t dare wait longer”	<i>Albert</i>	<i>-hap</i>			<i>Up</i>	
“there is the final twist”	<i>suicide</i>			<i>+rec</i>		<i>Up</i>
“I spend the rest of my life in some state run snake pit”.	<i>Albert</i>	<i>-sec</i>				<i>UP</i>
“call it which is the word for nothing”	<i>Bhudaists</i>		<i>-nor</i>		<i>UP</i>	
“Imagine God playing a dirty trick on me”	<i>God</i>		<i>-pro</i>		<i>Up</i>	
“there aren’t 4 days I would live over again”	<i>Albert</i>	<i>-sat</i>				<i>Down</i>
“My partners have been generous”	<i>Albert’s partners</i>		<i>+pro</i>		<i>UP</i>	

Albert uses the epistemic modality to show his dissatisfaction or desire to relive his life if he had the chance. Table 11 displays the propositions with a negative attitude, including negative affect, judgement, and appreciation. Negative affect involves negative security where Albert has his mind confused for years using adjectives such as ‘*warped, twisted*’, which led him to live in an insane asylum ‘*snake pit*’. Negative happiness is represented by the negative modal auxiliary with the material process in “*cannot live longer*”, which



indicates deep sadness and depression. Negative satisfaction also appears by using an implicit attitude: *"there aren't 47 days I would live over again."*

The negative judgement represents God and the Buddhistic. Negative normality represents the Buddhists as '*nothing*' while the great God is described with negative propriety being a deceitful person who mocks him with the idea of life after death *"Imagine God playing a dirty trick on me."* These judgements reveal that Albert might be an atheist.

The only positive judgement is attributed to Albert's partners, who are described with positive propriety as being *"generous."*

### 2- The Engagement System

The engagement system underlying excerpt 1 varies between monoglossic and heteroglossic dialogic positions as illustrated in table 19:

**Table 19***The Engagement System in Excerpt A*

<b>The Eng Marker</b>	<b>Mon</b>	<b>Het</b>	<b>For</b>	<b>Foc</b>
“My mind – always warped and twisted”	✓		<i>Up</i>	
“I don’t dare wait longer”		<i>Con</i>		<i>Up</i>
“I spend the rest of my life in some state-run snake pit”	✓			
“I am going out – and I hope it is out”		<i>Exp</i>		<i>down</i>
“Imagine God playing a dirty trick on me”	✓			<i>Up</i>
“there aren’t ¼ days”		<i>Con</i>		
“I would live over again”		<i>Exp</i>		<i>Down</i>
“Let us, for a moment be sensible”	✓			<i>Down</i>
“I do not remember if the partnership”		<i>Con</i>		<i>Up</i>
“but if it doesn’t and I think it doesn’t”		<i>Con</i>		<i>Up</i>
“I would much prefer”		<i>Exp</i>		<i>Up</i>
“I haven’t time to make this a legal requirement”		<i>Con</i>		
“but I would much prefer that you”		<i>Con</i>		<i>Down</i>
“do not elect to participate in profits for ½ or ¾ years”		<i>Con</i>		<i>Up</i>
“it may be that is specified there”.		<i>Exp</i>		<i>Down</i>
“My partners have been generous with me while I worked with them”		<i>Con</i>		
“There is no reason why”		<i>Con</i>		<i>Up</i>

Table 19 shows that heteroglossic dialogic position dominates the engagement system in Excerpt A with less monoglossic position adopted.

Dialogic contraction is used extensively and that indicates the conflicting ideas, emotions, expectations, and hopes expressed by the suicidal person. Examples of dialogic contraction are: *“I don’t dare wait longer; there aren’t 47 days I would live over again”*. For dialogic expansion, it is used also extensively to show the high degree of uncertainty, confusion, and hesitation. Many instances show these features as *“I’ve lived 47 years – there aren’t 47 days I would live over again if I could avoid it.”*

Monoglossic dialogic position is used to convey personal propositions and ideas that indicate his confusion as in *“I spend the rest of my life in some state-run snake pit, ... Imagine God playing a dirty trick on me”*.

### 3- The Graduation System

Excerpt <sup>^</sup>, as shown in tables <sup>^</sup> and <sup>^</sup> is intensified and mitigated in terms of both attitude and engagement systems. In terms of attitude, the negative affect, judgement, and appreciation are intensified by using devices like strong adjectives ‘*twisted, warped, dirty trick, generous*’. Also, by strong nominals like ‘*final twist*’ to describe last action in life. Besides, the negative attitude is mitigated by using epistemic modality ‘*would*’ indicating the possible space for more alternative propositions.

Regarding the engagement system, it is mitigated by using the epistemic modality ‘*would, could*’, conjunctions like ‘*but, while*’, and by the mental processes ‘*could*’ and mental processes like ‘*hope, imagine*’ which denote unreality.

#### Excerpt <sup>^</sup>

*“After six weeks of streptomycin shots and a total of eleven weeks of rest in bed we have conclusive proof that the ulcers in my bronchial tubes have not healed. ... All of a sudden all will and determination to fight on has left me. I have long ago prepared myself for the time when I reached the end of the trail.”*

*I feel calm and at peace and grateful that I can go to sleep painlessly. I feel justified in terminating a life which no longer holds any hope of having the essentials which make it worth living – I did desperately want to get well – I still had much to live for – hope for recovery – hope of a reunion with the children – work which I loved and which could have given me financial security and great satisfaction. But it was not to be – I am defeated and exhausted physically and emotionally.*

*Please tell the children that I loved them always and that my love has never faltered. I grieve that I could not have had the joy of being close to our babies, but that is no one's fault.*” (Appendix, p. viii)

In excerpt 9, a married female aged 69 years old writes to her husband, David. She tells him how exhausted she is from bronchoscopy and medical treatments because she was sick with ulcers in her bronchial tubes. The appraisal system underlying this excerpt is illustrated in the following points.

#### 1- The Attitude System

The suicidal wife shows a considerably negative attitude towards her state and suffering as elaborated in table 10:

**Table 2.**  
*The Attitude System in Excerpt 9*

<i>Appraisal Item</i>	<i>The Appraised</i>	<i>Aff</i>	<i>Jud</i>	<i>App</i>	<i>For</i>	<i>Foc</i>
“the ulcers in my bronchial tubes <b>have not healed</b> ”	<i>The suicidal wife</i>	<i>-hap</i>				<i>Up</i>
“all will and determination to fight on <b>has left me</b> ”	<i>The suicidal wife</i>	<i>-hap</i>				<i>Up</i>
“I reached the end of the trail”	<i>The suicidal wife</i>	<i>-hap</i>		<i>+rec</i>		<i>Up</i>
“I feel calm and at peace and grateful”	<i>The suicidal wife</i>		<i>+nor</i>		<i>UP</i>	
“to sleep painlessly”	<i>The suicidal wife</i>		<i>+cap</i>		<i>UP</i>	
“I feel justified in terminating a life”	<i>The suicidal wife</i>		<i>+ten</i>		<i>Up</i>	
“no longer holds any hope of having the essentials which make it worth living”	<i>The suicidal wife</i>	<i>-hap</i> <i>-sat</i>				<i>Up</i>
“I did desperately want to get well”	<i>The suicidal wife</i>	<i>-sec</i>	<i>+pro</i>		<i>UP</i>	
“No hope for recovery – hope of a reunion with the children”	<i>The suicidal wife</i>	<i>-sec</i> <i>-hap</i>	<i>-cap</i>			<i>Up</i>
“work which I loved and which could have given me financial security and great satisfaction”	<i>The wife’s job</i>	<i>+sat</i>		<i>+val</i> <i>+rec</i>	<i>Up</i>	
“But it was not to be”	<i>Being healthy</i>	<i>-sec</i>				<i>Up</i>

“I am defeated and exhausted physically and emotionally”.	<i>The suicidal wife</i>		-cap -ten		Up	
“I loved them always and that my love has never faltered”.	<i>The children</i>	+hap				up
“I grieve that I could not have had the joy of being close to our babies”	<i>The suicidal wife</i>	-hap				up
“but that is no one’s fault”	<i>The suicidal wife</i>		+ten		Up	

The attitude shown in table 10 is almost negative, with some spaces for positivity. The negative attitude displayed by negative devices like affect and judgement denotes the suicidal wife’s pain, grief, tiredness, desperation, and wish to end the sickness journey. In contrast, positivity indicates the wife’s judgement, her positive feelings of love, and her positive appreciation of her job.

The negative happiness and security represent the negative effect: **“I reached the end of the trail; I grieve that I could not have had the joy of being close to our babies.”** The positive judgements denote the suicidal wife’s tenacity by evaluating her as responsible and brave to accept her disease, however implicitly as in **“but that is no one’s fault; I feel justified in terminating a life.”** Moreover, positive happiness shows the degree of love the wife has for her children, as in **“I loved them always and that my love has never faltered.”** Concerning positive appreciation, the suicidal wife evaluates her work positively but implicitly as satisfying in **“work which I loved and which could have given me financial security and great satisfaction.”** The wife uses mental processes like **‘love’** to express inner feelings.

The overlap in positive and negative attitudes shows that suicide is not related to her inner conflict but the tiredness of her health condition. She feels satisfied and loving to her family and work, yet with an exhausting disease.

## ۲- The Engagement System

The dialogic position used in the excerpt varies between monoglossic and heteroglossic, as indicated in table ۲۱:

**Table ۲۱**

*The Engagement System in Excerpt ۹*

<i>The Eng Marker</i>	<i>Mon</i>	<i>Het</i>	<i>For</i>	<i>Foc</i>
“we have conclusive proof that the ulcers in my bronchial tubes have not healed”	✓			<i>Up</i>
“All of a sudden all will and determination to fight on has left me”	✓			<i>Up</i>
“I have long ago prepared myself”	✓			
“I feel calm and at peace and grateful”	✓			<i>Up</i>
“I feel justified in terminating a life”	✓			<i>Up</i>
“I did desperately want to get well”	✓			<i>Up</i>
“I still had much to live for”	✓			<i>Down</i>
“But it was not to be”		<i>Con</i>		<i>Down</i>
“I am defeated and exhausted physically and emotionally”.	✓			<i>Up</i>
“I loved them always”	✓			<i>Up</i>
“I grieve that I could not have had the joy of being close to our babies”		<i>Con</i>		<i>Up</i>
“but that is no one’s fault.”		<i>Con</i>		

The dialogic position is mostly monoglossic, with less use of the heteroglossic position. The monoglossic dialogic position denotes that the suicidal person has no alternative sources and that she is the only source of the proposition. The monoglossic position appears several times. Examples are: *“we have conclusive proof that the ulcers in my bronchial tubes have not healed.”* and *“All of a sudden all will and determination to fight on has left me.”* The suicidal person shows her own psychological state as being exhausted from medical treatments.

The heteroglossic position includes employing dialogic contraction. The suicidal female used the dialogic contraction with conjunctions and negative forms to contradict the idea that someone caused her disease, as in *“I grieve that I could not have had the joy of being close to our babies, but that is no one’s fault.”*

The dominance of monoglossic dialogic position rather than heteroglossic indicates the depth of ideas and the stream of pains coming outside the suicidal person.

### **7- The Graduation System**

Regarding the graduation system, both attitude and engagement systems are polarised to be either upscaled or downscaled.

The negative or positive attitude is intensified by force and focus devices. The focus devices are represented by strong lexis like *‘grieve, reunion’* rather than *‘sadness, meeting’*, by adverbs like *‘desperately’* and by rhetorical devices as in *“all will and determination to fight on has left me”* and *“I reached the end of the trail”* she personifies will and determination as a living entity that can leave. Moreover, she metaphorically describes her desperate state as the trail's end. Force devices are also deployed to intensify the suicidal female



attitude by using ‘*grateful, desperately, defeated, exhausted*’. These devices are mostly lexical intensifiers.

The engagement system is intensified by using the emphatic do in “*I did desperately want to get well.*” In addition, the dialogic position is intensified by adverbs like ‘*always*’ and strong lexis denoting strong positions like “*conclusive proof*”. Moreover, the dialogic position is intensified by using assertive forms such as “*I am defeated*”.

### Excerpt 10

*"If you are reading this, it means that I have committed suicide and obviously failed to delete this post from my queue.*

*Please don't be sad, it's for the better. The life I would've lived isn't worth living in... because I'm transgender. I could go into detail explaining why I feel that way, but this note is probably going to be lengthy enough as it is. To put it simply, I feel like a girl trapped in a boy's body, and I've felt that way ever since I was 13. I never knew there was a word for that feeling, nor was it possible for a boy to become a girl, so I never told anyone and I just continued to do traditionally 'boyish' things to try to fit in.*

*When I was 13, I learned what transgender meant and cried of happiness. After 10 years of confusion I finally understood who I was. I immediately told my mom, and she reacted extremely negatively, telling me that it was a phase, that I would never truly be a girl, that God doesn't make mistakes, that I am wrong. If you are reading this, parents, please don't tell this to your kids. Even if you are Christian or are against transgender people don't ever say that to someone, especially your kid. That won't do anything but make them hate them self. That's exactly what it did to me.” (Appendix, x)*

In excerpt 10, Leelah Alcorn is a teenage boy who committed suicide on 4/9/2017. She was a girl in a boy's body and wished to have surgery to fix her

problem. Her parents refused and reacted negatively, which led her to live loneliness and confusion between the two lives of a girl inside and a boy outside. The Appraisal system underlying the suicidal discourse in this excerpt is as follows:

### 1. The Attitude System

The attitudinal system is wholly negative with negative emotions (affect), judgements, and appreciations. The following table illustrates the appraisal items and their appraising categories with the graduation devices used to soften or sharpen the attitudes.

**Table 22**

*Attitudinal Analysis of Excerpt 10*

<i>Appraisal Item</i>	<i>The Appraised</i>	<i>Aff</i>	<i>Jud</i>	<i>App</i>	<i>For</i>	<i>Foc</i>
“committed suicide”	<i>Leelah</i>	<i>-Hap</i>	-	-		
“be sad”	<i>Leelah</i>	<i>-Hap</i>				
“Isn't worth living”	<i>life</i>			<i>-Val</i>	<i>Up</i>	
“I feel like a girl trapped in a boy's body”	<i>Leelah</i>	<i>-Sec</i>			<i>Up</i>	
“cried of happiness”.	<i>Leelah</i>	<i>+Hap</i>			<i>Up</i>	
“10 years of confusion	<i>Leelah</i>	<i>-Sec</i>			<i>Up</i>	
“reacted extremely negatively”	<i>Leela's Mother</i>		<i>-nor</i>		<i>Up</i>	
“never truly be a girl”	<i>Leelah</i>	<i>-Hap</i>				<i>Up</i>
“I am wrong”	<i>Leelah</i>		<i>-nor</i>		-	-
“make them hate them self”	<i>Transgenders</i>	<i>-Hap</i>				<i>Up</i>

The attitude is negative, where the suicidal person expresses a negative attitude toward her status and society's reaction towards her problem. The affect system indicates the unhappiness and insecurity felt by Leelah. She lived a decade of confusion, sadness, and hate because society rejected her nature as in *"The life I would've lived isn't worth living in... because I'm transgender."* The linguistic markers denote the negative attitude towards life and society and her suffering. Most affect devices show unhappiness while judgement shows negative social esteem towards herself, like being 'wrong' in *"I would never truly be a girl, that God doesn't make mistakes, that I am wrong."* It is used to negatively evaluate life as *'not worth living'* for appreciation.

## 2. The Engagement System

The engagement system underlying the excerpt is elaborated in the following table.

**Table ۲۳***The Engagement System in Excerpt ۱۰*

<b><i>The Eng Marker</i></b>	<b><i>Mon</i></b>	<b><i>Het</i></b>	<b><i>For</i></b>	<b><i>Foc</i></b>
“I have committed suicide”	✓		-	-
“I'm transgender...”	✓			
“I <u>could</u> go..., but this note”		<i>Exp</i> <i>Con</i>	<i>Down</i> <i>Down</i>	
“I never knew ...”		<i>Con</i>		<i>Up</i>
“nor was it possible for a boy to”		<i>Exp</i>		<i>Down</i>
“I never told anyone”		<i>Con</i>		<i>Up</i>
“I learned what transgender”	✓			
“I would never”		<i>Con</i>		
“God doesn't make mistakes”		<i>Con</i>		
“please don't tell this”		<i>Con</i>		<i>Up</i>
“I finally understood”	✓			<i>Up</i>
“If you are reading”		<i>Con</i>		
“don't tell this to your kids”		<i>Con</i>		<i>Up</i>
“Even if you are Christian”		<i>Con</i>		<i>Up</i>
“don't ever say that to someone”		<i>Con</i>		<i>Up</i>
“That won't do anything but make”		<i>Con</i>		<i>Up</i>

The engagement system of this excerpt is mostly heteroglossic, with dialogic contraction position used more than the monoglossic position. The contraction device employed denotes the writer's desire to discuss some facts with the reader and close off the circle of alternative positions. Leelah wants to express her rejection and opposite attitude to society using the contraction system, especially the disclaim device, which shows contradicting values by

negation or contradictory and argumentative expressions '**but, even, if**'. Leelah focuses on showing a wish never to harm transgender people or even tell them negative things. All propositions are headed to suggest avoiding the harmful attitude toward such people, as in "*Even if you are Christian or are against transgender people, don't ever say that to someone, especially your kid. That won't do anything but make them hate them self.*"

Monoglossic voice shows their private view and information about her suffering, while the expansion is used to entertain her attitude regarding the abilities she can do.

### 3- The Graduation System

Excerpt 10 is characterised by using both force and focus devices to sharpen the attitudes and positions taken by the writer. However, some positions are softened. The negative attitude is almost sharpened by using upscale force devices like '**extremely, ten years of, obviously, especially**'. Also, the attitude is sharpened by upscaling focus devices like '**truly, exactly, boyish**'. These devices are listed in **Table 9**.

The dialogic position is almost sharpened by upscaling the focus. The use of '**ever, never, finally, even if**' (see Table 8) denotes the sharpened position by Leelah, where the latter raises the scale of his voice to show a solid direction for avoid and prevent some behaviours that lead transgender people to despair. However, some dialogic positions are softened using '**could, would, but**'. These linguistic markers show a low or downscaled dialogic position in that the writer has a confused attitude towards many things. This confusion reflected in the linguistic resources mirrors the psychological despair lived by the writer.

## 4.3 The Quantitative Analysis

Following the demonstration of the qualitative analysis of the data, a quantitative analysis has been used to support the accuracy of the qualitative analysis and respond to the research questions posed in Chapter One.

The quantitative analysis covers three main sections including attitude, engagement, and graduation. The first section (attitude analysis) is divided into four subsections: affect, judgement, and appreciation categories and an additional subsection contrasts the results of the first three systems' (affect, judgement, appreciation) essential analyses and presents overall analyses of the attitude system in the relevant suicide notes. The engagement system that underlies the suicide notes is proposed quantitatively in the second section. The third section presents the results of the analysis of the graduation system. calculate the frequency and percentage of the occurrences of each system and category by using the formula below in order to compare the results:

$$\text{Percentage of occurrence} = \frac{\text{The frequency of a specific category/ subcategory}}{\text{Total frequencies of all categories/ sub-categories in a system}} \times 100$$

### 4.3.1 The Attitude System Analysis

As explained in the model, the attitude system consists of three categories: affect, judgement, and appreciation. Each of those categories has its subcategories. Thus, each category will be discussed separately first for a more comprehensive view.

### 4.3.1.1 Affect

The affect category denotes the emotional appraisal of the suicidal person. These emotions might represent the motive aspect of suicide. The affect subcategory of each suicide note is illustrated in table 23 and then calculated to represent the whole 16 notes as a single corpus.

**Table ۲۴**  
*The Affect Category in the Selected Suicide Notes*

<i>Affect Cat.</i>	<i>+hap</i>	<i>-hap</i>	<i>+sec</i>	<i>-sec</i>	<i>+sat</i>	<i>-sat</i>	<i>Total of categories</i>
<i>Notes</i>	<i>Fr.</i>	<i>Fr.</i>	<i>Fr.</i>	<i>Fr.</i>	<i>Fr.</i>	<i>Fr.</i>	
<i>Suicide Note ۱</i>	۰	۴	-	۱۳	-	-	
<i>Suicide Note ۲</i>	۱	۱	-	۱	۱	-	
<i>Suicide Note ۳</i>	-	۳	-	۲	-	۲	
<i>Suicide Note ۴</i>	۰	۱۰	-	۹	-	-	
<i>Suicide Note ۵</i>	-	۲	-	۱	۱	-	
<i>Suicide Note ۶</i>	۴	۲	۱	-	۱	-	
<i>Suicide Note ۷</i>	۲	۲	-	۴	-	۳	
<i>Suicide Note ۸</i>	۳	۱	۳	۶	-	-	
<i>Suicide Note ۹</i>	۰	۱۳	-	۸	-	-	
<i>Suicide Note ۱۰</i>	۴	۹	-	۹	-	۲	
<i>Suicide Note ۱۱</i>	-	۱۳	-	۶	-	۲	
<i>Suicide Note ۱۲</i>	۴	۷	-	۲	۲	-	
<i>Suicide Note ۱۳</i>	۱	۰	-	۳	-	-	
<i>Suicide Note ۱۴</i>	۴	۱۲	-	۶	-	۴	
<i>Suicide Note ۱۵</i>	۱	۹	-	۱۰	۱	۴	
<i>Suicide Note ۱۶</i>	۰	۳	-	۰	۲	-	
<b>Total</b>	۴۴	۱۰۱	۴	۸۰	۸	۱۷	۲۵۹
<b>Percentages</b>	۱۶.۹۸%	۳۸.۹۹%	۱.۵۴%	۳۲.۸۱%	۳.۰۸%	۶.۵۶%	۱۰۰٪



Table ٢٤ summarises the occurrences of the affect subcategories, which represent the emotional aspect of the appraisal system. The table demonstrates the dominance of negative happiness over other subcategories of affect. The negative happiness has ٣٨.٩٩%, with ١٠١ occurrences. Negative security comes in the second place with ٨٥ occurrences and ٣٢.٨١%.

In response to the first question of the current study, the most dominant emotional motives of suicide realised by the suicide notes appear to be **negative happiness** (sadness) and **negative security** (insecurity). The suicidal people use lexico-grammatical devices that show their inner emotions indicating feelings of sadness and insecurity. Through the qualitative analysis, these feelings motivate their desires to end their lives which lack of security and happiness. Thus, the first question reads, *“By examining the appraisal system underlying the elected suicide notes, what are the most dominant emotional motives and beliefs that motivate suicidal people to end their lives?”*

This result comes from many studies and a wide literature that links suicide to unhappiness and insecurity (fear and anxiety). Misra and Srivastava (٢٠٢١), para. ١٠) assert, *“Suicide has been regarded as an act of extreme unhappiness. It has been seen that generally people who commit suicide are very unhappy.”* Moreover, when the American Retreat Behavioral Health institution considers depression as the second motive for suicide, Carrie Steckl, in his article *“The Intricate Ties between Depression and Insecurity”*, confirms the link between depression (intense sadness) and insecurity. Steckl reports, *“Feeling insecure in a relationship creates anxiety over being abandoned and the feeling that every day is uncertain. It’s no wonder that those times when I felt insecurely attached were also accompanied by intense sadness.”* (Steckl, n.d). From a discourse viewpoint, the harmonised percentages of unhappiness and insecurity attitudes represented in the discourse support the medical literature on suicide motives by showing that unhappiness

is the most dominant attitudinal characteristic integrated into a relatively high feeling of insecurity. The suicidal people in the selected suicide notes narrate and express their path toward suicide. They express their emotions, beliefs, crises, and desires. Most of their propositions show great sadness and fear of continuing to live with the same sadness. This sadness and insecurity do not emerge for similar reasons but from various internal or external factors which are not the focus of the current study.

**Positive happiness** represents the third rate on the scale, with 16.98% and 44 occurrences. With a relatively good percentage, positive happiness is still not related to suicidal people's lives. Lexico-grammatical devices of positive happiness represent the happiness they feel towards ending their lives and getting rid of their burdens. The suicidal people in the selected suicide notes view death as a rest, a survival step, and a final turn for the many turns they have been through.

In the third rate on the scale, **negative satisfaction** (dissatisfaction) occupies 6.56%, with 17 occurrences. Dissatisfaction, yet of a low rate, indicates the disappointment and anger felt by suicidal people toward themselves or the circumstances around them. This result denotes that anger and dissatisfaction do not relate directly to the motives pushing the suicidal people in question toward committing suicide.

After negative satisfaction, **positive satisfaction** represents the fourth category in rate with 3.8% and eight occurrences. Positive satisfaction in the selected suicide notes mirrors the satisfaction of the suicidal people toward their friends and families who supported them in difficult conditions. In addition, satisfaction has sometimes reflected the suicidal people's evaluation of their past lives and acts that they are satisfied with their personalities and actions.

The last and the lowest percentage is the positive security which registers at 1.54%, with only 4 occurrences through the data analysed. Positive security used indicates the safety felt towards death more than life. The low percentage

of positive security confirms and naturally equalises the negative security of suicidal people. Suicidal people in the selected suicide note lack the feeling of security in life but search for it in death.

### **4.3.1.2 Judgement**

Judgement is the second category of attitude that involves other five subcategories to appraise people and actions. The selected suicide notes show the following numerical results representing each subcategory's frequency. Table 20 displays these results:

Table 20

## Judgement Categories in the Selected Suicide Notes

Notes	Jud. Cat.	+ver	-ver	+pro	-pro	+cap	-cap	+ten	-ten	+nor	-nor	Total of categories
		Fr.	Fr.	Fr.	Fr.	Fr.	Fr.	Fr.	Fr.	Fr.	Fr.	
Suicide Note 1			2	1	-	-	11	-	-	4	4	
Suicide Note 2		-	-	-	1	-	2	-	-	-	1	
Suicide Note 3		-	3	-	3		1		1	2	3	
Suicide Note 4		-	1	-	-	1	0	-	-	-	1	
Suicide Note 5		-	-	-	-	-	-	-	-	-	-	
Suicide Note 6		-	-	3	-	-	-	1		4	-	
Suicide Note 7		-	-	-	-	-	4	-	-	-	0	
Suicide Note 8		-	1	1	3	-	-	-	-	-	2	
Suicide Note 9		-	-	-	-	-	2	-	-	0	3	
Suicide Note 10		-	-	-	-	-	1	-	-	-	1	
Suicide Note 11		-	-	1	-	-	-	-	-	-	2	
Suicide Note 12		-	2	-	-	-	-	6	-	-	8	
Suicide Note 13		-	1	-	3	-	-	-	-	3	-	
Suicide Note 14		-	-	-	-	-	2	-	-	3	1	
Suicide Note 15		-	1	-	-	-	3	3		0	3	
Suicide Note 16		-	-	1	-	-	3		1	1	3	
<b>Total</b>			11	7	10	1	34	10	2	27	37	139
<b>Percentages</b>			7,91%	5,03%	7,19%	0,71%	24,46%	7,19%	1,43%	19,42%	26,62%	100%

Table 20 summarises the results of the judgement categories and their frequencies in the data selected. As highlighted, negative normality is the most dominant category regarding frequency and percentage. **Negative normality** registers 26,62% by 37 occurrences. This result implies that suicidal people who wrote the notes under examination are negatively evaluated for their nature and negatively evaluating other people and actions. They portray themselves as different, empty, and of no use to the world.

Negative normality and negative capability are both categories of social esteem markers. **Negative capability** comes in the second place by having 24 occurrences and 24,46%. This result indicates the high rate of disability felt by those suicidal people to face life, challenges, and the world. Hence, it is evident that the suicidal people relevant to the current study have relatively weak social esteem of themselves.

**Positive normality** follows negative capability in rate with 19,42% and 27 occurrences. This frequent positive representation relates to the families and friends of suicidal people. The suicidal people evaluate their families and friends positively for the latter's support in times of difficulties before the suicide and even after suicide.

**Negative veracity** comes fourth with 11 occurrences and 10,91%. The suicidal people employ negative veracity resources to evaluate and show their negative attitudes towards untruthful people, fake acts, and untruthful parties who make damaging false claims that contribute to their negative social esteem.

**Positive tenacity** comes in the fifth rate with 7,19% and 10 times frequency. This number supports and confirms the positive attitude that suicidal people have toward their families and friends for their support. Moreover, positive tenacity denotes the bravery of suicidal people related to commit suicide and end their suffering

Like positive tenacity, **negative propriety** has 7,19% and 10 times frequency. However, negative propriety displays negative social esteem toward some people and actors in suicidal people's lives. These impropriety people and acts can lead to negative attitudes toward life.

Like positive tenacity and normality, **positive propriety** manifests the positive social esteem of suicidal people toward their families and friends. Positive propriety occupies 5,03% with **seven** occurrences.

**Negative tenacity** is the least frequent, with 1,43% and only 2 occurrences. This low frequency denotes that suicide has nothing to do with perseverance and bravery. Suicide emerges from emotions of sadness and fear instead.

### 4,3,1,3 **Appreciation**

The appreciation system is mainly concerned with evaluating things and abstract phenomena. Table 26 demonstrates the occurrences of appreciation categories in the data selected.

Table 26

## Appreciation Categories in the Suicide Notes

<i>App. Cat.</i>	<i>+rec</i>	<i>-rec</i>	<i>+com</i>	<i>-com</i>	<i>+val</i>	<i>-val</i>	<i>Total of categories</i>
<i>Notes</i>	<i>Fr.</i>	<i>Fr.</i>	<i>Fr.</i>	<i>Fr.</i>	<i>Fr.</i>	<i>Fr.</i>	
<i>Suicide Note 1</i>	-	3	-	-	-	-	
<i>Suicide Note 2</i>	-	-	-	-	-	-	
<i>Suicide Note 3</i>	-	-	-	-	-	-	
<i>Suicide Note 4</i>	-	-	-	-	-	-	
<i>Suicide Note 5</i>	11	-	-	-	-	-	
<i>Suicide Note 6</i>	4	2	-	-	-	-	
<i>Suicide Note 7</i>	-	1	-	-	-	1	
<i>Suicide Note 8</i>	-	-	-	-	-	-	
<i>Suicide Note 9</i>	-	-	-	-	-	-	
<i>Suicide Note 10</i>	3	1	-	-	-	-	
<i>Suicide Note 11</i>	-	3	-	-	-	-	
<i>Suicide Note 12</i>	2	2	-	-	1	-	
<i>Suicide Note 13</i>	-	-	-	-	1	-	
<i>Suicide Note 14</i>	-	-	-	-	-	1	
<i>Suicide Note 15</i>	-	-	1	-	-	-	
<i>Suicide Note 16</i>		1	-	-	-	-	
<b>Total</b>	<b>20</b>	<b>14</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>38</b>
<b>Percentages</b>	<b>52,63%</b>	<b>36,80%</b>	<b>0%</b>	<b>0%</b>	<b>5,26%</b>	<b>5,26%</b>	<b>100%</b>

Regarding appreciation, suicidal people show no importance in evaluating things or phenomena. This insignificance is denoted by the shallow frequency of the appreciation categories compared to other attitude categories. The major appreciation category used is the positive reaction with 52.63% and 20-times frequency. The positive reaction is employed to evaluate suicide and death as positive ends and solutions.

Negative reaction, on the contrary, represents the suicidal people's attitude toward life, medicine, and suffering. The negative reaction comes in the second rate, with 36.80% and 14 occurrences.

The **positive** and **negative valuation** shows equal frequency and percentages occupying 5.26% and 2 occurrences for each category. Positive valuation is devoted to death, while negative valuation is devoted to life.

The category of **composition** is totally absent, and this absence explains the unnecessary of suicidal people to evaluate the composition of things and phenomena around them since these are not important axes.

#### 4.3.1.4 An Overall Attitudinal Analysis

Tables 24, 25, and 26 give a detailed numerical analysis of the three attitude categories individually. However, the affect category dominates the attitude manifested in the selected suicide notes when compared and calculated as in the following table:



**Table 27**

*Attitude Categories in the Suicide Notes*

Attitude Category	Fr.	Pr.
Affect	259	59.40%
Judgement	139	31.88%
Appreciation	38	8.72%
Total	436	100%

**Figure 8**

*Attitude Categories in the Suicide Notes*

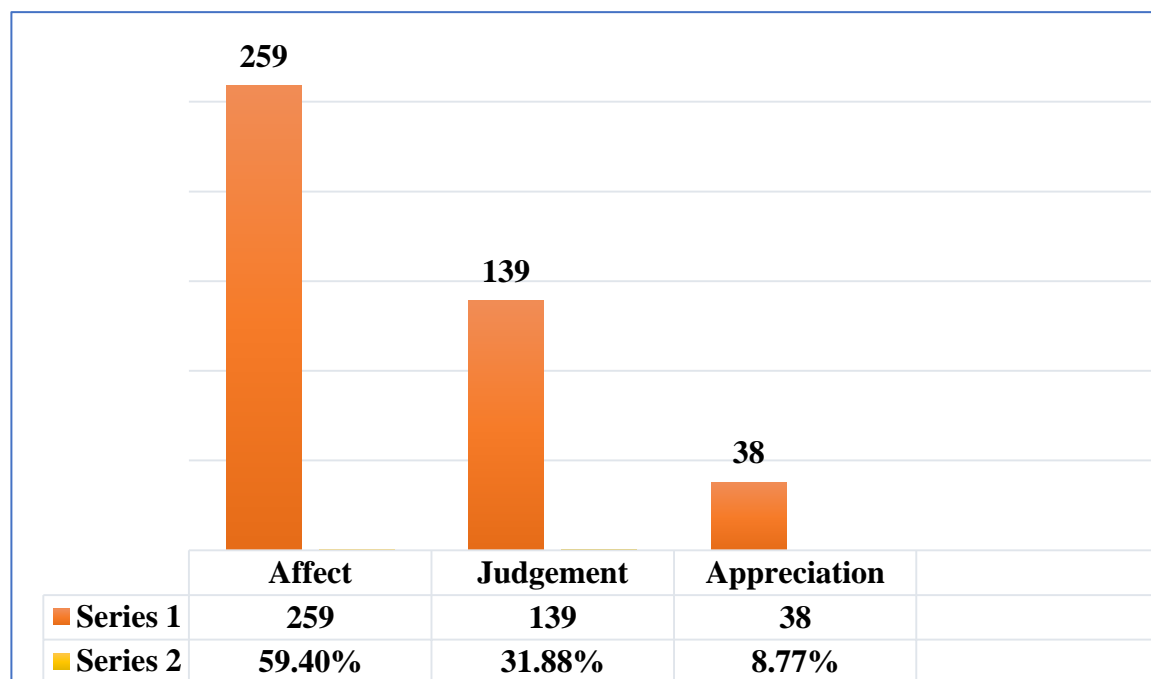


Table 27 and figure 10 demonstrate that the affect category is the dominant attitude category in the suicide notes analysed, with 59.40% and 209 occurrences. After affect, the category of judgement occupies 31.88%, with 139 occurrences. This variation in rates indicates the prominence of emotions in the representation of suicidal people to their life and final moments. Nevertheless, the appreciation category seems to be the least employed to manifest suicidal people's attitudes. This regression denotes the significance of emotions and people and their actions in the status of those people rather than things and abstract phenomena. More explicitly, inner emotions and people's actions play a major role in suicide acts.

In response to the second research question that reads, “**What categories of attitude are the most frequently used in the selected suicide notes?**” It is evident now that the category of **affect** is the most commonly used to realise the attitudes of suicidal people in their suicide notes that have been analysed.

### 4.3.2 The Engagement System Analysis

The engagement system has two categories referring to the type of dialogic position used by the suicidal person when writing his final note. These categories are: monoglossic and heteroglossic. Heteroglossic is further divided into contraction and expansion. These frequencies and percentages of these categories are illustrated in Table 28:

**Table ۲۸**  
*The Engagement Categories in the Suicide Notes*

<i>Eng. Cat.</i>  <i>Notes</i>	<i>Monoglossic</i>	<i>Heteroglossic</i>		<i>Total of Categories</i>
		<i>Contraction</i>	<i>Expansion</i>	
	<i>Fr.</i>	<i>Fr.</i>	<i>Fr.</i>	
<i>Suicide Note ۱</i>	۳۶	۱۴	۶	
<i>Suicide Note ۲</i>	۴	۸	۶	
<i>Suicide Note ۳</i>	۱۰	۲	۸	
<i>Suicide Note ۴</i>	۲۰	۷	۱۰	
<i>Suicide Note ۵</i>	۱۱	-	۲	
<i>Suicide Note ۶</i>	۱۳	۱۱	۱	
<i>Suicide Note ۷</i>	۷	۶	۵	
<i>Suicide Note ۸</i>	۷	۷	۶	
<i>Suicide Note ۹</i>	۲۲	۵	۱	
<i>Suicide Note ۱۰</i>	۱۸	۷	۱	
<i>Suicide Note ۱۱</i>	۱۰	۱۸	۲	
<i>Suicide Note ۱۲</i>	۱۸	۱۲	۳	
<i>Suicide Note ۱۳</i>	۱۰	۵	۲	
<i>Suicide Note ۱۴</i>	۲۹	۱۰	-	
<i>Suicide Note ۱۵</i>	۲۰	۱۱	۵	
<i>Suicide Note ۱۶</i>	۱۳	۱۴	۱	
<b>Total</b>	<b>۲۴۸</b>	<b>۱۳۷</b>	<b>۵۹</b>	<b>۴۴۴</b>
<b>Percentages</b>	<b>۵۵.۸۶ %</b>	<b>۳۰.۸۶%</b>	<b>۱۳.۲۸%</b>	<b>۱۰۰%</b>

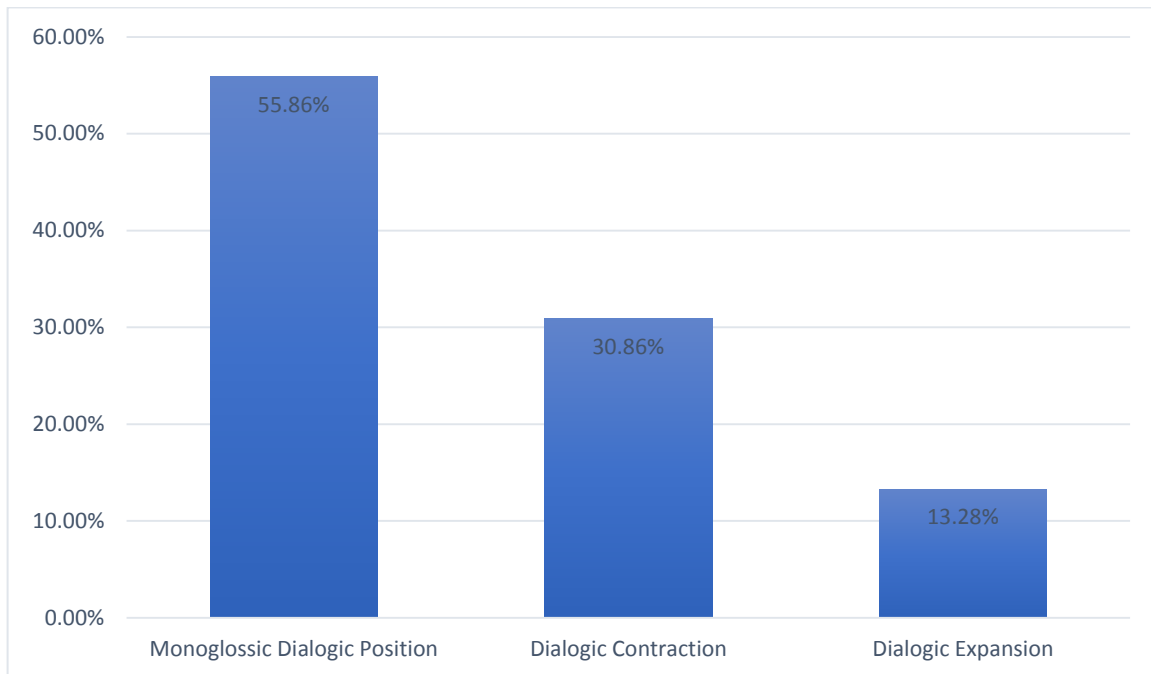
Table ۲۸ displays that the monoglossic dialogic position dominates the engagement system underlying the analysed suicide notes. **Monoglossic** position

registers the first rank with 55,12% and 248 occurrences. This result asserts that suicidal people tend to narrate their state and world from their own point of view. The suicidal people in the analysed notes are assertive with their propositions since they are in the last moments of their lives tell what they feel and desire.

**Dialogic contraction** takes the second level in frequency, with 137 occurrences and 30,86%. The relatively high rate of dialogic contraction reflects the constant objective and rejective positions of suicidal people. They reject and give an opposite stand to many propositions involving their disability, disinclination, and other opposite stands to many propositions conveying their lives' tracks.

The least employed category of engagement is dialogic expansion. **Dialogic expansion** registers only 59 occurrences to occupy 13,28%. This low frequency mirrors the narrow circle of alternatives the suicidal person refers to in their propositions. The suicidal persons then have few alternatives to their status, increasing opportunities for despair.

The results in table 2 convey the strict status of the suicidal people who can only tell and express rejection with fewer alternative plans. This digression in rates is much better viewed with the following figure:

**Figure 9***Engagement Categories in Suicide Notes*

In response to the third research question, "*What is the engagement category that represents the most dialogic positions used by suicidal people to express themselves?*", it is clear now that **the monoglossic dialogic position** is the most representative category of the engagement system used by the suicidal people in the notes selected.

### 4.3.3 The Graduation System Analysis

The graduation system consists of two polarised categories, upscale and downscale, which can be realised by either force or focus devices. Table 29 denotes the numerical results representing how suicidal people use these categories.

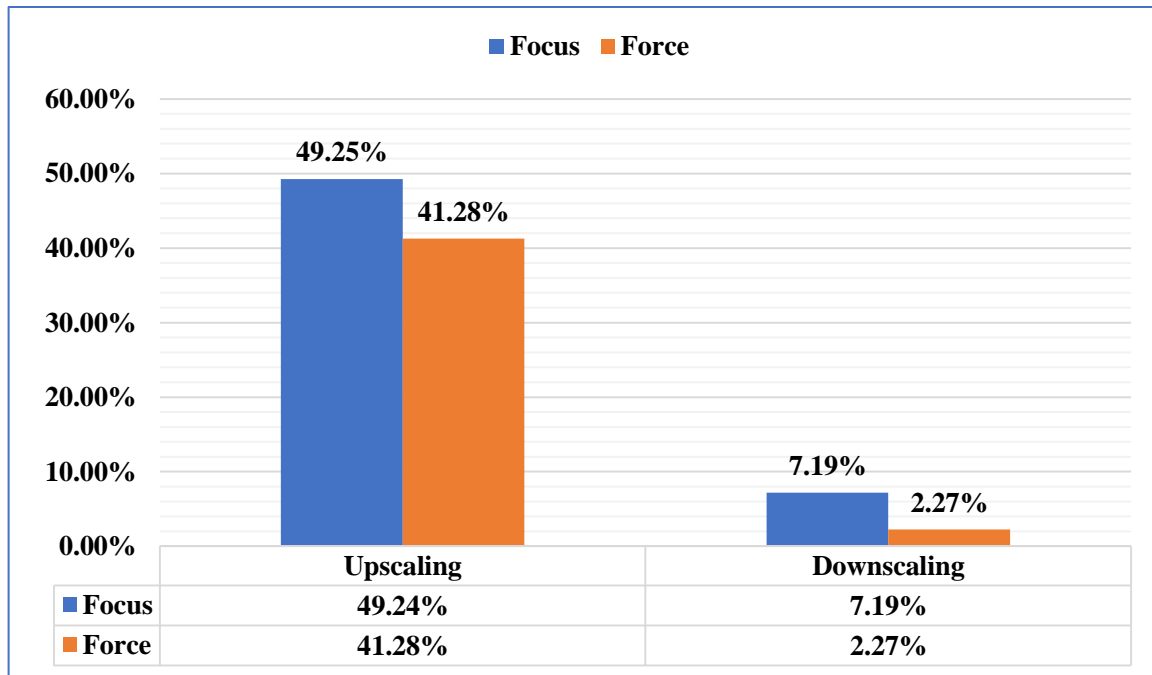
**Table ۲۹**  
*The Graduation Categories in Suicide Notes*

<i>Notes</i>	<i>Gra. Cat.</i>	<i>Upscale by Focus</i>	<i>Upscale by Force</i>	<i>Downscale by Focus</i>	<i>Downscale by Force</i>	<i>Total of categories</i>
		<i>Fr.</i>	<i>Fr.</i>	<i>Fr.</i>	<i>Fr.</i>	
<i>Suicide Note ۱</i>		۲۰	۴	۶	-	
<i>Suicide Note ۲</i>		۴			۰	
<i>Suicide Note ۳</i>		۰	۲	۲		
<i>Suicide Note ۴</i>		۱۳	۷	-	-	
<i>Suicide Note ۵</i>		۷	۱			
<i>Suicide Note ۶</i>		۴	۱			
<i>Suicide Note ۷</i>		۴	۲	۴		
<i>Suicide Note ۸</i>		۲	۶	۳		
<i>Suicide Note ۹</i>		۱۱	۱۰			
<i>Suicide Note ۱۰</i>		۷	۱	۱		
<i>Suicide Note ۱۱</i>		۶	۱۸	۱		
<i>Suicide Note ۱۲</i>		۱۲	۱۱	۲	۱	
<i>Suicide Note ۱۳</i>		۸	۴			
<i>Suicide Note ۱۴</i>		۸	۱۳			
<i>Suicide Note ۱۵</i>		۱۷	۱۴			
<i>Suicide Note ۱۶</i>		۲	۱۰			
<b>Total</b>		<b>۱۳۰</b>	<b>۱۰۹</b>	<b>۱۹</b>	<b>۶</b>	<b>۲۶۴</b>
<b>Percentages</b>		<b>۴۹,۲۰%</b>	<b>۴۱,۲۸%</b>	<b>۷,۱۹%</b>	<b>۲,۲۷%</b>	<b>۱۰۰%</b>

Table 29 shows that upscale devices dominate the frequencies of the graduation categories in the selected suicide notes. The upscaling by focus devices is the highest rate, with 49.20% and 130 occurrences. Upscaling by force devices comes in the second level, with 41.28% **and** 109 occurrences. The extreme negative emotions of the suicidal people justify this high rate of intensification in their propositions. Furthermore, focus devices dominate the upscaling devices more than the force devices do. Focus devices are 49.24%, while force devices are used at 41.28%. The high rate of focus devices reflects the tendency of suicidal people to show extreme negativity with ungradable devices. That is to say that their status is not comparable but ultimate in negativity.

The downscaling devices are of very low use in the selected suicide notes. The downscaling by focus devices registers 7.19% with 19 occurrences, while the downscaling by force devices occupies only 2.27% with 6 occurrences. This weak percentage indicates the severity of the suicidal people's state that they cannot mitigate their attitudes or positions because their states are severe. This polarity can be elaborated in figure 12:

**Figure ۱۰**  
*The Graduation Category in Suicide Notes*



In response to the research question, " *What is the most common graduation category used to manifest suicidal people's propositions in the data selected?*" it is clear that the **upscaling devices** and especially **focus** devices are the most used.

Concerning the last research question, reading " *What is the significance of the appraisal categories and their polarities in representing an insight into the emotional status of suicidal people?*" it becomes apparent now that the appraisal categories are significant in interpreting the suicidal people in the selected notes. The appraisal categories figure out the intensified negative attitude sourcing from a monoglossic position. The appraisal category can examine their attitudes and the source and degree.



## CHAPTER FIVE

### CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDY

#### ۵.۱ Preliminary Remark

The conclusions from the data analysis and outcomes are covered in the first section of this chapter. Recommendations for teachers and students are found in the second section of the chapter. Some suggestions for further study are included in the third section.

#### ۵.۲ Conclusions

The current study has drawn its conclusions based on the literature analysis and qualitatively driven analytical findings in chapter ۴. Additionally, the study's hypotheses of the study are confirmed. These findings are as follows:

- ۱- The feelings of negative happiness (unhappiness/sadness) and negative security (insecurity) are the most common emotional motives that motivate suicidal people to end their lives. Thus, hypothesis *NO. ۱* that reads, "*The feelings of anger (dissatisfaction) and (insecurity) are the most dominant emotional motives that motivate suicidal people to end their lives.*" is refuted since negative satisfaction feelings have registered the lowest frequency among affect categories.
- ۲- Affect is the dominant category that realises the attitude underlying the selected suicide notes. Therefore, hypothesis *No. ۲* which reads, "*Affect categories are the most frequent categories of attitude used in the selected suicidal notes.*" is confirmed.

- ٣- The monoglossic rather than heteroglossic dialogic positions represent the status of the suicidal people in their suicide notes. Accordingly, hypothesis No. ٣ which reads, "*Heteroglossic categories are the representative categories of the engagement system used to show the objective and rejective dialogic positions of suicidal people.*" is refuted.
- ٤- The upscaling and downscaling categories are used with an acute polarity. Upscaling categories with focus devices are the most dominant, while the downscaling devices contribute feebly to the discourse of the selected suicide notes. Based on that, hypothesis No. ٤, "*Both upscaling and downscaling graduation categories are used with approximate quantities to manifest different degrees of intensity.*" is refuted.
- ٥- The appraisal system, with its three subsystems, is of great comprehensiveness in representing the inner feelings, conflicts, and desires of suicidal people. The comprehensive representation of those aspects via discourse contributes greatly to following those people's motives and sufferings. The discovery of the attitudes (positive or negative views), their sources and degrees of intensity and commitment enables diagnosing many issues with those people and their life choices. As a result, hypothesis No. ٥ "*The appraisal categories are significant in disclosing emotional states and how suicidal people view the world.*" is confirmed.

## ٥,٢ Recommendations

In light of the above mentioned conclusions, the study has recommends that:

- ١- The language of suicide notes should be examined and tackled in linguistic research so that investigation may benefit teaching the emotional language expressing different psychological status by using the Appraisal System.

- ٢- As the attitude system is significant in expressing beliefs, ideologies, attitudes, and representing specific images, it should be taught to draw attention to the effect of some lexico-grammatical devices in creating polarised attitudes worldwide.
- ٣- Teachers should pay attention to denote the function of engagement devices in discourse because the engagement system is vital in clarifying the commitment and relationship between the speaker/writer and the reader/listener.
- ٤- The graduation system is also important in intensifying and mitigating attitudes. Thus, this system should be highlighted in terms of the force and focus on linguistic markers. Teachers should pay more attention to teaching those markers and their functions.
- ٥- As the Appraisal System can examine various types of texts for different purposes, it can be used to develop frameworks for discourse semantics, interpersonal meanings, and ideological structures.
- ٦- The present study is beneficial for those who are interested in psychology in general and psycholinguistics in particular.

### ٥,٣ Suggestions for Further Research

The following topics may serve as studies in the same field:

- ١. Detecting an Autobiographical Criminal: Investigating Adults and Teenagers in Staged Suicide Notes
- ٢. A Contrastive study of Genuine and Fabrik Suicide Notes.
- ٣. A Contrastive Analysis of Suicide Notes in Arabic and English.
- ٤. Gender Differences in the Use of Speech Acts in Suicide Notes.
- ٥. Appraisal Analysis of X Motivational Monologues: Discourse Analysis.

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## Appendix

### Note 1

**SANDRA, A CLERK, 27 YEARS OLD 12/10/11 11:45 AM**

A year ago March, while I was living in Michigan, I took an overdose of Elavil. I was seeing a psychiatrist and I was just getting off the medication. But the bottle was still in my apartment. I'd one out and had drinks, came home and that's when I did it – about ten in the evening or so. I called my boyfriend Jonathan in California and my social worker. I told them I had taken the pills. The social worker told me to drive to the emergency room. I'd have been lucky to make it to the front door. Jonathan called a friend of mine, who came to the apartment and broke down the door. I was in a coma for five days. I guess I was lucky because the doctors told everybody I wasn't going to make it. Then they said I've have permanent brain damage. When it didn't happen they said it was the miracle of the floor. I was out of the hospital in about three weeks; a week of that was in the psychiatric ward, which was a real drag.

I had a lot of problems with my memory for a while. Even now I can't remember some things. Starting a week before the overdose I don't remember anything at all. All I know about it is what Jonathan says I told him over the phone. Everybody asks "Why did you do it?" and I don't know. It sounds real stupid.

Everybody in the hospital was real nice. I was afraid that they would get down on me but they didn't. It was a Catholic hospital, and I had my own room. Friends were there 24 hours a day. It made me realize how many friends I had. On the psychiatric ward they give you tests for brain damage. They ask you a lot of silly questions. They test your reflexes, your memory. They give you EKG tests. It took a while to get back my coordination. I couldn't write or do other things with my hands. Most of the time I stayed by myself. There were programs for the other patients but they didn't put me in any because they didn't know how long I would be staying.

I'd tried twice, but those times weren't serious. I was just trying to get some attention. The first time I was 14, and I slashed my wrists. It was basic adolescent scare tactics. As a result I ended up in an inpatient clinic for teenagers for about five months. Almost everybody there was there because they ran away or they were doing a lot of drugs. The second time was a couple of years ago. I did a Valium overdose. It wasn't very serious – I just had to have my stomach pumped.

This time it shocked me to realize what could have happened to me. I realized how much I had hurt my friends and family, which I didn't think about before. I started wondering if people could trust me. It upset my life a lot – it threw everything backwards. Jonathan flew in from California. HE said the scariest part was worrying about having to decide what to do if my body kept living but I had no brain response. When I first woke up I didn't think there would be anything wrong with me. And then it hit me that I couldn't move. I was embarrassed that people had to see me like that.

Once you're out of the hospital a lot of institutions won't hire you. You can't get health insurance. You have to lie on your job applications. People look at you like you're dangerous. It's real scary for some of my friends – they think they're responsible. Trying to convince people that I was OK was the hardest thing. That they didn't have to watch over me, that I wasn't going to try it again.

Suicide Notes (Sandra, a clerk, 27 years old) (tumblr.com)

**Note 2**

**MARRIED MALE, AGE 40 14/10/2011 8:08 PM**

Dear Claudia,

You win, I can't take it any longer, I know you have been waiting for this to happen. I hope it makes you very happy, this is not an easy thing to do, but I've got to the point where there is nothing to live for, a little bit of kindness from you would of made everything so different, but all that ever interested you was the dollar.

It is pretty hard for me to do anything when you are so greedy even with this house you couldn't even be fair with that, well it's all yours now and you won't have to see the Lawyer anymore.

I wish you would you give my personal things to Danny, you couldn't get much from selling them anyway, you still have my insurance, it isn't much but it will be enough to take care of my debts and still have a few bucks left.

You always told me that I was the one that made Sharon take her life, in fact you said I killed her, but you know down deep in your heart it was you that made her do what she did, and now you have two deaths to your credit, it should make you feel very proud.

Good By Kid

P.S. Disregard all the mean things I've said in this letter, I have said a lot of things to you I didn't really mean and I hope you get well and wish you the best of everything.

Cathy – don't come in.

Call your mother, she will know what to do.

Love

Daddy

Cathy don't go in the bedroom.

Suicide Notes (Married male, age 40) (tumblr.com)

**Note 3**

**Marc Lepine 22/10/2011 6.00 am**

Forgive the mistakes, I had 10 minutes to write this. See also Annex. Would you note that if I commit suicide today 11-12-06 it is not for economic reasons (for I have waited until I exhausted all my financial means, even refusing jobs) but for political reasons. Because I have decided to send the feminists, who have always ruined my life, to their Maker. For seven years life has brought me no joy and being totally blasé, I have decided to put an end to those viragos. I tried in my youth to enter the Forces as an officer cadet, which would have allowed me possibly to get into the arsenal and precede Lortie in a raid. They refused me because antisocial (sic). I therefore had to wait until this day to execute my plans. In between, I



continued my studies in a haphazard way for they never really interested me, knowing in advance my fate. Which did not prevent me from obtaining very good marks despite my theory of not handing in work and the lack of studying before exams. Even if the Mad Killer epithet will be attributed to me by the media, I consider myself a rational erudite that only the arrival of the Grim Reaper has forced to take extreme acts. For why persevere to exist if it is only to please the government. Being rather backward-looking by nature (except for science), the feminists have always enraged me. They want to keep the advantages of women (e.g. cheaper insurance, extended maternity leave preceded by a preventative leave, etc.) while seizing for themselves those of men. Thus it is an obvious truth that if the Olympic Games removed the Men-Women distinction, there would be Women only in the graceful events. So the feminists are not fighting to remove that barrier. They are so opportunistic they [do not]<sup>[LV1]</sup> neglect to profit from the knowledge accumulated by men through the ages. They always try to misrepresent them every time they can. Thus, the other day, I heard they were honoring the Canadian men and women who fought at the frontline during the world wars. How can you explain [that since]<sup>[LV1]</sup> women were not authorized to go to the frontline??? Will we hear of Caesar's female legions and female galley slaves who of course took up 0% of the ranks of history, though they never existed. A real Casus Belli. Sorry for this too brief letter. Marc Lépine

<https://suicide--notes.tumblr.com/post/11767601944/marc-1%C3%A9pine-murdered-14-women-and-wounded-1>

#### Note 4

#### IDA CARRADDOCK'S LETTER TO HER MOTHER ON THE DAY OF HER SUICIDE

21/10/2011 6: 00 p.m

Dear, Dear Mother:

I know you will grieve over me for having taken my life.... My dear, dear mother, oh, how sorry I am to hurt you, as I now this act will do. But, oh, mother, I cannot, I will not consent to go to the asylum, as you are evidently planning to have me go. I know that this means a perpetual imprisonment all my long life, unless I either recant my religious beliefs or else hypocritically pretend to do so. I cannot bring myself to consent to any of these three alternatives. I maintain my right to die as I have lived, a free woman, not cowed into silence by any other human being. If, on the other hand, the prison to which Judge Thomas evidently proposes to send me were to be my destined lot (you know very well that he wishes and means to lock me up for a long, long term, which is practically my death warrant), my work is ended so far as this world is concerned. My books have been given a start, approved by physicians and other reputable citizens, but the world is not yet ready for all the beautiful teachings which I have to give it. Other people will take up my work, however, some day--will take it up where I laid it down, and will start from where I left off and do better work than they could have done but for me. Some day you'll be proud of me. You will understand that what I have done has been done because you and my father prepared me for just such a propaganda to humanity. You may ask why I did not give it up and come home to live with you, resuming my name of "Miss Craddock," and taking up other work. But, dear mother, I could be of no possible help to you, with the shadow of reproach which bigots and impure-minded people have put on me. I should be only a hindrance to your

respectability. Moreover, my individuality has some rights. I cannot recant my beliefs and throw aside a principle for which I have toiled and struggled for nine years, even at the behest of a mother that is dear to me.

Do not grieve, dear, dear mother; the world beyond the grave, believe me, is far more real and substantial than is this world in which we to-day live. This earth life which the Hindoos have for centuries termed "Maya," that is illusion. My people assure me that theirs is the real, the objective, the material world. Ours is the lopsided, the incomplete world. You and I shall meet in that beautiful world over there and shall know each other as individuals just as clearly as we do here, only more so. I do not know whether it will be possible for me to return to you; but if I can, I will do so. Only remember that you must try to keep the five rules for clear thinking and correct living which my people have given me. If I do come back, of this I feel sure. As you may have forgotten these, I am going to give them here again:

١. Do your daily earthly duty undeterred by calls to mediumship from any source.
٢. Be self-controlled and strive to be amiable and loving every day.
٣. Wait and watch for the highest.
٤. Avoid selfish seeking of self-ease.
٥. Abide in purity, not merely moral purity, but physical cleanliness; and still more, intellectual clearness—that is freedom from prejudice; think clearly.

Love all people, even those who have wronged you, if you would receive clear communications from over the border. It is possible that I may come as I have said. I do not know. But in any event, it cannot be long before you will join me over here, and I shall be on hand to welcome you, dear, dear mother, when you do come.

Oh, if only you could have brought yourself to have let me live at home to carry on my propaganda under your modifying advice, then this need never have been, and I could have lived for many years to carry on a moderate, far less crudely radical propaganda than I have done. I have had nobody to stand by me and to help me; I have had to carve out my own road without any predecessors to guide me.

You will find \$٤٠ in my trunk. I have written to Mr. Chamberlain to-night to tell you just where I have placed it. I do not know who may read this letter before you get it, and so have taken this precaution.

Will you mind expressing the various books I addressed here to-night? As you know, I have been unable to get out to-day to send them off as I hoped to do. For there is an Adams Express Company on this street, several doors this side of Fifth avenue.

Dear, dear mother, please remember that I love you, and that I shall always love you. Even if you get fantastic communications from the border land, remember that the real Ida is not going there.

The real Ida, your own daughter, loves you and waits for you to come soon over to join her in the beautiful blessed world beyond the grave, where Anthony Comstocks and corrupt judges and impure-minded people are not known. We shall be very happy together some day, you and I, dear mother; there will be a blessed reality for us both at last. I love you, dear mother; never forget that. And love cannot die; it is no dream, it is a reality. We shall be the individuals over there that we are here, only with enlarged capacities. Goodbye, dear mother, if only for a little while. I love you always. I shall never forget you, that would be impossible; nor could you ever

forget me. Do not think the next world an unsubstantial dream; it is material, as much so as this; more so than this. We shall meet there, dear mother. Your affectionate daughter,

Ida C. Craddock.

<https://suicide--notes.tumblr.com/post/11746660990/ida-craddocks-letter-to-her-mother-on-the-day-of>

**Note** ◦

**CHURCH OF EUTHENASIA** 21/10/2011 12:00 P.m

Dear Church of Euthanasia,

Greetings! We who are about to die salute you. I am making my final exit in a few minutes, after I post this letter and finish my suicide note. I guess the thing I most wanted to say is that it doesn't have to be unpleasant or sad, it can be a peaceful, happy leave-taking. While it's not for everyone, I really want to encourage those who want to, but are letting fear hold them back. "Here goes!" is my attitude. I expect pain very likely to outweigh happiness and satisfaction in my life. I believe this is true for the majority though not for all. The survival instinct is not concerned with whether I personally would be better off dead. It seeks to keep me alive and procreating. It is not my friend. If life were more a positive experience than a negative, I would stick around until infirmity set in.

I had my last meal, a quiche and an Earl Grey tea, which tasted great, and a walk on the beach. I called a friend who is not upset by my death wish.

I hoped to reread "A Death in Venice" (T. Mann), but it is a long ways away back at home. I can instead recall key passages. Highly recommended, as is "Magic Mountain," also by T. Mann.

I am putting Nupercain on my arms, a local anaesthetic, no sense in causing myself unnecessary discomfort when I apply the razor. Bleeding away in a bath, I will enjoy the slow fade, and the long awaited moment. (Bath water deep enough to suffocate me when I pass out).

Enclosed find a [\$100] donation towards the [suicide assistance] hotline. Best wishes, and fond regards,

M. Wills

PS Here's hoping this encourages someone else (who would benefit from it) to take the leap.

PPS Thanks for the support, not that you convinced me, but I appreciate the camaraderie.

(Source: [churchofeuthanasia.org](http://churchofeuthanasia.org))

<https://suicide--notes.tumblr.com/post/11730039478/church-of-euthenasia>

Note ٧

OJ SIMPSON ٢١/١٠/١١ ٦:٠٠ A.M

To whom it may concern: First, everyone understand I have nothing to do with Nicole's murder. I loved her, always have and always will. If we had a problem, it's because I loved her so much. Recently, we came to the understanding that for now we were not right for each other, at least for now. Despite our love we were different, and that's why we mutually agreed to go our separate ways. It was tough splitting for a second time, but we both knew it was for the best.

Inside I had no doubt that in the future, we would be close as friends or more. Unlike what has been written in the press, Nicole and I had a great relationship for most of our lives together, Like all long-term relationships, we had a few downs and ups. I took the heat New Year's ١٩٨٩ because that's what I was supposed to do. I did not plead no contest for any other reason but to protect our privacy and was advised it would end the press hype.

I don't want to belabor knocking the press, but I can't believe what is being said. Most of it is totally made up. I know you have a job to do, but as a last wish, please, please, please, leave my children in peace. Their lives will be tough enough.

I want to send my love and thanks to all my friends. I'm sorry I can't name every one of you, especially A.C. man, thanks for being in my life. The support and friendship I received from so many: Wayne Hughes, Lewis Markes, Frank Olson, Mark Packer, Bender, Bobby Kardashian.

I wish we had spent more time together in recent years. My golfing buddies, Hoss, Alan Austin, Mike, Craig, Bender, Wyler, Sandy, Jay, Donnie, thanks for the fun. All my teammates over the years, Reggie, you were the soul of my pro career. Ahmad, I never stopped being proud of you. Marcus, You've got a great lady in Catherine, don't mess it up. Bobby Chandler, thanks for always being there. Skip and Kathy, I love you guys, without you I never would have made it through this far. Marguerite, thanks for the early years. We had some fun. Paula, what can I say? You are special. I'm sorry we're not going to have our chance. God brought you to me I now see. As I leave, you'll be in my thoughts.

I think of my life and feel I've done most of the right things. What the outcome, people will look and point. I can't take that. I can't subject my children to that. This way they can move on and go on with their lives. Please, if I've done anything worthwhile in my life. Let my kids live in peace from you (press).

I've had a good life. I'm proud of how I lived. My mama taught me to do unto other. I treated people the way I wanted to be treated. I've always tried to be up and helpful so why is this happening? I'm sorry for the Goldman family. I know how much it hurts.

Nicole and I had a good life together. All this press talk about a rocky relationship was no more than what every long-term relationship experiences. All her friends will confirm that I have been totally loving and understanding of what she's been going through. At times I have felt like a battered husband or boyfriend but I loved her, make that clear to everyone. And I would take whatever it took to make it work.

Don't feel sorry for me. I've had a great life, great friends. Please think of the real O.J. and not this lost person.

Thanks for making my life special. I hope I helped yours.

Peace and love, O.J. [smiley face inside the O]

o- Editor's Note: This is the suicide note presume to have been written by a Florida teenage who broadcast his suicide over the Internet.

Ask a guy who is gonna OD (again) tonight anything

To Whom It May Concern,

I am going to leave this for whoever stumbles across my bookmarks later on.

I hate myself and I hate living. I think that if someone who knows me reads this they will know who I am. So I will leave this unsigned. I am an a-hole. I have let everyone down and I feel as though I will never change or never improve. I am in love with a girl and I know that I am not good enough for her.

I have come to believe that my life has all been meaningless. I keep trying and I keep failing. I have thought about and attempted suicide many times in the past. I used to think of my failure as some mystical way of telling me that I was really meant for something meaningful. The only thing I dread, besides the pain, is the way my family will suffer. I do not want

my mother or father to think that it was anything they did that lead me to kill myself. I never really had any plans of leaving a note. I thought that I would not be able to describe why I want to do this and I am right. There is no way to tell you or anyone else why I dread every new day. My father had such high expectations for me and tried to give me every opportunity to improve upon myself. I let him down. I think that I am a major disappointment to him. I have a job but I'm always broke

and I am in college but barely, I show up to class but that's about it.

I want my life to end. I am tired of f—ing up everything. I

am tired of people always telling me that they do not like me. I am tired of trying to be decent. I hope that someone finds this post and I hope that my parents know that I f—ed up not them. It is my fault I screwed up my own life.

The hate that rages within me, rages not for those I love so dearly or those who have crossed my path.

This hate rages full force towards me and only me.

I have long forgiven those who've hurt me, but I have not and cannot come to terms to forgive myself for the things I have done to myself, and the things I've done to hurt those in my life.

You have all touched my life in one way or another, especially those whom I call family.

I cannot tell you how sorry I am for ending my life the way I did. I hope that you can all find it in your heart to see it as way for me not suffering anymore and that I am finally at rest with myself, for being at rest with the guilt that constantly ate at me for so long.

Please forgive me all for taking my own life so early. I tried so hard to fight against this strong battle. I have reached out for help so many times, and yet I believe, I was turned away because of the things I did, that it is a punishment I am willing to take, for I know that being who I am has only brought myself and others pain.

I love you all and will forever live within the memories we created.

Forgive me.

Love always and forever,

As for my signature I will leave you with a quote so that if anyone reads this they will know it's me, "Can't feel pain if your dead? Just Saying"

[alraven.org/simpson/suicide.html](http://alraven.org/simpson/suicide.html)

**Note** <sup>v</sup>

**THOMAS, A HAIRDRESSER, 21 YEARS OLD**      13/10/2011 11:28 AM

I tried it five years ago. I was at a neighbor's house and fired a gun at my head. Nothing happened; it seemed empty. I fired it at a wall and put a bullet in it. So a minute later I found some Seconals in a medicine cabinet. I remember watching cartoons and taking the pills one by one. A neighbor lady found me and couldn't wake me up. I couldn't open my eyes or move, but I heard everything. I remember the lady shaking me and saying, "Oh, my God." I remember the ambulance people taking off my clothes and making me throw up. There wasn't any pain. I don't remember having my stomach pumped.

When I woke up it was five days later. A big black lady kept tickling me. "Bout time you woke up," she said. "I've been tickling you for three days." I thought I was in heaven – it looked like some place in heaven for the misfits. Turned out I was in the basement of a free clinic, a long room with rows of beds with all kinds of teenagers, pregnant girls, suicides, drug addicts. We walked around in gowns, smoking cigarettes and watching TV. The reason I tried was I was angry at my mother, but when she came in she just said, "Why'd you do this – to try to get attention?"

Am I glad I was rescued? Oh yeah. I was so glad I didn't die. It made me realize how much I appreciate myself, because I had a glimpse of what I might have lost. I had some friends and I would've missed them. I didn't have to go home after that. They put me in a foster home. The State made me go to a psychiatrist. I never liked the man. I thought he had more problems than I did. I felt drugged and slow for a couple of years. Every now and then I'd take speed to feel normal. Downers still make me feel speedy. If I had a suicidal friend now I'd ask them, "Why don't you have any alternatives? Could it really be so awful?" That's what I say to myself now.

[Suicide Notes \(tumblr.com\)](#)

**Note** <sup>^</sup>

**MARRIED MALE, AGE 48 (2012)**

Elaine, Darling,

My mind – always warped and twisted – has reached the point where I can wait no longer – I don't dare wait longer – until there is the final twist and it snaps and I spend the rest of my life in some state run snake pit.

I am going out – and I hope it is out – Nirvanha, I think the Bhudaists (how do you spell Bhudaists?) call it which is the word for "nothing." That's as I have told you for years, is what I want. Imagine God playing a dirty trick on me like another life!!!

I've lived 47 years – there aren't 47 days I would live over again if I could avoid it.

Let us, for a moment be sensible. I do not remember if the partnership agreement provides for a case like this – but if it doesn't and I think it doesn't, I would much prefer – I haven't time to make this a legal requirement – but, I would much prefer that you, as executrix under my will, do not elect to participate in profits for 7 or 8 years or whatever it may be that is specified there. My partners have been generous with me while I worked with them. There is no reason why, under the circumstances of my withdrawal from the firm, they should pay anything more.

I could wish that I had, for my goodbye kiss, a .7^ police special with which I have made some good scores – not records but at least made my mark. Instead, I have this black bitch – bitch, if the word is not familiar to you – but at least an honest one who will mean what she says.

The neighbors may think it's a motor backfire ,but to me she will whisper – “Rest - Sleep.”

Albert

P.S. I think there is enough insurance to see Valerie through school, but if there isn't – I am sure you would out of the insurance payments, at least –

I hope further and I don't insist that you have the ordinary decency – decency that is – to do so – Will you see Valerie through college – she is the only one about whom I am concerned as this .7^ whispers in my ear.

Married male, age 48 | putting the full stop (wordpress.com)

Note 9

## **MARRIED FEMALE, AGE 59            2.12**

Dear David

After six weeks of streptomycin shots and a total of eleven weeks of rest in bed we have conclusive proof that the ulcers in my bronchial tubes have not healed. The short period of the streptomycin inhalations could not have brought on the results if the ulceration had even partially healed. To try further would mean many more months of bed rest – more shots and inhalations – I can't remain at the hospital for the winter months and a prolonged stay at a rest home is out of the question. I did some figuring – the weekly rate there – the amount of streptomycin for shots and inhalations plus the doctor's weekly visits would total to over \$200 a week – I can't bleed my family for any such amount of money, and that means that as soon as the money I have in my checking account runs out I would have to return home – back to the same conditions which caused me to go downhill so steadily. It's a vicious circle from which there seems no escape. I could of course use up the money from the sale of our furnishings and silver as well as some I put aside for the furnishing of our home – but all it put together would be like a drop ion the bucket – besides I am now convinced that my condition is too chronic and therefore a cure doubtful.

All of a sudden all will and determination to fight on has left me. I have long ago prepared myself for the time when I reached the end of the trail. I feel calm and at peace and grateful that I can go to sleep painlessly. I feel justified in terminating a life which no longer holds any hope of having the essentials which make it worth living – I did desperately want to get well – I still had

much to live for – hope for recovery – hope of a reunion with the children – work which I loved and which could have given me financial security and great satisfaction. But it was not to be – I am defeated and exhausted physically and emotionally.

Please tell the children that I loved them always and that my love has never faltered. I grieve that I could not have had the joy of being close to our babies, but that is no one's fault. Thank God they are well – with my passing all menace to their wellbeing will have disappeared.

I want you to know that I have a deep affection for you. I am deeply grateful for all your kindness. I wish I could have made a happier life for you. It was mostly my fault, please forgive me.

Please write to Fran and Tony and to Marilyn and Jim and tell them that my love and gratitude could not possibly be put into words. Their generosity, devotion, love and tact made it possible for me to accept their financial help over a long period of time. I wish with all my heart that they might have been better rewarded – All of you, my dear ones, I ask to keep my memory alive in your hearts – To live on in the hearts of our dear ones is all that I can conceive of immortality. Please think of me kindly. Remember that which was good and lovely in our relationship and forgive me for the many mistakes I have made. Now that it is all said I feel at peace.

I want Dr. B. to officiate at my funeral. I think Joe would like to have him with him at that time.

Dear David,

I am said that I must go just a few days before your birthday – but it so happened to pan out. I see no good in incurring the expense and misery of the bronchoscopy. I wish I could spare you the ordeal you have ahead. Try not to grieve. I ask all of you, my dear ones, not to mourn my passing. Be glad I am at least free from the misery of the bronchoscopy. I wish I could spare you the ordeal you have ahead. Try not to grieve. I ask all of you, my dear ones, not to mourn my passing. Be glad I am at least free from the miseries and loneliness I have endured for so long and that at last I'll have peace and rest...

<https://puttingthefullstop.wordpress.com/2012/02/29/married-female-age-09>

Note 10

**WIDOWED FEMALE, AGE 02 (HER HUSBAND DIED THREE MONTHS BEFORE.)**

2011

Please tell Ron's folks I love them very much but my heart breaks when I see or hear from them. Also all our friends especially Irene and Charles and Ella I love them also. Forgive me for not seeing them.

Everyone seems so happy and I am so alone. Amy. I wanted to visit you but I am going around in a dream. Alice I wanted to help you paint but how could I with a broken heart. And my head aches so much anymore my nerves are ready to break and what would happen if they did.

You will say I am crazy and I can't go on this way just half living.



I loved this house once but now it is so full of memories I can't stay here. I have tried to think of some way to go on but can't. Am so nervous all the time – I loved Ron too much but is that a sin, with him gone I have nothing. Oh I have the girls and family but they don't fill the vacant spot left in my heart ...

Xmas is coming I can't go on I'm afraid I would break down. I've thought of this so many times. I love everyone but I can't be one of you anymore. Please think kindly of me and forgive me. I only hope this is fatal then I can rest and no more trouble to anyone. Do with Lisa what's best I know she has been a lot of worry to mama and I'm sorry. I tried to keep the yard up that seemed to be the only comfort I had. I loved it but that wasn't anything. I've lost everything so why go on. I worshipped Ron and when he went I lost my whole world and everything.

I'm so tired and lonely.

There goes a siren. Oh how can I stand being left. I need to go to a Dr. but I am afraid. I'm so cold.

Mother Love, Louise

<https://puttingthefullstop.wordpress.com>

#### Note 11

**Leelah Alcorn** (7/9/2017)

“If you are reading this, it means that I have committed suicide and obviously failed to delete this post from my queue.

Please don't be sad, it's for the better. The life I would've lived isn't worth living in... because I'm transgender. I could go into detail explaining why I feel that way, but this note is probably going to be lengthy enough as it is. To put it simply, I feel like a girl trapped in a boy's body, and I've felt that way ever since I was 4. I never knew there was a word for that feeling, nor was it possible for a boy to become a girl, so I never told anyone and I just continued to do traditionally 'boyish' things to try to fit in.

When I was 14, I learned what transgender meant and cried of happiness. After 10 years of confusion I finally understood who I was. I immediately told my mom, and she reacted extremely negatively, telling me that it was a phase, that I would never truly be a girl, that God doesn't make mistakes, that I am wrong. If you are reading this, parents, please don't tell this to your kids. Even if you are Christian or are against transgender people don't ever say that to someone, especially your kid. That won't do anything but make them hate them self. That's exactly what it did to me.

My mom started taking me to a therapist, but would only take me to christian therapists, (who were all very biased) so I never actually got the therapy I needed to cure me of my depression. I only got more Christians telling me that I was selfish and wrong and that I should look to God for help.

When I was 16 I realized that my parents would never come around, and that I would have to wait until I was 18 to start any sort of transitioning treatment, which absolutely broke my heart. The longer you wait, the harder it is to transition. I felt hopeless, that I was just going to look like a man in drag for the rest of my life. On my 18th birthday, when I didn't receive consent from my parents to start transitioning, I cried myself to sleep.

I formed a sort of a 'f\*\*\* you' attitude towards my parents and came out as gay at school, thinking that maybe if I eased into coming out as trans it would be less of a shock. Although the reaction from my friends was positive, my parents were pissed. They felt like I was attacking their image, and that I was an embarrassment to them. They wanted me to be their perfect little straight christian boy, and that's obviously not what I wanted.

So they took me out of public school, took away my laptop and phone, and forbid me of getting on any sort of social media, completely isolating me from my friends. This was probably the part of my life when I was the most depressed, and I'm surprised I didn't kill myself. I was completely alone for 9 months. No friends, no support, no love. Just my parent's disappointment and the cruelty of loneliness.

At the end of the school year, my parents finally came around and gave me my phone and let me back on social media. I was excited, I finally had my friends back. They were extremely excited to see me and talk to me, but only at first. Eventually they realized they didn't actually give a s\*\*t about me, and I felt even lonelier than I did before. The only friends I thought I had only liked me because they saw me five times a week.

After a summer of having almost no friends plus the weight of having to think about college, save money for moving out, keep my grades up, go to church each week and feel like s\*\*t because everyone there is against everything I live for, I have decided I've had enough. I'm never going to transition successfully, even when I move out. I'm never going to be happy with the way I look or sound. I'm never going to have enough friends to satisfy me. I'm never going to have enough love to satisfy me. I'm never going to find a man who loves me. I'm never going to be happy. Either I live the rest of my life as a lonely man who wishes he were a woman or I live my life as a lonelier woman who hates herself. There's no winning. There's no way out. I'm sad enough already, I don't need my life to get any worse. People say 'it gets better' but that isn't true in my case. It gets worse. Each day I get worse.

That's the gist of it, that's why I feel like killing myself. Sorry if that's not a good enough reason for you, it's good enough for me. As for my will, I want 100% of the things that I legally own to be sold and the money (plus my money in the bank) to be given to trans civil rights movements and support groups, I don't give a s\*\*t which one. The only way I will rest in peace is if one day transgender people aren't treated the way I was, they're treated like humans, with valid feelings and human rights. Gender needs to be taught about in schools, the earlier the better. My death needs to mean something. My death needs to be counted in the number of transgender people who commit suicide this year. I want someone to look at that number and say 'that's f\*\*\*ed up' and fix it. Fix society. Please.

Goodbye,

(Leelah) Josh Alcorn"

<https://suicide--notes.tumblr.com/post/162801477604/leelah-alcorn>

Note 12

## KURT COBAIN

To Boddah

Speakings from the tongue of an experienced simpleton who obviously would rather be an emasculated, infantile complaine. This note should be pretty easy to understand. All the warnings from the Punk Rock 101 Courses over the years, it's my first introduction to the, shall we say ethics involved with independence and the embracement of your community has been proven to be very true. I haven't felt the excitement of listening to, as well as creating music, along with really writing something for too many years now. I feel guilty beyond words about these things, for example when we're backstage and the lights go out and the manic roar of the crowd begins. It doesn't affect me in the way which it did for Freddie Mercury, whoseemed to love and relish the love and admiration from the crowd, which is something I totally admire and envy. The fact is, I can't fool you, any of you. It simply isn't fair to you, or to me. The worst crime can think of would be to pull people off by faking it, pretending as if I'm having one 100% fun. Sometimes I feel as though I should have a punch-in time clock before I walk out on-stage. I've tried everything within my power to appreciate it, and I do, God believe me, I do, but it's not enough. I appreciate the fact that I, and we, have affected, and entertained a lot of people. I must be one of the narcissists who only appreciate things when they're alone. I'm too sensitive, I need to be slightly numb in order to regain the enthusiasm. But, what's sad is our child. On our last three tours, I've had a much better appreciation of all the people I've known personally, and as fans of our music. But I still can't get out the frustration, the guilt, and the sympathy I have for everybody. There is good in all of us, and I simply love people too much. So much that it makes me feel too fucking sad. The sad little sensitive unappreciative pisces Jesus man! why don't you just enjoy it? I dont know! I have a of a wide who sweats ambition and empathy, and a daughter who reminds me to much of what I use to be. full of love and joy, every person she meets because everyone is good and will do her no harm. And that terrifies me to the point to where I can barely function. I can't stand the thought of Frances becoming the miserable self destructive, deathrocker she become. I have it good, very good, and I'm grateful, but since the age of seven, I've become hateful towards all humans in general. Only because it seems so easy for people to get along and have empathy. Empathy only because I love and feel for people too much I guess. Thank you from the pit of my burning nauseas stomach for your letters and concern during the last years. I'm too much of a neurotic moody person and I don't have the passion anymore, so remember, it's better to burn out, than to fade away. Peace, love, empathy, Kurt Cobain.

Frances and Courtney, I'll be at your altar. Please keep going Courtney for Frances for her life which will be so much happier without me. I LOVE YOU. I LOVE YOU!

[Suicide Notes \(tumblr.com\)](#)

**Note 13****SINGLE FEMALE, AGE 31**

My boss, Kenneth J., seduced me and made me pregnant. He refuses to help me. I had not had intercourse in two years. He says that I will have to suffer through it by myself.

Several people know about this – my doctor, Dr. James R., and Pete M., who works at Willams. Pete and I never had a love affair, although Kenneth would like to drag Pete into it. Also, Dr. Arnold W. knows about it.

I have always been such a good girl.

Daddy dear –

As much as it hurts me, I cannot make it this Friday. I may be in very serious trouble. I have always been a very good person, but it looks like I really got in a mess, through no real fault of my own.

I must have been born to suffer.

Love - Elizabeth

P.S. Call me if you can. When will Sally be back? I may need her desperately

Shay,

You have always been my soul-mate and I want you to live life and know I'm always with you. I told you what was coming indirectly! I love you so much and know you are an angel – [literally/eternally]! We split into two to come change the world! Your characteristics is that of a true angel and the definition of God's love! Tell my story fully but never think anything besides how much I love you. This was the supreme's, the almighty's plan, not mine! I love you! Let (redacted) know how much I love her! Look after (redacted) and (redacted) for me – those are my boys. (You're Rich)

I knew I loved you = Savage Garden.

Single female, age 31 My boss, Kenneth J., seduced me and made (wittyprofiles.com)

**Note 14****George Anthony**

The following is George Anthony's transcribed suicide letter that was entered into evidence and shown in court on day 43 of his daughter's murder trial. Page 2 and 3 were illegible.

Cynthia Marie,

As you get this letter, this should be no surprise that I have decided to leave the earth, because I need to be with Caylee Marie. I cannot keep on going because it should be me that is gone from this earth, not her. I have lived many years. I am satisfied with my decision because I have never

been the man you, Lee, Casey and & especially Caylee Marie deserved. I have never been the man any of you could count on. I have always let each of you down in more ways than I can remember. I do not feel sorry for myself. I am just sorry I burden all of you the way I have. My loss of life is meaningless. Cynthia Marie, you have always worked the hardest, given the most to me, and I have never “Thanked you.” ʎ^+ years ago, you corrected me, a man who has now found his identity in life. What I mean is, you always challenged me the right way, and I always could never live up to your expectations. You have always been smarter, more knowledgeable & thought things thru & I love you for that.

I cannot be strong anymore. Caylee Marie, our grand-daughter I miss her. I miss her so much. I know you do too. You were always the one that provided for her. What did I provide? I blame myself for her being gone! You know for months, as a matter of fact, for a year or so, I brought stuff up, only to be told not to be negative. Caylee Marie I miss her. I miss her.. I want my family back. I sit here, falling apart, because I should have done more. She was so close to home, why was she there? Who placed her there? Why is she gone? Why? For months, you & I, especially you always questioned, why? I want this to go away for Casey! What happened? Why could she not come to us? Especially you, why not Lee? Who is involved with this stuff for Caylee? I am going crazy because I want to

Go after these people Casey hung with prior to Caylee being gone. That is why I got that gun. I wanted to scare these people. You know. They know more than they have stated. You cannot – sugar coat, kid glove these people. They need hard knocks to get info from. Sure that will not bring Caylee Marie back, but was Casey threatened? You know, Casey does not deserve to be where she is! I miss her. I miss her so much. I am worried for her. Her personal safety is always on my mind. Stay to deal with so-so much, as I do you also! I have never wanted to my family for sorrow in any way. I realize families have ups & downs, but we have suffered our share & then some. Cynthia Marie, you have always deserved more & with me being gone you will. I have always brought you down. You know that. You are better off. Lee will be there for you. Mallory is such a great women. I see how you are with her. She is a Keeper. Future

Daughter-InLaw. I smile when I say her name. Mallory, please take care of yourself, Lee & Cindy. Someday you will be a great wife to Lee, and a fantastic mom. Cindy is a great “Grammy,” & will love you forever. Getting back to why I cannot live anymore: I cannot function knowing our granddaughter is gone. Caylee Marie never had a chance to grow. I wanted to help her in so many ways. Shoot the ʎst Basket! I could go on & on. I sit here empty inside for her. For you, for us. Jose’ keeps calling. Yes, you deserved more & you will have freedom to enjoy what you deserve. I have taken what meds was given to me with alcohol & I am ready to give up. As I can tell by my writing & thinking I am getting very stupid. Wow, what a word STUPID. Yes, I am. Again, I do not feel sorry for myself, but yes I am STUPID. I cannot deal with stuff anymore.

The loss of Caylee Marie. The loss of Casey. The loss of us, Cynthia Marie, the meds, I am ready. Saying Good Bye, please understand it is for the best. I do not deserve life anymore. Anymore us. You are the best, you always have been. I am sorry for all that I have done to us. You know I never got to say good Bye. I am at this place & all is getting foggy & my unity is all over the place. I love you, I love you, I hope you get to see Casey soon. All the people we met, wow the writing is getting weird, I love you, I am sorry – I will take care of Caylee- once I get to God “Hopefully”

I want to hold her hand again, I miss her, I will always Love us, I am Sorry Cynthia Marie, I called my mom today, Sonnie, Kathy, Ruthie (I lost her #), I am so tired, at least I shaved today, wow – I'm tripping out, I am sorry,

I Love You – Cynthia Marie

Caylee Here I come

Lee, I am sorry

Casey –

Suicide Notes (tumblr.com)

**Note 10**

**BILL ZELLER- PROGRAMMER AND PRINCETON PH.D CANDIDATE**

I have the urge to declare my sanity and justify my actions, but I assume I'll never be able to convince anyone that this was the right decision. Maybe it's true that anyone who does this is insane by definition, but I can at least explain my reasoning. I considered not writing any of this because of how personal it is, but I like tying up loose ends and don't want people to wonder why I did this. Since I've never spoken to anyone about what happened to me, people would likely draw the wrong conclusions.

My first memories as a child are of being raped, repeatedly. This has affected every aspect of my life. This darkness, which is the only way I can describe it, has followed me like a fog, but at times intensified and overwhelmed me, usually triggered by a distinct situation. In kindergarten I couldn't use the bathroom and would stand petrified whenever I needed to, which started a trend of awkward and unexplained social behavior. The damage that was done to my body still prevents me from using the bathroom normally, but now it's less of a physical impediment than a daily reminder of what was done to me.

This darkness followed me as I grew up. I remember spending hours playing with legos, having my world consist of me and a box of cold, plastic blocks. Just waiting for everything to end. It's the same thing I do now, but instead of legos it's surfing the web or reading or listening to a baseball game. Most of my life has been spent feeling dead inside, waiting for my body to catch up.

I'm prepared for death. I'm prepared for the pain and I am ready to no longer exist. Thanks to the strictness of New Jersey gun laws this will probably be much more painful than it needs to be, but what can you do. My only fear at this point is messing something up and surviving.

—

I'd also like to address my family, if you can call them that. I despise everything they stand for and I truly hate them, in a non-emotional, dispassionate and what I believe is a healthy way. The world will be a better place when they're dead—one with less hatred and intolerance.

If you're unfamiliar with the situation, my parents are fundamentalist Christians who kicked me out of their house and cut me off financially when I was 19 because I refused to attend seven hours of church a week.

They live in a black and white reality they've constructed for themselves. They partition the world into good and evil and survive by hating everything they fear or misunderstand and calling it love. They don't understand that good and decent people exist all around us, "saved" or not, and that evil and cruel people occupy a large percentage of their church. They take advantage of people looking for hope by teaching them to practice the same hatred they practice.

A random example:

"I am personally convinced that if a Muslim truly believes and obeys the Koran, he will be a terrorist." - George Zeller, August 24, 2010.

If you choose to follow a religion where, for example, devout Catholics who are trying to be good people are all going to Hell but child molesters go to Heaven (as long as they were "saved" at some point), that's your choice, but it's fucked up. Maybe a God who operates by those rules does exist. If so, fuck Him.

To those of you who have shown me love, thank you for putting up with all my shittiness and moodiness and arbitrariness. I was never the person I wanted to be. Maybe without the darkness I would have been a better person, maybe not. I did try to be a good person, but I realize I never got very far.

I'm sorry for the pain this causes. I really do wish I had another option. I hope this letter explains why I needed to do this. If you can't understand this decision, I hope you can at least forgive me.

Bill

Zeller

—

Please save this letter and repost it if gets deleted. I don't want people to wonder why I did this. I disseminated it more widely than I might have otherwise because I'm worried that my family might try to restrict access to it. I don't mind if this letter is made public. In fact, I'd prefer it be made public to people being unable to read it and drawing their own conclusions.

Feel free to republish this letter, but only if it is reproduced in its entirety.

**Note 16**

**PER "DEAD" OHLIN (Per Ohlin Pelle) 4/4/2017**

"Excuse the blood, but I have slit my wrists and neck. It was the intention that I would die in the woods so that it would take a few days before I was possibly found. I belong in the woods and

have always done so. No one will understand the reason for this anyway. To give some semblance of an explanation I'm not a human, this is just a dream and soon I will awake. It was too cold and the blood was coagulating all the time, plus my new knife is too dull. If I don't succeed dying to the knife I will blow all the shit out of my skull. Yet I do not know. I left all my lyrics by 'Let the good times roll'—plus the rest of the money. Whoever finds it gets the fucking thing. As a last salutation may I present 'Life Eternal'. Do whatever you want with the fucking thing. Pelle.”

<https://suicide--notes.tumblr.com/post/١٦٢٧٢٤٤٤٨٢٩٨/excuse-the-blood-but-i-have-slit-my-wrists-and>



## المستخلص

تبحث الدراسة الحالية في بعض رسائل الانتحار الحقيقية المختارة باستخدام نظام التقييم كإطار شامل. كانت الدراسات السابقة حول رسائل الانتحار تعنى بشكل أساسي بالتمييز بين الرسائل الحقيقية والمزيفة وفحص هذه الرسائل من وجهة نظر نفسية. ومع ذلك، لم يتم إجراء تحليل خطاب للتحقيق في رسائل الانتحار، مع العلم أن التمثيلات العقلية قد تختلف لغويًا وفقًا للحالات الظرفية والعقلية والنفسية المختلفة للأشخاص المنتحرين. ووفقًا لذلك، تحاول الدراسة الحالية سد الفجوة من خلال تحديد فئات التقييم المستخدمة لتمثيل بياناتهم العقلية والعاطفية.

تهدف الدراسة إلى التعرف على الدوافع العاطفية للانتحار من خلال الخطاب وأهمية اللغة في تمثيل تلك الدوافع العاطفية. بالإضافة إلى ذلك، تهدف الدراسة إلى تحديد فئات التقييم والفئات الفرعية (الموقف، والإشراك، والتدرج) التي تمثل الحالات العاطفية في رسائل الانتحار.

تحدد الدراسة الحالية خمس فرضيات. أولاً: أن أكثر الدوافع العاطفية السائدة التي تحفز الأشخاص على الانتحار لإنهاء حياتهم هي مشاعر الغضب (عدم الرضا) و (انعدام الأمن). ثانياً: تعد فئات التأثير هي الأكثر شيوعاً في فئات المواقف المستخدمة في رسائل الانتحار المختارة. ثالثاً: فئات (الإشراك heteroglossic) هي الفئات الممثلة لنظام الإشراك المستخدمة في اظهار المواقف الحوارية الموضوعية والرفضية للأشخاص المنتحرين. رابعاً: يتم استخدام فئتي الإخراج (التفخيم والتخفيف) لإظهار درجات مختلفة من التوكيد. خامساً، تعتبر فئات التقييم مهمة في الكشف عن الحالات العاطفية وكيف ينظر الأشخاص المنتحرين إلى العالم.

للتحقق من هذه الفرضيات، اعتمدت الدراسة نظام تقييم مارتن ووايت ( Martin & White, 2005) لتحليل ١٦ من رسائل الانتحار بطريقة نوعية يدعمها التحليل الكمي.

اعتماداً على نتائج التحليل، توصلت الدراسة إلى بعض الاستنتاجات. وأحد الاستنتاجات المهمة هو أن التعاسة وانعدام الأمن هما الدافعان العاطفيان الواضحان للذان يحفران الأشخاص المنتحرين المرتبطين بالبيانات المختارة للانتحار. الاستنتاج الآخر هو أن "التأثير" المعزز الصادر عن موقف الحوار أحادي اللغة هو الفئة المهيمنة التي تدرك الموقف الحوارية. علاوة على ذلك، خلصت الدراسة إلى أن نظام التقييم، بنظمه

الفرعية الثالثة، يتمتع بشمولية ملحوظة في تمثيل المشاعر الداخلية والصراعات والرغبات للأشخاص المنتحرين.

تنتهي الدراسة ببعض التوصيات والمقترحات لمزيد من الدراسات المستقبلية.



جمهورية العراق  
وزارة التعليم العالي والبحث العلمي  
جامعة كربلاء  
كلية التربية للعلوم الانسانية  
قسم اللغة الانجليزية

## رسائل الانتحار على مواقع الأنترنت: تحليل الخطاب

رسالة قدمتها الطالبة

منال عبد الأمير عليان

الى مجلس كلية التربية للعلوم الانسانية / جامعة كربلاء / جزء من متطلبات  
نيل درجة الماجستير في اللغة الانكليزية / علم اللغة

بإشراف:

أ.د. حسين موسى كاظم النصراوي

٢٠٢٢ ميلادية

١٤٤٤ هجرية