Using UAM CorpusTool to Explore the Language of Evaluation in Interview Program

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Abstract

As an interactional encounter between a journalist and one or more newsworthy public figures, an interview program is a special type of discourse that is full of evaluative language. This paper sets out to explore evaluation in interview programs from the perspective of appraisal system. The corpus software used in this study is UAM CorpusTool 3.3— annotating software that is able to automatically annotate the grammatical structure and parts of speech of the text, meanwhile allows manual annotation of linguistic features based on various schemes. The results show that the use of attitudinal resources is closely related to speaker's communication strategies. Invoked evaluation and positive appraisal resources are most frequently used in the interview to establish alignment with the audience. As will be explained below, the design of the program process and other information are also sources of evaluation.

Keywords: appraisal system, evaluation, interview program, UAM CorpusTool 3.3

1. Introduction

Being "the fundamental act" of contemporary journalism (Schudson, 1994), television interviews have attracted great attention of social science scholars. There has been growing literature on the discourse of interview programs over the past decades. Some studies have focused on the art of questioning and interrogation of interview program (Clayman, 1988; 1993; 2001; Macaulay, 1996; Roth & Olsher, 1997), and the overall organization and structure of interviews (Greatbatch, 1988). Other studies have dealt with the linguistic and discursive aspects of the discourse of interview programs: the interpersonal metaphor and its functions in interview programs (Perdana & Saragih, 2013), the interaction patterns in interview programs from the perspective of Systemic Functional Linguistics (SFL) (Huang & Liao, 2008) and the Engagement resources in interview programs (Li & Zhang, 2010). Interviews are goal-oriented and are conducted with the particular aim of obtaining information (Jucker, 1986; Drew & Heritage, 1992; Tanaka, 2004). Interview programs, as "an interactional encounter between a journalist and one or more newsworthy public figures" (Clayman & Heritage, 2002), have their special interpersonal meaning.

Evaluative language abounds in our daily conversations either explicitly or implicitly. As pointed by Thompson (2014), "evaluation is a central part of the meaning of any text and that any analysis of the interpersonal meanings of a text must take into account." The appraisal paradigm, developed by Martin and White (2005), is an extension of the model of interpersonal meaning. The three major concerns of this paradigm is a) how text producers (writers/speakers) construe particular authorial identities for themselves, b) how authors align/disalign themselves with actual/potential respondents, and c) how writers/speakers construct an ideal audience for their texts (Martin & White, 2005). These concerns coincide with the purposes of communication of public figures and the interview programs as a whole, which is to establish positive authorial image of himself/itself and his/its organization, and to align with the on-scene participants and the overhearing audience (studio and home audience).

Therefore, this paper aims to explore the language of evaluation in the interview program by conducting an appraisal analysis with the aid of UAM CorpusTool 3.3, unlike previous studies that are mainly based on intuitive knowledge. The evaluative meaning of the interview program at different levels will be a key focus in this paper for demonstration of the analysis using UAM CorpusTool 3.3.

2. Appraisal System

Using the principle framework of SFL, Martin and White (2005) developed an elaborate system for linguistic analysis of evaluative properties of discourse, known as appraisal system/paradigm (see Figure 1). The appraisal system is a collection of semantic resources for negotiating emotions, judgments and valuations which include "gradable resources for evaluating people, places and things in our experience (Attitude), for adjusting our commitment to what we evaluate (Engagement) and for turning up or down the volume of these (Graduation)" (Macken-Horarik, 2003: 296).
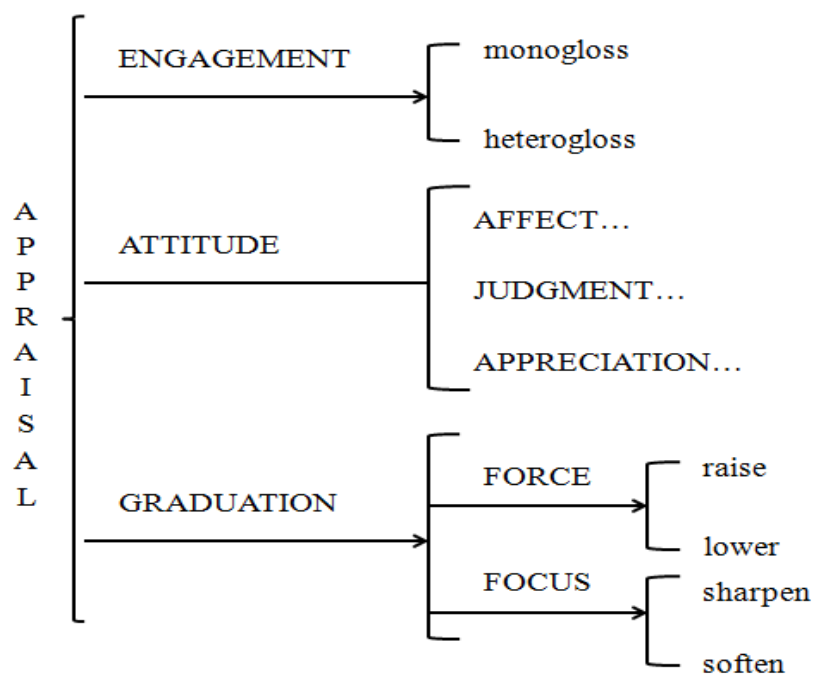

Figure 1. Appraisal system

2.1 Attitude

Attitude refers to the resources used to construe emotional responses, to assess behaviors according to normative principles and to value texts and processes. It can be further divided into three sub-systems: Affect, Judgment, and Appreciation. According to Martin's Appraisal System (Martin, 2000; Martin & Rose, 2003; Martin & White, 2005, etc.), the analytical framework of Attitude is shown in Figure 2.

Affect, focusing on the feelings and emotional dispositions of individuals, plays an essential role in the creation of reader/audience empathy. It comprises a set of resources for the emotional reaction of entity, process or state, for example: I was scared for that. There is Realis Affect which involves reactions to an event in the present/past, and Irrealis Affect which involves intention about potential future events. According to Martin and White (2005), the three main sets of Affect (un/happiness, in/security, dis/satisfaction) fall into the "realis" variable while "irrealis" consists of dis/inclination.

Judgment deals with language which assesses human behavior as moral or immoral, as legal or illegal, as socially acceptable or unacceptable, as normal or abnormal and so on. It depends on a shared value or information between the speaker/writer and audience/reader, and it can be divided into two types: Social Esteem and Social Sanction.

Appreciation evaluates "things". It involves the resources used to evaluate semiotic and natural phenomena. The realization of Appreciation falls into three categories: our reaction to it (Reaction including impact and quality), its composition (Composition including balance and complexity) and its value (Valuation).
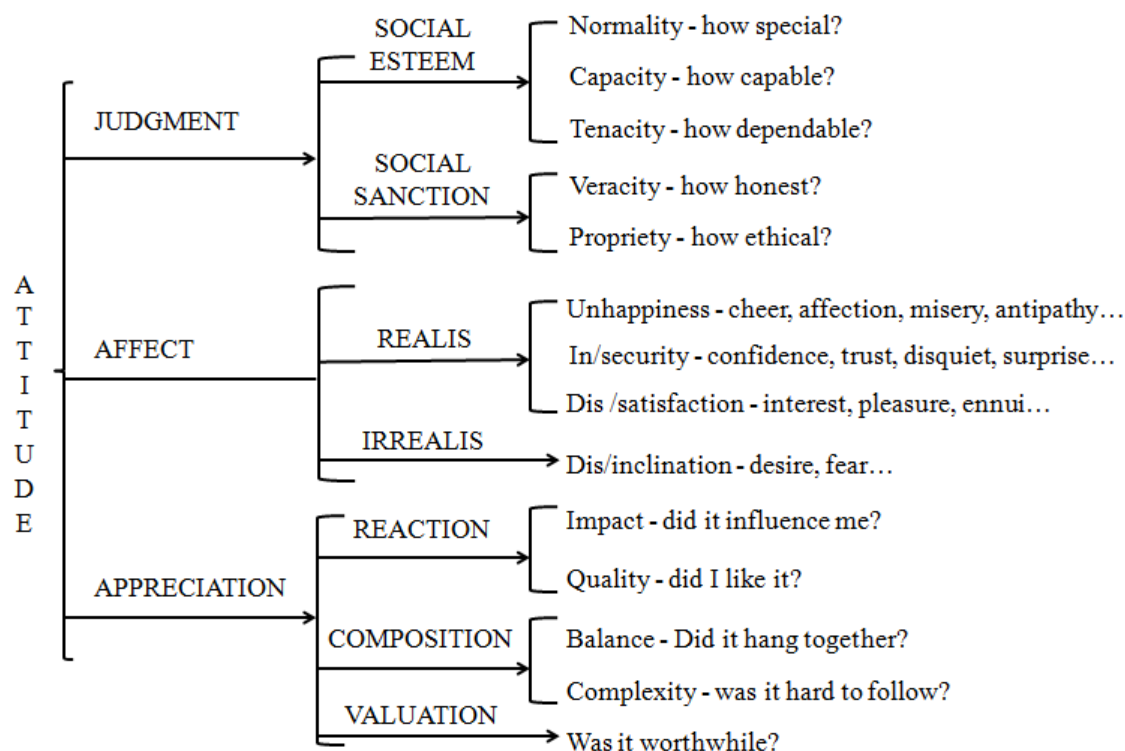
Figure 2. Attitudinal system

2.2 Engagement and Graduation

There are two other sub-systems of appraisal theory: Engagement and Graduation. Since the Attitude system is the focus in this study, a rather short introduction of these two systems is given below.

Engagement system refers to the sourcing of attitudes and negotiation of heteroglossic diversity through which the speakers can negotiate and moderate the level of commitment to propositions made. It has two broad sub-systems: Monogloss and Heterogloss. Monoglossic resources are normally asserted as facts, which may neglect the dialogical potentials while Heterogloss acknowledges the dialogical divergences by either contracting or expanding the dialogical space with the audience.

Graduation is concerned with expressions which scale meanings along two parameters: Force and Focus. Force adjusts the strength of values of different attitudes by raising or lowering the interpersonal force via modifiers about intensity of quantity. And Focus sharpens or softens the non-gradable ideational meaning through modifiers about typicality and certainty.

3. Method

3.1 Data Used in This Study

By analyzing the appraisal resources of a television program, this paper discusses how speakers adapt to the context and achieve their communication goals by using different appraisal resources. The data used in this study is a transcribed text of the television program produced by Zhejiang TV and Sunshine media group – G20 Yang Lan One on One, the special interview with Dr. Jim Yong Kim, president of the World Bank. Hosted by Yang Lan, this program invites decision-makers and elites from various industries to engage in dialogue with young delegation from 20 economies. The major issues discussed in this program include world economic growth in crisis and China's role in global governance.

Because UAM CorpusTool used in this study can only process text containing one language, this paper, based on the video and subtitles from the official website, transcribes this television program and translates the small amount of Chinese in the program (The voice-over, introduction as well as conclusion part are in Chinese, while other parts in English) into English. The transcription and translation in this study was subjected to cross-checking involving three individuals to ensure the objectivity and reliability of the transcription.

3.2 Corpus Tool Used in This Study: UAM CorpusTool 3.3

UAM CorpusTool 3.3 is a set of tools for human and semi-automatic annotation of text and images. Basically, it is a system which allows users to apply tags to segments of text. Two types of annotation are enabled: document coding where the text as a whole is assigned features and segment coding by which the user can select segments within a file, and assign features to different segments (O'Donnell, 2008). In this paper, segment coding is used to analyze the appraisal resources in the program.

Users can begin the annotation by starting a project; annotations for different features within the project can be seen as separate layers of the project. Both manual and automatic annotation is available for each layer. For appraisal analysis, manual annotation is chosen. And then users have to determine which annotating scheme is used for the analysis. Users can design their own scheme for different research purposes, or use the built-in scheme of UAM including clause grammar, appraisal, rhetorical structure and error analysis. For this study, we use the built-in scheme of Peter White's appraisal network in the software.

3.3 Analysis Procedures

Step 1: Start a project for the analysis and upload the text files to the project. For this study, the transcribed text of the television program is divided into 4 texts according to the speaker as Yang Lan the host, Dr. Jim Yong Kim the interviewee, the youth league and the voice-over of the program. After incorporated all files into the project, we have to create three layers for the analysis of evaluative resources including Attitude, Engagement and Graduation. As shown in Figure 3, there is a button for the analysis of each layer in each text file.
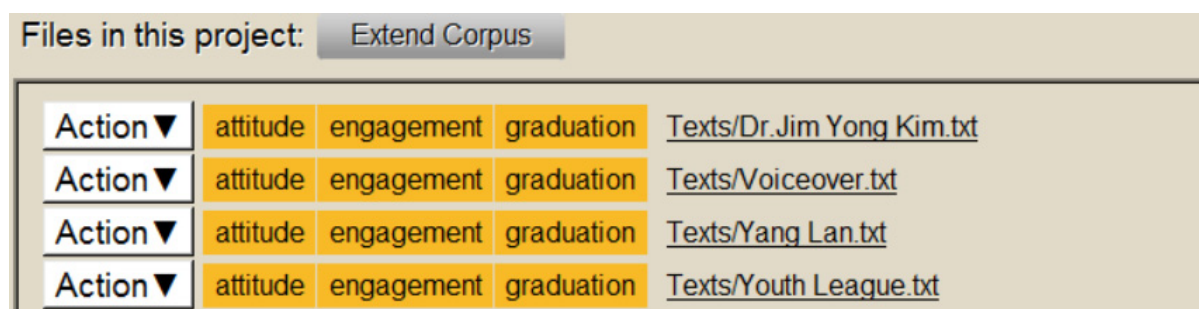

Figure 3. Three layers of analysis

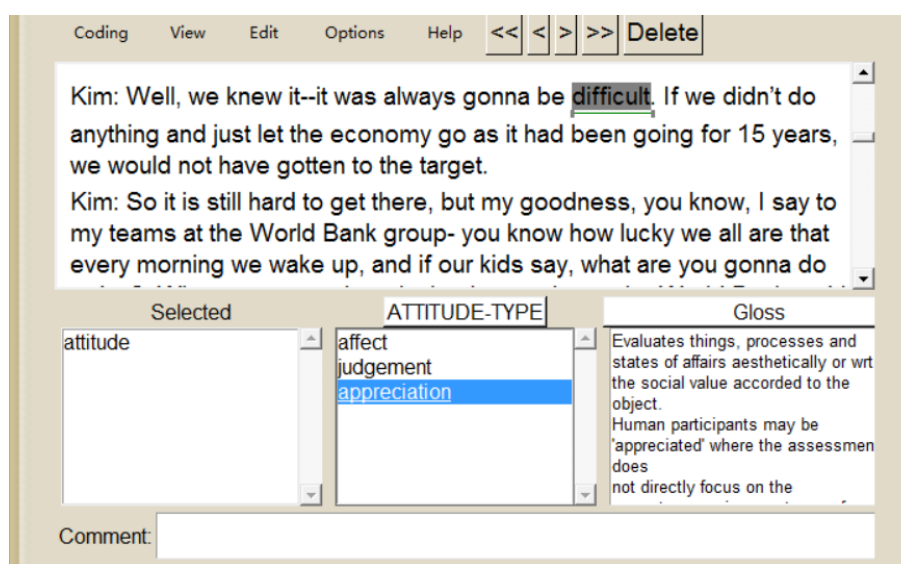Step 2: To begin the annotation, click on the button of the layer and a window like that in Figure 4 will appear.

Figure 4. The code-document window

The "Selected" box will show the feature assigned to this layer, as in Figure 4 it is the layer for "attitude" annotation, the middle box is the box of different choices for the chosen segment like "difficult" here, and the "Gloss" box will display the gloss for the feature that you (single-) click on in the middle box. Double click on the options in the middle box then different features will be assigned to the segment. Keep clicking for more features until the middle box is empty as shown in Figure 5.
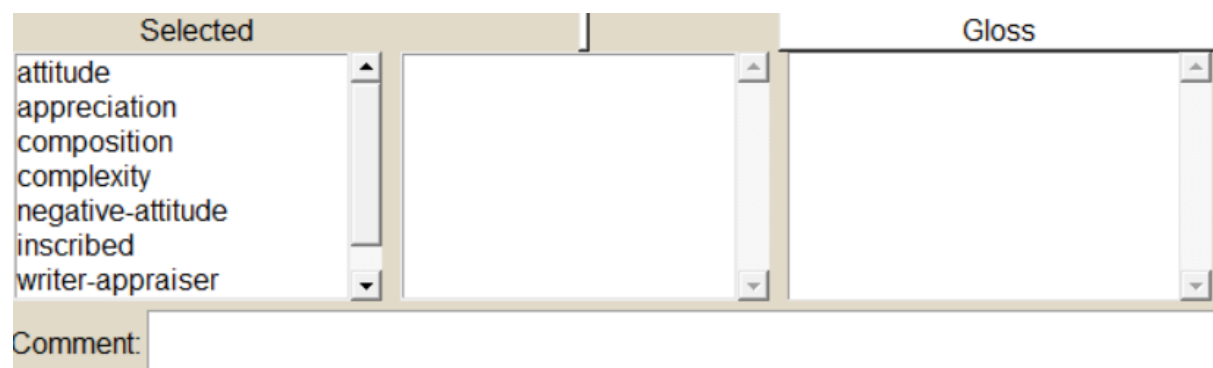
Figure 5. Assigning features to the segment

Step 3: After finishing the annotation and cross-check for each files, click "Statistics" for further analysis of the results. UAM can display the statistics based on the type of study in tables, charts, or as shown in Figure 6 in network view. The analysis of the statistics will be shown in the next section.
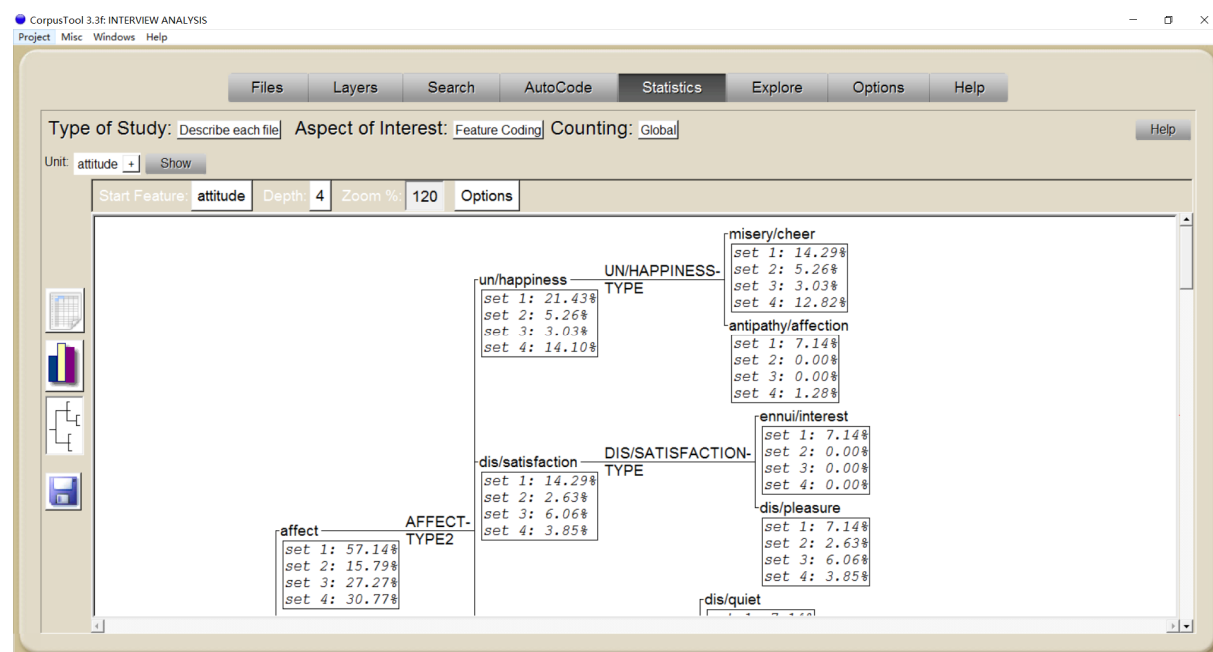
Figure 6. Network view of statistics

4. Results and Analysis

4.1 Appraisal Resources

4.1.1 Attitudinal Resources

Attitudinal resources employed by different speakers are shown in Table 1. According to the statistics, the resources of Appreciation account for the highest proportion in words of the voice-over, Yang Lan the host and Dr. Jim Yong Kim the interviewee, except the youth league whose words contain a great amount of emotional resources. Besides, the three attitudinal resources are used in a relatively balanced way by the host.

Table 1 also shows that the implicit emotional resources of evaluation are frequently employed to express people's views and attitudes in the program. As a special program hosted during the G20 summit, the attitudinal resources conveyed through the program are mainly positive, with a few negative evaluations mostly for the current world economy and important international issues. It is worth noting that the negative and ambiguous Attitude accounted for 50% in the discourse of the youth league, which reflects their confusion about future development as well as concerns for social issues, for instance:

(1) Today's education is lagging behind on the ground of industrial development. -Liu Huili from Indonesia

In the case, the young representative from Indonesia, Liu Huili, expressed her concern about the current situation of industrial development. Similar concerns for the unemployment and brain drain issues were reflected in the questions asked by the youth league.

Table 1. Attitudinal resources

Attitude		Voice-over		Youth League		Yang Lan		Dr. Jim Yong Kim	
		N	%	N	%	N	%	N	%
Type	*Affect*	6	15.8%	8	57.2%	9	27.3%	24	30.8%
	Judgment	14	36.8%	1	7.1%	11	33.3%	13	16.6%
	Appreciation	18	47.4%	5	35.7%	13	39.4%	41	52.5%
Explicitness	*Inscribed*	10	26.3%	4	28.6%	5	15.1%	32	41.0%
	Invoked	28	73.7%	10	71.4%	28	84.9%	46	59.0%
Attitude polarity	*Positive-attitude*	29	76.3%	7	50.0%	30	90.9%	55	70.5%
	Negative-attitude	6	15.8%	6	42.9%	2	6.1%	19	24.4%
	Ambiguous	3	7.9%	1	7.1%	1	3.0%	4	5.1%
Total		38		14		33		78	

To explore in more detail of each attitudinal sub-system, it is found that the four types of Affect (un/happiness, dis/satisfaction, in/security, and dis/inclination) in the program are evenly distributed in the discourse of each speaker, so it will not be specifically listed out in the paper. As for Judgment, the mainly used type in the discourse of each speaker (except the youth league) is Capacity under the Social Esteem sub-system (Voice-over: 34.2%; Yang Lan the host: 27.3% and Dr. Jim Yong Kim: 7.6%).

Table 2. Appreciation in the program

Type	Voice-over		Youth League		Yang Lan		Dr. Jim Yong Kim	
	N	Percent	N	Percent	N	Percent	N	Percent
Reaction	4	10.6%	2	14.3%	1	3.0%	15	19.2%
Composition	0	0.0%	1	7.1%	2	6.1%	2	2.5%
Social-valuation	14	36.8%	2	14.3%	10	30.3%	24	30.8%

Under the Appreciation sub-system, evaluation of social values (details shown in Table 2) is the most frequently used one, for this program is chiefly a discussion over the world's concern of some social issues. And speakers use various appraisal resources of Reaction, Composition and Social-valuation to bring those social issues to the forefront for the audience.

4.1.2 Engagement and Graduation Resources

Speakers share some common points in the use of Engagement and Graduation. As shown in Table 3, except the youth league, speakers in the interview tend to contract their statement by proclamation and expand their assertions by entertaining dialogic alternatives.

Table 3. Engagement resources

Engagement: Hetero-glossic		Voice-over		Youth League		Yang Lan		Dr. Jim Yong Kim	
		N	Percent	N	Percent	N	Percent	N	Percent
Type	*Contract*	3	16.67%	1	16.67%	7	33.33%	17	45.95%
	Expand	1	5.56%	2	33.33%	5	23.81%	5	13.51%
Contract type	*Disclaim*	0	0.00%	0	0.00%	2	9.52%	1	2.70%
	Proclaim	3	16.67%	1	16.67%	5	23.81%	16	43.24%
Expand type	*Entertain*	0	0.00%	2	33.33%	5	23.81%	5	13.51%
	Attribute	1	5.56%	0	0.00%	0	0.00%	0	0.00%

Among the entertaining alternatives, "I think" is the most frequently used phrase, appears 7 times in the interview, for example:

(2) And **I think** it's been the absolute key in the development success. -Dr.Kim

In the above sentence, Dr. Kim uses the phrase "I think" to show the tentativeness of his appreciation for the intense humility in front of knowledge and the desire to learn that are expressed in Zhu Xi's poem.

According to Table 4, the youth league and the host Yang Lan tend to intensify the force of their evaluation by the use of adjectives modifying the degree of the evaluation. Dr. Kim and the voice-over of the interview, however, use more quantification regarding the number, mass or extent to adjust the force of his evaluation.

Table 4. Graduation resources

Feature	Voice-over		Youth League		Yang Lan		Dr. Jim Yong Kim	
	N	Percent	N	Percent	N	Percent	N	Percent
Force	13	65.00%	3	75.00%	8	100.00%	21	65.62%
Focus	7	35.00%	1	25.00%	0	0.00%	11	34.38%
Intensification	7	35.00%	2	50.00%	6	75.00%	9	28.12%
Quantification	6	30.00%	1	25.00%	2	25.00%	12	37.50%
Soften	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Sharpen	7	35.00%	1	25.00%	0	0.00%	11	34.38%

According to Martin and White (2005), "instances of sharpening often strongly flag a positive attitudinal assessment". From Table 4 we can see that instances of sharpening are more frequently used by each speaker in the interview (except Yang Lan) which accord with the main purpose of this program - to deliver a positive message to the audience.

4.2 Evaluation in the Interview Program

Through the UAM annotation and statistic analysis of the appraisal resources used in the discourse of interview program, we can gain better insights about attitudes of different speakers and the program-makers. Combining with specific instances, it is found in this study that the use of appraisal resources is closely related not only to the purposes of communication of each speaker, but also to the whole evaluative meaning of the program. Focusing on the two major sources of evaluation in this program - the voice-over and the interviewee Dr. Kim, the following section will investigate how the interpersonal meaning and the purposes of communication are achieved through evaluation.

4.2.1 Evaluation in Voice-over

Although it seems to be only introductions to the contents and of the interviewee and the social context, the voice-over represents program-makers' attitude and reveals their purposes of communication in the program. It is a major source of evaluation in this study that states the attitude of the program-makers. At the beginning of the

program, the major content of the interview is indicated by three sentences and three sound-bites of Dr. Kim, the sentences, originally in Chinese, are translated and shown below:

(2) Despite being **born in South Korea** and **growing up in the United States**, he shows **special preference** to Chinese culture.

(3) As the **president of the World Bank**, how does he think of China's contribution to the world?

(4) As **a Harvard professor and president of an Ivy League university**, how would he respond to the enthusiasm and confusion of the young people?

Through the contrast of Dr. Kim's multicultural background, an implicit evaluation is being made by the program-makers, which builds the common ground (attitude towards Chinese culture) between the interviewee and the audience, and shortens the interpersonal distance between them. Then with two questions, the various identities of the interviewee are introduced to establish the credibility of the interviewee. Besides, the questions cause the curiosity of the audience about his point of view towards China's contribution to the world and his suggestions to the young people.

The voice-over of the program is filled with implicit evaluations, as shown in Table 1 invoked Attitude account for 73.7% of the evaluation. For instance, after the host's briefing of the social context of this interview, an introduction of Dr. Kim is provided and translated as follow:

(5) Dr. Jim Yong Kim, Korean American, born in 1959 in Seoul, immigrated to the United States with his parents when he's five years of age. Dr. Jim Yong Kim, once **served as the dean of Harvard medical school**, has **established a public welfare organization** providing medical assistance to places includes Haiti. In 2009, Dr. Jim Yong Kim served as the president of University of Dartmouth, becoming **the first Asian to be elected as president for the Ivy League universities** of the United States. He had also **led the World Health Organization team in the global AIDS prevention and control work**. In 2012, Dr. Jim Yong Kim has **been appointed the president of the World Bank**. After his inauguration, he set up the goal of basically ending extreme poverty in the world by 2030.

Dr. Kim may not be a familiar figure to most of the Chinese audience, so the voice-over offers a quick introduction of his background and experience with emphasis on his multicultural background and work experience. Through the invoked Judgment embodied in the introduction of Dr. Kim's accomplishments, the voice-over positively evaluates his social esteem, especially his capacity, to establish his authority and credibility.

Apart from the above mentioned monoglossic evaluations; there are also heteroglossic resources in the voice-over. After building Dr. Kim's authority and credibility, his appraisal towards China's contribution to the world's poverty reduction is used in the voice-over as an attribution to expanse stance on the part of the program-makers in the introduction of China's poverty reduction cause.

(6) China, being the largest developing country in the world, has **always been the positive promoter and vigorous driver** to the global cause of poverty reduction. During the past 30 years, the impoverished population in China has **achieved a 790 million decline**, which has made **a more than 70% contribution** to the global poverty reduction. **Dr. Jim Yong Kim thinks that**, China has become **the most experienced country** in the world in terms of relieving poverty and is **playing the leading role** in the cause of global poverty reduction.

By combining the monoglossic (positive promoter and vigorous driver) and heteroglossic (Dr. Jim Yong Kim thinks…) evaluation, the voice-over highly praised China's achievement in poverty reduction. As a program produced by a provincial TV channel during the global event- G20 summit, it is part of the program's purposes of communication to deliver positive evaluation towards China's achievement in global economy development. Besides the statistics provided in the voice-over as the logical evidence of the judgment, Dr. Kim's appraisal is being used here to increase the objectivity as well as the reliability of the assertions made by the program producers.

4.2.2 Evaluation in Dr. Kim's Utterance

As an excellent leader, educator, the president of the World Bank and special guest of the program, Dr. Kim makes full use of appraisal resources to achieve the various interpersonal functions of his roles.

At the beginning of the interview, Dr. Kim adopts "equal-in-status" strategy, with the help of invoked attitude, to build positive personal image. The "equal-in-status" strategy is critical for leaders in shaping their public image. It is in essence the means by which leaders express implicitly that they belong to a certain social class or political group (J. Wang & L. Wang, 2016). Invoked attitude, which contribute to this strategy, is found to be wildly used

by all speakers (accounts for more than 59% of attitudinal resources used by all speakers).

First of all, in response to questions raised by the Chinese representative and the host, he emphasizes that "China, Korea and Japan, despite the differences between (correction: among) the three, those three groups really see me as Asian", which indicates that he belongs to the same social group as the audiences. Then he employs the implicit evaluation to speak highly of Zhu Xi, which demonstrated his social values and ability in a seemingly unintentional yet symbolic way, as shown in examples below:

(7) So, in his entire life, Zhu Xi **kept thinking about social justice, about compassion, about love.** And so I would say to him that my mission is **the same**.

(8) And so what I do today, I like to think **is similar to** what he was trying to do, to bring greater justice to the world.

Zhu Xi is the famous ancient philosopher, a grand master of Confucianism whom the audiences are all familiar with. In the above sentences, by expressing his respect for Zhu Xi through the use of implicit appraisal resources of Social Valuation, Dr. Kim aligns himself with the audiences. This resonance with the audience is effective in shortening interpersonal distance. Expressions like "the same"; "is similar to" indirectly invokes the audience's positive evaluation of Dr. Kim's personal values. And finally description like "bring greater justice to the world" proves his capacity and responsibility as president of the World Bank.

During the interview, Dr. Kim successfully shortens the interpersonal distance with the studio audience through his frequent expression of understanding and positive evaluation. As a special guest of the program and an experienced educator, he employs the Normality resources of Social Esteem to fully express his understanding and approval of the young people when answering questions raised by the youth league, as in the following example:

(9) It's, emm, **not at all unusual** that you feel powerless as a young person, right?

In this example, he uses "not at all unusual" to reassure the young representative that the confusion and frustration of the young people is normal and understandable. His compassion can quickly narrow the distance between him and the young representative. In addition, he frequently uses words like "absolutely", "great" to show his appreciation of the questions raised by the youth league and build alignment.

Meanwhile, on behalf of the World Bank, Dr. Kim uses inscribed and invoked positive evaluation to praise Chinese government's efficiency, and China's influence and efforts in eradicating extreme poverty:

(10) The thing is **great** about working with China is it, you know, it's **a rigorous process** of going and working with the government to come up with the document that you can both agree with. But then when you do it, once you get there, **boom**, the government **goes forward**.

In the above example, Dr. Kim first use an ambiguous Appreciation as "a rigorous process" to show the difficulty in the cooperation with governments, and then uses vivid onomatopoeia "boom" and the verb phrase "goes forward" to form a contrast. Invoked Judgment in his remarks shows his appreciation of the open attitude and high efficiency of Chinese government during the cooperation.

(11) Well, we would **not even be able to** talk about, or even think about ending poverty in the world **if it hadn't been for China**. China's **success** gives us the **hope** that it can be done. China has **reduced** its infant mortality, maternal mortality **tremendously** in a **few** decades.

When it comes to China's achievements in poverty reduction, Dr. Kim uses positive invoked Judgment as in "would not… if it hadn't been…" to emphasize China's global influence and contribution to the goal of ending extreme poverty in the world. Also, he employs positive Appreciation resource "success" and Judgment resource "reduced…tremendously in a few decades" to highlight China's achievement in poverty reduction. Through a series of positive evaluation of the Chinese government, Dr. Kim expresses the World Bank's friendly attitude towards China and narrows the distance with the television audience.

The proper use of attitudinal resources of Affect and Judgment can directly express one's personal emotions and opinions in an amiable yet powerful way. But the overuse of these resources may easily lead to a too subjective and emotional speech which is less convincing. The use of Appreciation can reflect the objectivity of the speech, whereas the overuse of it may also make the speaker too objective and distant, thus widening and the interpersonal distance with the audiences. Through the coordination of the use of different attitudinal resources, the speaker can maintain the objectivity of the speech while successfully narrow the interpersonal distance, and which ultimately help to achieve persuasion of the speech.

As President of the World Bank, Dr. Kim has repeatedly expressed the passion for his work through inscribed

positive resources of Affect, such as:

(12) I said to my teams at the World Bank group, "you know **how lucky** we all are that every morning we wake up, and if our kids say 'what are you gonna do today?', what you say to them is that 'I am going to the World Bank and I am going to try to end the extreme poverty in the world'. **How fortunate** are we, **the best work** we get to do."

In the above sentence, the interplay between Graduation and Attitude results in a highly affecting statement of Dr. Kim's passion for his job. He uses intensification and quantification items like exclamations and the superlative "the best" to expand the interpersonal force of his expression. And through inscribed positive evaluation of Happiness and Satisfaction, he highlights his enthusiasm for and commitment to his cause at the World Bank.

However, the above-mentioned inscribed resources of Affect alone may inevitably make his speech too subjective thus less convincing. So in addition to these explicit evaluations, Dr. Kim also employs a variety of invoked positive resources of Appreciation when introducing his personal experience and the work at the World Bank, such as:

(13) So what we **learn from** the loess plateau, we now **are applying all over Africa**, right now, to **help with the problem** of degradation of land.

Although no explicit positive evaluation is used, invoked evaluation of Appreciation is realized over the description of a series of actions when introducing a specific work experience of the World Bank. The invoked Appreciation turns personal emotions into evaluation of inherent nature of events/things, hence increases the objectivity of the remarks. Through the invoked Appreciation in his description of the World Bank's work, Dr.Kim informs the audience the learning ability and flexibility of the World Bank, which indirectly promote the positive image of the group.

5. Discussion

5.1 Evaluation in the Program as a Whole

Apart from the above mentioned evaluation, the interview program as a whole exhibits much evaluation. This interview is produced during the 2016 G20 Summit which is held in Hangzhou, China under the theme of "*Toward an innovative, invigorated, interconnected and inclusive world economy*". Currently, the international community is in turmoil with various crises frequently occur, including the refugee crisis, which makes people around the world feel confused and frustrated towards the global economy growth and other related issues. As a special program hosted during the G20 summit, the interview aims to deliver a positive note to the audience. However, as Allen (1992) points out, reading or viewing television programs is a process of negotiation between the viewer (audience) and the text (program producer). "The content of a news interview is thoroughly contingent on the generative process of interview interaction (Clayman & Heritage, 2002:14)". Therefore, the interview of Dr. Kim is edited and transformed into a coherent television program that aims to negotiate with the audience into accepting the positive message that it conveys through evaluation and three rhetoric appeals.

Dr. Kim is invited in the program to endorse and share with the feelings, experience and assessments that the program-makers want to announce. His utterance can be viewed as the major heteroglossic resources of the whole program. And the design of the program aims to enhance the credibility and objectivity of the evaluation it conveys:

Dr. Kim, being a Korean American, is introduced as the "external voice" of the interview program broadcast in China at the very beginning. Then through the first round of Q&A where Dr. Kim tries to speak the interviewer's native language and praises Chinese traditional culture, an amiable and credible personal image of Dr. Kim is created towards the on-scene participants and the overhearing audience (studio and home audience). After his credibility has been established, the interview then centers on China's poverty reduction cause, using his positive evaluation to increase the reliability of this "external voice".

The interview program can be considered to be a well-set program that tends to seek evidence which supports the story line that the program-makers want to tell. Therefore, the three rhetoric appeals (ethos, pathos, and logos) put forward by Aristotle and Kennedy (2006) can be used to explain how the interview program achieves the persuasive story-telling through evaluation.

(14) In order to meet these challenges, the World Bank Group **worked together with agencies**, like U.N. High Commissioner for Refugees, to **raise funds with the purpose of helping to rebuild homes for refugees**.

(15) Since his youth, Dr. Jim has been practicing his belief in **caring the world and taking positive actions.** 20 years later, he **became the president of the World Bank and took the vital responsibility to lead the World**

Bank group, which has a great bearing on his interests in the political and social development of the world **since he was young**.

The achievement of the World Bank and Dr. Kim's interests in the political and social development when he was young are introduced in the voice-over as shown above to further improve Dr. Kim's authority which later enhances the importance of his suggestions to the young people (ethos appeal). Dr. Kim also introduces his visit to northern Kenya and his experience in Bolivia to help the audience understand the job of the World Bank (logos appeal). When being asked about how to tackle India's brain drain, he uses the similar problems in Korea and the development of Korea to answer the questions and express faith in the growth of India (as shown in Figure 7).

Figure 7. Dr. Kim answering questions from the youth league

Except the logic appeal in Dr. Kim's answer, the pathos appeal is also achieved in Dr. Kim's utterance. When answering the questions of the youth league, Dr. Kim shares some interesting experience in his work along with his own frustrations when dealing with the task of poverty reduction.

(16) So for me, I feel like I'**ve been bumping my head against the same problem for a very long time**, making an option for the poor—how do we relief people out of poverty, how do we provide health and education. And it was **only by** continuing to pound my head against the stone wall that eventually things started opening up.

By sharing his own feelings like a close friend or relative, he shortens the interpersonal distance and aligns himself with the youth league, and eventually, with the TV audience. The program, combining all the three appeals of rhetoric together, successfully enhances the reliability of the suggestions given by Dr. Kim. As exposed in questions asked by the youth league, there has been much negative evaluation of today's education, unemployment problems and other social issues. These problems are causing a growing social concern towards world economy growth and the development of young people. The interview program, using Dr. Kim's answers, indirectly responds to those concerns and delivers a positive message to the society while maintaining the objectivity of the program.

5.2 Merit and Demerit of UAM CorpusTool Analysis of Evaluation in Interview Program

The analysis of evaluation in the interview program reveals positive attitudes of different people towards world economy. First, Dr. Kim believes that poverty reduction is a major issue in boosting world economy growth and China is playing a critical role in it. Second, the media is trying to deliver a positive message to encourage people in the current gloomy picture of world economy.

The starting point to investigate evaluation in the interview program is normally to conduct an appraisal analysis

with the help of UAM CorpusTool. By analyzing different appraisal resources in the transcribed text of the interview, we can get an overview of the evaluation in the interview. For example, in the case study of interview of Dr. Kim in this paper, it is find that positive and invoked attitude is the most frequently used evaluation in the program. Also, UAM enables a comparison between different databases and offers a network view of the statistic as shown in Figure 6 that provide a quick image of the general information.

Nevertheless, UAM is not without limitations when analyzing evaluation in interview programs. As mentioned in 5.1, the whole design of the program process is an evaluation. However, UAM is not able to annotate this kind of evaluation in structure.

Figure 8. Screen shot from the interview of Dr. Kim and Yang Lan

Besides, multimodal information, such as the background arrangement and subtitles for explanation, is also a major source of the evaluation in the program that the UAM fails to annotate. For instance, except the instantiation included in Martin's appraisal paradigm to realize evaluation, the arrangement of words on the background screen also represents program-makers' evaluation of different topics. As shown in Figure 8, words relate to positive measures and goals like G20, Free of poverty, and words reveal Dr. Kim's status like Dartmouth College, Ivy League is highlighted in the background screen. International issues including climate change and refugee crisis are mentioned but in an inconspicuous way.

6. Conclusion

The analysis of evaluation in the interview programs enables us to understand more about the interpersonal meaning of the interview programs and to learn the communication skills displayed to better achieve the purposes of communication. This paper discovers that invoked and positive appraisal resources are frequently used by different speakers to achieve their purposes of communication. The program as a whole also displays evaluation with the interviewee as the major heteroglossic resource. The results of this study will contribute to the oral English teaching and study of Appraisal Theory by the combination of statistics and discourse analysis.

It may be noted that this study is by nature descriptive and demonstrative due to its limited data. Further research can, building on the methodology used in this paper, explore a larger corpus of discourse of interview programs, or compare two corpora of interview programs of different countries.

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