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**A Study of Self-evaluative Language in “I am...” Predicative
Complements**

Master Thesis

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ABSTRACT

In this Master's thesis, the research investigates the semantic structures of self-evaluative language within the context of self-identification discourse. The study presents the findings derived from the analysis of self-reported language data obtained from a sample of 300 English-speaking adults residing in the United States. The primary focus of the research revolves around the exploration of attitude markers, polarity amplitude, Source concepts, and metaphoric expressions employed in the process of self-evaluation. A combined framework, drawing upon the Appraisal theory proposed by Martin and White (2005) and the Conceptual Metaphor mapping system introduced by Lakoff and Johnson (1980), is utilized to guide the analysis.

The study delves into the examination of two distinct responses elicited by the query “Who am I?”. The first response captures spontaneous and associative self-evaluations, while the second response represents calculated and rational self-assessments. This approach is adopted to acknowledge semantic variations within the contrasting realms of the first and second reaction evaluations. Furthermore, this research challenges assumptions about gender differences in self-evaluation and reveals that personal characteristics with gender-related information are central in self-identification. Results show a preference for positive self-evaluations among women and a more neutral stance among men, with infrequent negative evaluations in both groups. The linguistic findings contribute to interdisciplinary research on identity, sex, and gender definitions, while inspiring further exploration of self-evaluative language using diverse methodologies.

Keywords: “I”, personal pronoun, predicative complements, evaluation, self-evaluative language, Appraisal, attitude markers, Conceptual Metaphor, concepts, polarity, identity, gender.

TABLE OF CONTENTNS

ACKNOWLEDGEMENTS	2
ABSTRACT	3
LIST OF ABBREVIATIONS	5
1. INTRODUCTION	6
2. DIMENSIONS OF EVALUATION IN LINGUISTICS	9
2.1 DIVERSITY OF DEFINITIONS AND TERMINOLOGY	9
2.2 THE DEVELOPMENT OF EVALUATION RESEARCH	11
2.3 PERSONAL PRONOUN AND IDENTITY IN TAKING A STANCE	13
2.4 EVALUATION IN METAPHORICAL AND CONTRASTIVE PERSPECTIVES.....	15
3. DATA AND FRAMEWORKS.....	18
3.1 INTRODUCTION TO ANONYMOUS SURVEY AND DATASET PARAMETERS	18
3.2 EMPLOYMENT OF THE APPRAISAL FRAMEWORK.....	20
3.3 ADAPTATION OF THE CONCEPTUAL METAPHOR MAPPING SYSTEM	23
4. FINDINGS AND DISCUSSION	25
4.1 ANALYSIS OF ATTITUDE MARKERS: FINDINGS AND INTERPRETATIONS	25
4.2 ATTITUDE MARKERS AND POLARITY IN A SEX-BASED COMPARATIVE ANALYSIS.....	28
4.3 CONTRASTING FINDINGS IN FIRST REACTION VS SECOND REACTION COMPLEMENTS	32
4.4 EXPLORING THE SIGNIFICANCE OF VALUE-SYSTEM DENOTING FOREGROUNDED CONCEPTS	35
4.5 COMPARISON OF THE SOURCE CONCEPTS	37
4.6 GENDER DIFFERENCES IN THE USE OF METAPHORICAL EXPRESSIONS	39
CONCLUSIONS.....	42
SUMMARY IN LITHUANIAN	44
BIBLIOGRAPHY	45
APPENDICES	46

LIST OF ABBREVIATIONS

Attitude markers:

AFF – affect

JUD – judgement

APP – appreciation

These abbreviations were employed in the examples and tables:

FR – first reaction answers

SR – second reaction answers

1. INTRODUCTION

The demand for writing the research in the field of evaluative language was not as urgent prior to the prevalence of social media and digital marketing. However, in today's world, individuals are frequently called upon to provide written evaluations of themselves, other people, services, products, events, or states. This raises numerous scientific questions in the cross-disciplinary area, emphasizing the complex nature of evaluation. The idea of evaluation as an unavoidable process of self-identification in linguistics dates back over two decades. Lemke (1998, 21) in his introduction of seven evaluative attributes for propositions and proposals emphasized the importance of further research because “*what we do when we mobilize the **evaluative resources** of language is to **help constitute our own identities, and the identities of others, as agents who believe and doubt, desire and detest, and judge importance, appropriateness, usability, comprehensibility, and seriousness**”*. At that time, theories, methods and frameworks of evaluative language were still in the process of scientific development. Lemke's arguments from more than twenty years ago are relevant today and highlight the research gaps in evaluation and evaluative language studies that need to be addressed.

The escalating prominence of written evaluations has drawn attention for deeper exploration of evaluative language. In response, significant advancements have been made in the field: Hunston and Sinclair (2000) have proposed semantic groupings, Halliday (2004) has refined the systems of mood and modality, Hyland (2005, 2010) has made notable contributions to the discourse marker system, and Martin and White (2005) have gained international acclaim for their Appraisal Theory. This led to a plethora of scientific inquiries, as a result of the remaining knowledge gaps, because when a subject is evaluated with points or figures, the assessment criteria are straightforward, but when evaluation is carried out through language, there are numerous questions regarding how to effectively and impartially capture and comprehend the information communicated. Hunston stressed the difficulties faced by linguists who study evaluation “*because there is no set of language forms, either grammatical or lexical, that encompass the range of expressions of evaluation*” (Hunston 2011, 3). Furthermore, in the realm of linguistic exploration, previous studies have predominantly concentrated on applying frameworks to examine self-evaluative language within media, political, and academic discourses. Alternatively, the self-evaluation expressed through metaphorical expressions was examined in isolation. This remains an unaddressed necessity to comprehend evaluative language as it manifests among individuals who do not publicly articulate their self-evaluations.

Given the aforementioned reasons, this research topic was selected in light of the ongoing interdisciplinary academic and social discussions about the lack of understanding regarding the process of self-evaluation and its assessment criteria in Western society. The aim of this thesis is to explore

the semantic structures of self-evaluative language in “I am...” predicative complements in dataset analysis. The analysis focuses on the evaluations provided by 300 English-speaking adults in the United States, who participated in an anonymous survey. This linguistic analysis can offer valuable supplementary information for scholars who are developing unified standards for self-evaluation regarding identity, gender, and sex. It is noteworthy to highlight that no similar linguistic study has been found in English-language academic databases up to the point of submitting this paper. Due to the absence of a fixed set of grammatical or lexical language forms that cover the entire spectrum of evaluative expressions, this thesis has adopted two theories partially applying their frameworks to achieve its aim. In the realm of identifying and analyzing the semantic structures in predicative complements, both the APPRAISAL framework¹ developed by Martin and White (2005) and the framework of mapping system of the CONCEPTUAL METAPHOR proposed by Lakoff and Johnson (1980) offer tools to examine multiple layers of evaluation from different perspectives. Additionally, in conjunction with numerous recommendations, another factor that influenced the choice of the ATTITUDE sub-category of APPRAISAL and polarity identification framework was that the authors provided a degree of academic flexibility, stating that *"Appraisal is not a fixed, universal system, but is influenced by cultural and historical factors, as well as by individual differences"* (Martin and White 2005, 247). The second selected CONCEPTUAL METAPHOR mapping system framework also provided a network scheme that could be applied to all predicative clauses, not just those containing metaphorical expressions. This allowed for an exploration of the value system conveyed by the semantic meanings of the Source Domain concepts. The chosen combination of frameworks facilitated the pursuit of the following objectives, comparing two contrasts: women vs men and first reaction vs second reaction answers:

- a) To identify and analyze the ATTITUDE markers and their polarity within a continuum.
- b) To examine the primary Source domain concepts present in all predicative complements.
- c) To assess the proportion of metaphorical expressions and their semantic manifestations.

Following the introduction of the research aim, objectives, and selected frameworks, it is imperative to introduce the dataset and its implementation. In addressing the lacuna in linguistic research on evaluation, 600 responses from US adult English speakers were divided into four data groups, and analyzed first quantitatively and subsequently qualitatively. In order to recognize, how semantic choices

¹ In “*Research Methods in Applied Linguistics*” (Dornyei 2007, 3, 27), a research **method** is the “*procedural tool*” used to investigate linguistic phenomena and answer research questions. It encompasses techniques such as surveys, interviews, experiments, or corpus analysis. On the other hand, a theoretical **framework** provides the “*conceptual underpinning*” for interpreting and analyzing linguistic data, such as sociolinguistic theories, cognitive linguistics, or discourse analysis. A framework was utilized to employ the APPRAISAL theory tools and the CONCEPTUAL METAPHOR mapping system.

of evaluation change according to biological sex, linguistic data was compared in binary opposition of female and male answers. To improve findings, 300 US adult English speakers were asked to answer the same question “Who am I?” in writing two times. The scientific need to gain information twice from one respondent allowed to examine differences not only in sex split, but gave understanding, how language changed comparing sudden, associative, subconscious self-evaluations *vs* answers produced using complete memory, engaging in reasoning, and providing a more thoughtful self-evaluation.

There is no doubt that studying predicative complements in "I am..." clauses provide valuable information about what ideological concepts people emphasize, how they differ between men and women or the first *vs* second reaction answers, how frequently respondents evaluate themselves metaphorically, whether semantic self-evaluation is more negative, neutral, ambiguous or positive, and which ATTITUDE markers dominate: AFFECT, APPRECIATION or JUDGEMENT. Following a comprehensive presentation of the findings and in-depth discussion, suggestions for further advancement of this study were put forth, specifically aimed at linguists in the field. Developing the research, the data can be successfully used not only by linguists but also in larger studies. This paper can be transferred to sociologists or psychologists so that they get familiar with the linguistic findings for further employment of their methodologies, working to understand the ways individuals assess themselves constructing their identities.

2. DIMENSIONS OF EVALUATION IN LINGUISTICS

This chapter serves as an introduction to the theoretical underpinnings of evaluative language, encompassing various dimensions of analysis. It begins by exploring the diverse definitions and terminology associated with evaluative language, highlighting the complexities and nuances involved in its study. The chapter then delves into the development of evaluation research, tracing its evolution and highlighting key scholars in the field. Furthermore, it examines the role of personal pronouns in shaping identity and expressing stances, emphasizing the intricate connection between language and self-evaluation. The chapter also explores the use of evaluation in metaphorical and contrastive perspectives, shedding light on the ways in which language employs figurative devices and rhetorical strategies to convey meaning.

2.1 Diversity of Definitions and Terminology

The prevalence of terms that denote similar evaluative concepts in linguistic discourse field can create confusion. The reason for this variety stems from the fact that evaluation has been studied as merely one component of larger linguistic processes. Pounds (2015, 2) elucidates that since the early days of linguistic research, language features that convey evaluations “*have been studied in isolation*”, and the area that has received the most attention was the English modal system. Lyons (1977, 636, 299), who defined modality as “*the grammatical category which expresses the speaker's attitude towards the state or action described by the sentence*”, used the term “*connotation*” or “*emotive import*” to express evaluation in language. The scholar demonstrated the subtle process of evaluation by discussing the example of proper names and their varied connotations depending on the speaker's unique experience. As Lyons (1977, 220) noted, “*we can certainly agree that many proper names have quite specific connotations or associations*”. To enhance this explanation, Alba-Juez and Thomson (2014, 7) provided insight into the relationship between connotation and evaluation, where evaluative act involves a “*pre-textual phase or pre-realization*”, which pertains to the decision of whether to perform the act, the stance to take, and how to do it. Linguists described this phase as a crucial step in the realization of evaluation.

In light of the diverse range of terminologies employed, it is appropriate to further examine Halliday's (1994, 11) perspective, where he expounded that “*language is not simply a means of exchanging information, but a crucial resource for expressing evaluation*”. Halliday (1994, 35) referred to the concept of “*attitude*” as a means of denoting evaluation in language mostly expressed through modality, “*which construes the relationship between the speaker's perspective and the world of experience*”. Halliday (2004) made significant refinements to the systems of mood and modality, providing valuable insights into how these linguistic features contribute to the expression of evaluation.

Specifically, Halliday (2004, 56) stated that “*mood is the grammatical resource for negotiating the speaker's relationship with what is being said*”. This highlights the role of mood in shaping the speaker's attitude and subjective positioning within discourse. In Halliday's (2004, 78) work, it is acknowledged that modality encompasses various aspects related to expressing different levels of certainty and obligation. These include epistemic, deontic, and dynamic modalities, which allow for the representation of degrees of certainty, obligations, and possibilities within language. It is noteworthy to clarify that the scope of this study did not encompass evaluation conveyed through modality, which typically pertains to more extensive textual material authored by one or more individuals who are invested in the research. The data of investigation in this thesis comprised linguistic units that had the identical structure of “I am...” and as such, allowed little scope for modality.

In contrast to Halliday, Martin and White (2005) employ the term “*appraisal*” to encompass the concept of evaluation in language. According to linguistic scholars, “*appraisal systems provide a means for construing different facets of experience, and for expressing attitudes, emotions, judgments, and other evaluative meanings*” (2005, 18). In their theoretical framework, “*attitude*” represents a significant sub-system within the broader “*appraisal*” theory. Another notable difference lies in the theoretical foundations underlying their frameworks. While Halliday's (1994, 75) systemic functional grammar draws heavily from sociolinguistic and systemic linguistic theories, Martin and White (2005, 18) incorporate ideas from semiotics, psychology, and sociology to develop their appraisal theory. This interdisciplinary approach enriches their analysis of evaluation and provides a broader theoretical perspective. Martin and White (2005, 22) selected the term “*appraisal*” to capture the essence of the evaluative process and its role in shaping meaning and discourse.

Proving the increasing variety of terms for evaluation, Conrad and Biber (2009, 135) discuss the concept of “*stance*” as a fundamental means by which speakers or writers articulate their perspectives, evaluations, and convictions regarding the topic, context, and intended audience. According to these scholars (2009, 138), stance can be conveyed through various linguistic features, including modal verbs, hedges, boosters, and self-mentions. This highlights the diverse range of linguistic tools available for expressing one's stance. Supporting this perspective, Englebretson (2007, 4) emphasizes that speakers convey their stance by employing evaluative language, such as adjectives, adverbs, and verbs that denote positive or negative evaluations. These linguistic choices serve as markers of the speaker's subjective assessments and contribute to the overall expression of stance. By examining these linguistic features and evaluative language, researchers gain insights into how speakers and writers express their evaluations, and attitudes in a given discourse.

In conclusion, this exploration of evaluation reveals the diverse terminology employed to describe this phenomenon. Lyons, Halliday, Martin and White, Conrad and Biber, as well as Englebretson, offer distinct perspectives and theoretical foundations, enriching the analysis of evaluation

in language. Hunston (2011, 10) highlighted, that various terms such as appraisal, stance, sentiment, evaluative, attitudinal, affective language, and metadiscourse are employed to denote evaluation in various linguistic areas.

2.2 The Development of Evaluation Research

The emergence and development of evaluation theories in linguistics have been primarily influenced by the impact of media, particularly with the advent of internet news websites and social networking over the past two decades. Before this, the study of evaluation was mainly conducted in the fields of semantics and pragmatics, which distinguishes itself from semantics by focusing on the distinction “*between linguistic meaning and speaker meaning*”, through analyzing dialogues or other utterances produced mostly by ordinary individuals (Lyons, 1977, 33). However, Halliday (1994, 9) recognized the need to introduce the Functional Grammar theory “*to provide a comprehensive framework for the analysis of the way language is used to make meaning in context*”. These contexts encompass not only everyday utterances but also speech acts found in various forms of media such as newspapers, television, or internet websites. It can be stated that major theories about evaluation derive from Systemic Functional Grammar, which deals with three meta-functional lines of meaning: ideational, interpersonal, and textual. The ideational function of language serves to structure, comprehend, and convey our understanding of the world and our consciousness, and Halliday (1994, 338) uses the term ideational function to refer to the substance or concept conveyed in an utterance, where his introduced framework “*is capable of accounting for the full range of meanings that are realized through language*”. In the view of the scholar (1994, 7), language and media of communication are closely linked, “*because the meaning potential of language is realized in them*”. The central organizing concept of functional grammar is the clause as message, and the notion of attitude concerns the speaker's stance towards what is being communicated, which can be expressed in various ways (Halliday 1994, 101). In accordance with Halliday's perspective, this Master's study regards predicative clauses as messages that transmit semantic information in the context of “I am...” structure.

Expanding upon the examination of the evolution of evaluation research, Lemke's contribution is noteworthy. Drawing on Halliday's functional grammar, Lemke introduced a framework of seven evaluative attributes for propositions and proposals: “*desirability, inclination; warrantability, probability; usuality, expectability; importance, significance; comprehensibility, obviousness; humorousness, seriousness*” (Lemke 1998, 4-5). In the context of evaluation research, the aforementioned scholar (1998, 20) stressed that the aim was also “*to stimulate others to carry forward the more painstaking and thorough studies*”. Lemke (1998, 20) emphasized that this field of research

is crucial and valuable, not only because it deals with aspects of grammar and semantics that have been largely unexplored, or because it exemplifies how interpersonal meanings in text differ from more familiar ideational ones, but also because it has significant implications for discourse analysis. Expanding this idea, Hunston (2000, 3) explains that “*media discourse can be seen as a particularly complex site for evaluation, given the range of factors that influence the production and reception of media texts*”, where it is essential to consider institutional constraints, such as time and space limitations, and social, political, and cultural contexts, as these factors have a significant impact on language use. Hunston (1999, 69) also provided a comprehensive explanation of Corpus-based research, a method widely used by linguists to analyze data and identify evaluative language markers through various frameworks. In Hunston’s standpoint, “*Corpus-based research has enabled us to make systematic comparisons of patterns of language use in different types of texts*”. Acknowledging the importance of ensuring “*the reliability and validity of findings*” through rigorous evaluation of the corpus and analytical methods used, as highlighted by Hunston (2000, 225), the current study adopts features of corpus-based research in the collected dataset. The major contribution to evaluative language studies was made by Hunston and Sinclair (2000, 75), who have proposed semantic groupings as a means to categorize and analyze language use “*proving a categorization of anything that arises in the actual business of speaking and writing*”. In their study, Hunston and Sinclair (2000, 80) primarily concentrated on the constituency aspect of evaluation, aiming to provide a description of sentences that are likely to be perceived as evaluations even without relying on evidence of their structural roles. They undertook the task of identifying and parsing evaluations within text corpora, systematically defining their patterns and characteristics.

In furthering our understanding, it is imperative to revisit the theory of Systemic Functional Grammar. Halliday’s theory and introduced “*attitude*” concept as term defining evaluation in language, highly influenced Martin and White (2005) to develop their APPRAISAL theory, which partially was applied in this Master’s study. Although Systemic Functional Grammar played a significant role because it precisely bridged the gap between social and linguistic structure and gave techniques to improve the study of evaluation, limitations existed in the framework that required attention and addressing. Martin and White (2005, 87, 14) agreed that the systemic functional linguistics framework provided a rich and flexible basis for the analysis of evaluation, but introducing their theory linguists highlighted that “*there is no adequate theory of appraisal*”. According to Martin and White (2005, 7), the existing approaches to analyzing evaluative language were deemed inadequate as they either failed to encompass the diverse spectrum of evaluative meanings expressed in language or treated evaluation as a singular, detached category, disregarding its linguistic and social contextualization during production and interpretation. Following the introduction of the multifunctional APPRAISAL framework, linguists widely adopted and extensively discussed its application and implications.

Martin and White (2005, 46) described their “*maps of feeling*” regarding the ATTITUDE sub-categories advising to perceive them as hypotheses rather than certainties. In reference to this, Bednarek employed corpus-linguistic evidence to examine the extent to which linguistic patterns align with this classification and whether they can serve as a diagnostic tool for differentiating types of ATTITUDE, as proposed within the framework of APPRAISAL theory. Concluding her research, linguist suggested that “*it is sometimes worthwhile looking into two aspects of APPRAISAL: the type of attitudinal lexis involved (what kinds of evaluative standards are inscribed in lexis) and the type of attitudinal target or attitudinal assessment going on*” (Bednarek 2009a, 25). Furthermore, Bednarek (2009b, 149) introduced dimensions of evaluation, where “*psychological entity of evaluation*” is prescribed as cognitive and “*speaking entity of evaluation*” stands for semantic dimension. According to Bendarek (2009b, 149), it is insufficient to directly apply research findings on the cognitive aspects of evaluation to establish linguistic dimensions of evaluation. This clarification enhances the comprehension of the objective of this Master's thesis, which aimed to examine ATTITUDE markers within the context of personal pronoun “I” usage among adult native English speakers in the United States. The thesis delves into the discourse surrounding discussions on identity, sex, and gender evaluations, providing an interdisciplinary perspective, with particular relevance to the field of psychology.

Continuing theory overview on dimensions of evaluation phenomenon, the subsequent section delves into the final concept of “*stance*” and the principal frameworks employed to analyze this intricately multifaceted phenomenon. Additionally, attention here should be given to the emergence of self-positioning as a significant aspect influenced by the interest in public speeches within the realm of political media discourse.

2.3 Personal Pronoun and Identity in Taking a Stance

By examining the usage of “I” in self-evaluative statements, researchers gain insights into how individuals conceptualize and express their sense of self. Personal pronouns manifest authorial stance in various genres and discourses where “*complexity leads us into the necessarily diverse array of scholarship which has begun to engage with and analyse this functioning over the last 100 years*” (Gibbons, Macrae 2018, 2). According to literary text researchers, the analysis of personal pronouns in context initially emerged within the domain of literature. These studies highlight that across various literary text types, pronouns play a crucial role in constructing rhetorical structures that encompass positioning, interaction, and address within and between diegetic and extradiegetic narrative levels (according to Genette's terminology) or different text-worlds (based on Text World Theory

conceptualizations) (Gibbons, Macrae 2018, 3). These studies demonstrate the significance of pronouns in shaping rhetorical structures across diverse literary text types.

The subsequent expansion of analyzing personal pronouns in other than literary context, and beyond the scope of grammarians, is closely linked to the exploration of stance taking within political and media discourses. Several decades ago, linguists captivated with the research in the field, prompted by the necessity to decipher and scrutinize public speeches delivered by politicians and prominent figures. This line of inquiry also coincides with the advent of digital news platforms and the availability of convenient recording devices capable of capturing audio or video speeches, enabling their transcription for subsequent investigations into stance, because “*personal pronouns have a special role in discourse as markers of identity, alignment and disalignment, and solidarity and differentiation*” (Fairclough, Wodak, and van Dijk 1997, 266). The utilization of pronouns serves as an indication of power and authority, revealing the speaker's position in relation to other individuals within the social sphere, and can not only convey an individual's personal identity but also reflect the collective identity of a group (Fairclough, Wodak, and van Dijk 1997, 268, 270). The imperative to assess and comprehend political stances has fostered extensive research within the academic domain.

In recent years, there has been a growing interest in exploring authorial stance within academic discourse, leading to the emergence of frameworks and taxonomies for analysis. Personal pronouns play a crucial role in research writing by establishing specific semantic roles. However, the examination of these roles lacked adequate linguistic devices until Ivanič (1998, 25) addressed this issue by presenting an early typology for identifying writer identity, where the discursal self emerges in academic writing as it is “*constructed through the discourse characteristics of a text that reflect values, beliefs, and power relations in the social context in which they were written*”. Building upon Ivanič's work, Tang and John (1999) further expanded the understanding of personal pronouns by introducing a functional typology that specifically focuses on first-person singular and first-person plural pronouns, because scholars explained that nevertheless in academia, conventional views have long portrayed academic writing as a rigid and uniform construct characterized by detached, complex, and impersonal language, contemporary studies indicate a growing acknowledgment that there is space for negotiating identity within academic writing. As a result, it is increasingly recognized that academic writing does not necessarily have to completely eliminate the presence of the writer (Tang and John and Tang 1999, 23). In this academic study of self-evaluative language, the personal pronoun “I” holds a central position as the focal point of analysis decoding semantic constructions. However, the taxonomies² of semantic roles presented by John and Tang necessitate additional contextual information and were deemed unsuitable for implementation in this particular research.

² Tang and John and Tang (1999, 1-2) identify their framework using the term “*taxonomy*”.

Furthermore, Hyland (2005, 2010) has published the system of discourse markers, where scholar explores the role of indicators in expressing stance, attitude, and speaker evaluation. The academic explained scientific ambition by referring to the absence of linguistic tools stating that *“I attempt to address this gap and consolidate much of my earlier work to offer a framework for analyzing the linguistic resources of intersubjective positioning”* (Hyland 2005,173). Hyland's (2010) extended and developed framework is utilized to analyze the ways in which speakers strategically position themselves, convey subjective meaning, and navigate their interaction with the audience. By examining the linguistic markers of subjective expressions and interpersonal communication, Hyland's work offers insights into the pragmatic functions of discourse markers, such as signaling cohesion, indicating transitions, and managing turn-taking in conversations.

In summary, the analysis of personal pronouns in different contexts, including literature, politics, media, and academia, reveals their crucial role in shaping rhetorical structures, expressing identity and power dynamics, and negotiating interpersonal communication. Scholars have developed frameworks and typologies to explore the presence and significance of personal pronouns, leading to a better understanding of their semantic roles and discursal functions.

2.4 Evaluation in Metaphorical and Contrastive Perspectives

Since the Greco-Latin times, the language of evaluation in communication discourse has brought philosophers to the scientific debate on value systems and their effect on judgment. Therefore, it would be inaccurate to claim that evaluation was entirely disregarded in linguistics. In fields such as stylistics and cognitive linguistics, this phenomenon has been extensively examined through the analysis of metaphors and metaphorical expressions. These studies have provided valuable insights into how evaluation is intricately intertwined with language and cognition, offering a deeper understanding of how individuals convey and interpret evaluative meanings through linguistic means. Earlier Black (1962) started addressing the idea that metaphors are linked to understanding and in the '80s of the past century continued to highlight, that metaphors are cognitive instruments (Black 1993, 39), but Lakoff and Johnson's work was the first fluent study to connect systematic correspondances between different experiential domains which connect by mapping procedure into networks of Target and Source domains. Their idea *“Metaphors as linguistic expressions are possible precisely because there are metaphors in a person's conceptual system”* implies that the objective of this study, which aims to elicit instantaneous linguistic responses to the question *“Who am I?”*, was employed to reveal whether respondents identify themselves through indirect and non-literal means (Lakoff and Johnson 1980, 6). Previous research has investigated the interconnections between metaphors, language, and identity, with a specific focus on the exclusive use of metaphors and metaphorical expressions.

The value of metaphor in evaluation process is also seen studies of linguists, who primarily Halliday (1994) presented the Grammatical metaphor concept, later Martin developing this topic explained, that Grammatical metaphor creates “*a tension between grammar (a text’s wording) and semantics (a text’s meaning) so that the language has to be read on at least two levels (i.e. metaphorically), with one level directly reflecting the grammar, and beyond that, another symbolically related level of semantics*” (Martin 1993, 112). Lemke (1998, 15) introduces the concept of “*evaluative metaphor*” and acknowledges Halliday's observation regarding “*interpersonal grammatical metaphors*” as alternative realizations of modality. Scholar emphasizes that the complexity arises when analyzing how prosodic overlap between various evaluative themes in a text enables the interplay and superimposition of different evaluative meanings. These references emphasize the importance of metaphors in the study of evaluative language, as they underscore an alternative and non-traditional approach to evaluation adopted by individuals in their stance making.

In the previous sections, an alternative approach to investigating the semantic structures of self-evaluative language was briefly introduced, focusing on sex opposition. This is another line of research, suggesting the existence of distinct female and male language with differing semantic connotations. In sociolinguistic studies, Lakoff (1975, 4) is considered to be the first who researched language and gender connection and its interdependence. The scholar pointed out, “*we will find, I think, that women experience linguistic discrimination in two ways: in the way, they are taught to use language, and in the way, general language use treats them*”. The argument central to the discourse on “women's language” expressing powerlessness has ignited an ongoing debate that resonates with the broader global discussions surrounding notions of femininity, masculinity, and the existence of linguistic gender coding.

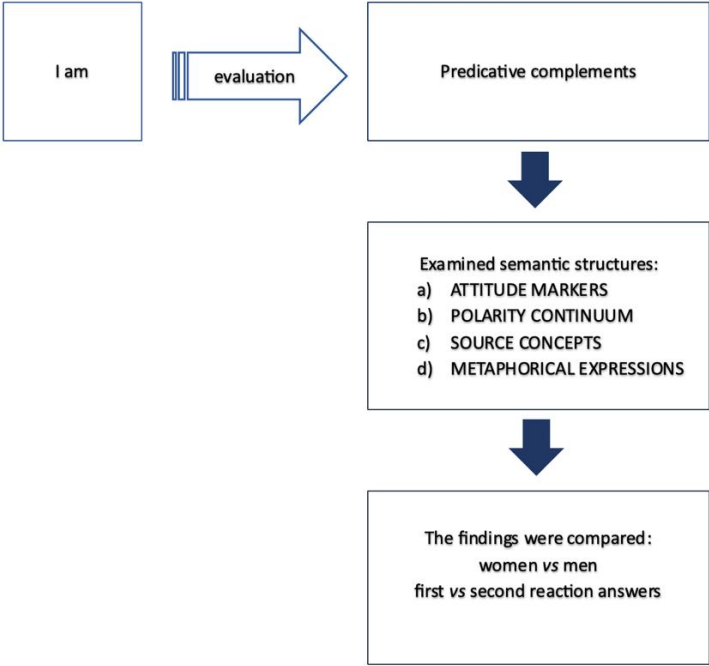
Gender studies improved after Coates (2004, 6-7) identified four major linguistic approaches examining male and female language: the deficit approach, the dominance approach, the difference approach, and the dynamic (also known as social constructionist) approach. In the light of this study of evaluative language in predicative complements, the gender opposition was researched according to the difference where women and men are seen as members of two equal groups. Tannen (1990, 23) popularized this approach of difference, where genders are not perceived as inferior to one another but on the contrary. Analyzing different speech acts scholar explains how “*recognizing gender differences frees individuals from the burden of individual pathology*”. The different approach which was shortly introduced previously, has been criticized due to frequent overgeneralizations which lead linguists to adopt a positive bias toward women's language while openly criticizing men's language. The female language was frequently perceived as more cooperative, whereas the male language was perceived as more aggressive and demonstrating ambition (Wodak, Benke 1998, 88–91). This thesis employs a comparison of self-evaluative complements used by females and males, driven by the ongoing scientific

debate and contemporary interest in exploring potential differences between men's and women's language. The study aims to investigate the stereotypical assumption that women express more emotions in language, while men are perceived as more rational, with the goal of either confirming or refuting this notion.

3. DATA AND FRAMEWORKS

This study examined the semantic structures of self-evaluative language in 600 answers among 300 native English-speaking adults from the US. The objectives and consistency of this study match the given schema of the research.

Figure 1. Composition of the Research



All the data, along with the analysis, is presented in this link: <https://t.ly/2bY> . This chapter provides an overview of the data collection process, including how the data was gathered and divided into sub-groups based on the research objectives. Additionally, two frameworks were introduced, highlighting the rationale behind the selective inclusion and exclusion of specific components for the purpose of this research.

3.1 Introduction to Anonymous Survey and Dataset Parameters

The present linguistic research aimed to gather data from US citizens aged 18 and above. The survey participants were selected without any additional predefined parameters, with the objective of obtaining diverse responses. The survey was conducted anonymously online and consisted of two parts: an evaluative language task and demographic questions. To ensure compliance with privacy regulations and to reach a wider audience, the survey was distributed through the US-based company "Pollfish". A

total of three hundred US adults participated in the survey. Each participant was required to provide written responses to the question "Who am I?" on two separate occasions.

The formulation of the language task in the survey is provided below, outlining the specific instructions given to the participants:

- **The instruction:** read the QUESTION. Close your eyes. Imagine yourself sitting in front of you. Ask your image the QUESTION. Listen to the answer. It can be any word, several words, a phrase, or several phrases. Open your eyes. Write the answer without changes. Do not edit or extract even a small piece of the first reaction answer.
 - **THE QUESTION:** Who am I? (please finish the statement: I am...) Answer the same question using your logic. You can ignore information from your first reaction answer. Use a word, phrase or several phrases if needed.
- THE QUESTION:** Who am I? (please finish the statement: I am...)

The sub-groups by categorizing the 600 answers were classified according to sex and response type to facilitate the analysis of ATTITUDE markers and conceptual mappings in the predicative complements. The four distinct groups consisted of women's first reaction answers (FR), women's second reaction answers (SR), men's first reaction answers, and men's second reaction answers.

Table 1. The composition and size of four dataset groups

Women's first reaction answers	Women's second reaction answers	Men's first reaction answers	Men's second reaction answers
171 cases	171 cases	129 cases	129 cases
1 326 words	1 185 words	954 words	867 words

The introduced dataset consist of 4332 words and gather 600 answers: in female group – 342, male – 258. In this study the dataset was compiled according to the rules of the self-compiled corpus. In these groups, ATTITUDE markers, polarity, concepts, and metaphorical expressions were identified. These findings were later analyzed in the aforementioned binary oppositions. Baker (2006, 28) indicates that in the examination of a particular genre of language *“it is not usually necessary to build a corpus consisting of millions of words, especially if the genre is linguistically restricted in some way”*. The advantage of the survey design is that it allows for the collection of precise linguistic data specifically required for the analysis, without the need for extensive filtration among millions of words in text materials.

In the transcribed dataset, it is noteworthy that the disparity between male and female responses was addressed by calculating the proportion of markers and Source concepts within each group and

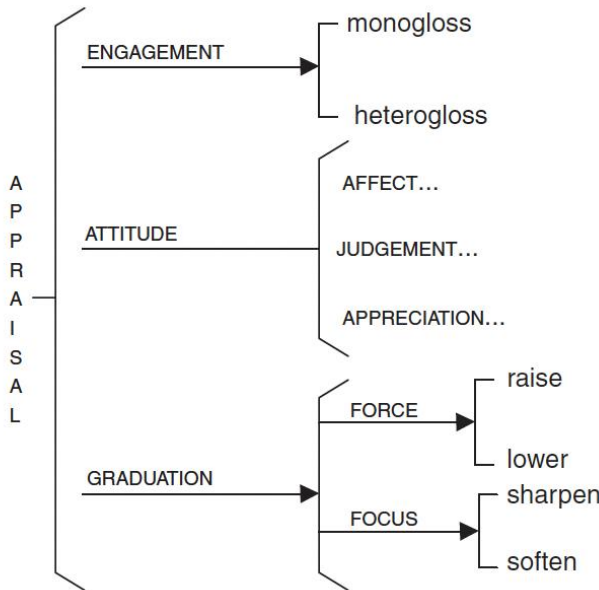
comparing them in percentage terms. Similarly, when examining the first vs second reaction predicative complements, the same proportional counting method was employed, despite an equal number of samples in each binary position. For a comprehensive overview, the most frequently occurring words were tallied using the *Sketch-Engine* software. The results of this analysis are presented in the Findings section, illuminated by the application of two frameworks. All linguistic examples from the dataset were left unaltered to provide authentic evidence.

3.2 Employment of the Appraisal Framework

Martin and White created an intricate approach allowing linguistic analysis of a text from the standpoint of its evaluative semantic qualities using the overarching framework of systemic functional linguistics. The APPRAISAL framework has a complex organization that enables it to identify subtle indications of stance. Scholars explain that similarity with stance depends heavily on the idea that “*whenever speakers (or writers) say anything, they encode their point of view towards it*” (Martin and White 2005, 92). The significance of examining the stance in the study of self-evaluative language in “I am...” predicative complements justifies the selection of the chosen framework. However, in further discussing the utilization of appraisal research tools, it is important to clarify which components were employed and improved in this study and which ones were disregarded due to the inadequate alignment with the parameters.

For that Framework’s primary components need to be introduced. They consist of ENGAGEMENT, ATTITUDE, and GRADUATION as it is illustrated in the table below.

Figure 2. The Appraisal resources (Martin and White 2005, 38).



The ENGAGEMENT framework within APPRAISAL theory proposed by Martin and White (2005, 92-93) delves into the interactive and dialogic nature of evaluative language, particularly regarding how speakers position themselves and others within the social context and how they engage with and respond to evaluative meanings. In this study, the aspect of ENGAGEMENT within the framework was not examined due to the requirement of a larger textual context, preferably in the form of dialogue, to accurately identify and analyze occurrences. GRADUATION introduced with ENGAGEMENT, according to authors deals with “*grading phenomena whereby feelings are amplified and categories blurred*” (Martin and White 2005, 35, 37). It is divided into two major resources: FORCE and FOCUS, where resources used in the non-gradable context, it “*has the effect of adjusting the strength of boundaries between categories, constructing core and peripheral types of things*”. Given the limitations of the study's scope and available data, the focus was directed towards other dimensions of the appraisal framework. Consequently, engagement and graduation were not included as a component of analysis in this particular investigation.

In this study analyzing evaluative predicative complements, the primary emphasis lies on the ATTITUDE sub-system, which comprises AFFECT, JUDGEMENT, and APPRECIATION. Authors of the methodology state, that ATTITUDE evaluative markers reside at the core of the APPRAISAL theory which “*takes an attitude as in some sense focal and distinguishes engagement and graduation as distinct resources*” (Martin and White 2005, 40). In this research the selected sub-system is highly congruent with the research aim as it encompasses the entirety of the semantic structure of attitudinal expressions present in the examined responses. Each predicative complement within the dataset was subjected to thorough evaluation to identify the corresponding ATTITUDE marker. In cases where multiple markers were identified within a single response unit, they were systematically classified and labeled. The subsequent list provides a comprehensive overview of all potential combinations along with concise explanations, guided by the definitions put forth by Martin and White (2005):

- a) **AFF** – a personal emotional state, feeling, or relation. Mostly denotes mood, emotion, and state of affairs.
- b) **JUD** – an ethical appraisal of a person’s character, behaviour, skills *etc.* Judgement marker also deals with attitudes towards behaviour, which we admire or criticise, praise or condemn. These are normative assessments of human behaviour typically making reference to rules or conventions of behaviour.
- c) **APP** – an aesthetic evaluation of semiotic and natural phenomena, according to the ways in which they are valued or not in a given field. These are assessments of the form, appearance, composition, impact, significance *etc.* of human artefacts, natural objects as well as human

individuals (but not of human behaviour) by reference to aesthetics and other systems of social value. In this study, every primarily descriptive meaning of “I” will be prescribed as the **APP** marker.

- d) **AFF-APP** – evaluation contains both attitude features of emotion, mood, psychological state and description.
- e) **AFF-JUD** – two markers are used or blended in terms of stating the emotion and performing an ethical evaluation.
- f) **JUD-APP** – the description of aesthetics is combined with the evaluation of the look or physical condition.
- g) **AFF-JUD-APP** – the predicative clauses include words which indicate mood, subjective ethical evaluation and description of the aesthetical value of “I”.

It is crucial to further acknowledge that ATTITUDE markers extend beyond the categorization into three semantic realms of emotion, ethics, and aesthetics. As emphasized by Martin and White referring to other colleagues, for instance, Hunston and Thomson (38), ATTITUDE can be manifested in two distinct polarities of positive and negative evaluations. This dual nature of markers, encompassing both positive and negative orientations, adds an important dimension to the analysis and interpretation of evaluative predicative complements, however, the issue of insufficiency must be duly addressed. For this reason, two additional positions were added to the polarity continuum: neutral and ambiguous. This approach was adopted because the framework does not provide specific guidelines for adapting to changing contextual scenarios. Authors explain and repeat (2005, 53), that neither in terms of genres, nor in lexical items which could help instantly prescribe AFFECT, JUDGEMENT or APPRECIATION without any scientific evaluation, signaling that polarity choices can also be improved. According to Martin and White, “*When it comes to language use in context, it is often the case that a given lexical item will vary its attitudinal meaning according to that context*”. The scope of this research delves into each predicative complement as a distinct linguistic evaluation and manifestation of identity, whether in a single complement or a composition of several complements. There is no provision for obtaining additional information or comments pertaining to the respondents' answers. This should not be perceived as a limitation or deficiency of the study. Rather, the objective was to examine not individuals within their specific contexts, but rather to analyze the "I am..." attitudinal expressions of 300 diverse individuals in a brief linguistic stance taking. After identifying all ATTITUDE markers within the predicative complements of "I am..." across the four sub-groups, the findings were quantitatively and qualitatively compared and analyzed within the binary oppositions of men vs women and first versus second reaction answer groups.

3.3 Adaptation of the Conceptual Metaphor Mapping System

The application of the CONCEPTUAL METAPHOR (CM) methodology in this study serves as an additional framework to enhance the analysis of evaluative language in predicative complements. Lakoff and Johnson assert that the cognitive perspective of metaphor extends beyond its linguistic aspects and primarily resides in human thought. They propose that meaning construction involves mental evaluation and conceptualization. The CM framework comprises two key components: the Target domain and the Source domain. Lakoff and Johnson illustrate the metaphorical process as overlaying one slide (the Source) onto another (the Target), thus incorporating the structural elements of the Source into the Target (Lakoff and Johnson 1980, 253). Scholar's introduced concept mapping system provides a cognitive framework for comprehending and expressing abstract concepts and is foundational to the study of metaphor in various disciplines, including linguistics, psychology, and cognitive science. In recognition that semantic structures are not limited to metaphorical expressions, the schema proposed by scholars was applied to analyze all predicative complements in this study. This schema provides the explanation for understanding how conceptual mappings operate beyond metaphors and encompasses the broader semantic structures present in language:

Target domain = I am

Source domain = Predicative complement

Target domain + Identified concepts = mapped Source concepts of all 600 responses of the study.

The utilization of this schema allowed for a more nuanced examination of the evaluative language present in the data, going beyond a narrow focus on metaphorical expressions and considering the broader range of semantic structures at play. It is significant to explain, that both types of predicative complements, those containing metaphorical expressions and those devoid of such devices, underwent thorough analysis with equal scrutiny. However, a subsequent focus was placed on the evaluation and quantification of metaphorical expressions. A comparative study was conducted to contrast the usage of metaphorical devices in the process of self-evaluation between male and female participants. The primary objective of this investigation was to determine any disparities in the utilization of metaphors, the highlighting of particular values and concepts, and the relative prominence of metaphorical devices within the respective gender groups.

Despite the passage of over four decades since the publication of the framework and these insightful words, the enduring relevance of the ideas put forth by Lakoff and Johnson (1980, 6) can still shed light on contemporary inquiries surrounding identity and self-evaluation. As they aptly expressed,

"our concepts structure what we perceive, how we get around in the world, and how we relate to other people. Our conceptual system thus plays a central role in defining our everyday realities". Here is an illustrative example of possible reality that facilitates a more expedient comprehension of the applied framework employed in this study:

(1) LOVE IS A PHYSICAL FORCE (ELECTROMAGNETIC, GRAVITATIONAL, etc.)

*I could feel the **electricity** between us. There were **sparks**. I was **magnetically drawn** to her. They are uncontrollably **attracted** to each other. They **gravitated** to each other immediately. His whole life **revolves** around her. The **atmosphere** around them is always **charged**. There is an incredible **energy** in their relationship. They lost their **momentum*** (Lakoff and Johnson 1980, 49).

The fundamental concept conveyed in this metaphorical illustration is easily identifiable. Despite the concise nature of the clauses examined in this research conducted on a dataset, the process of identifying the source domains within the target domain of "I am..." proved to be straightforward. The following example is provided to offer further clarity (CM example 3), where several concepts are located despite direct language use:

(2) I am a beautiful black women who takes pride in herself. Woman FR

Four concepts are located of positive evaluation ("*beautiful*"); ethnicity/race ("*black*"), and gender ("*woman*"), self-respect/self-confidence ("*takes pride in herself*"). In addition, these concepts are interconnected within networks of primary source concepts in the corpora. For instance, the combination of "*parent*", "*family member*", and "*spouse*" forms the main source concept of "*parent*". The utilization of networks facilitated the creation of a semantic structure map encompassing various values, thereby enabling the examination of findings within two binary oppositions

4. FINDINGS AND DISCUSSION

This chapter presents the study's findings, which were organized according to the research objectives in order to investigate the semantic structures of self-evaluative language in "I am..." predicative complements using. Initially, the ATTITUDE markers and their polarity continuum were identified and analyzed. Subsequently, the qualitative results of the mapped concepts in predicative complements were presented and discussed. Furthermore, the frequency of metaphorical expressions was evaluated and illustrated through a contrastive comparison of self-evaluations by women and men, as well as first and second reactions. Finally, the Conclusion section highlights potential areas of improvement for linguists based on the insights gained from the study.

4.1 Analysis of Attitude Markers: Findings and Interpretations

Initially, the frequencies of tendencies within the main dataset of 600 responses were tabulated and analyzed. The subsequent section presents the obtained results in the accompanying table and provides a comprehensive discussion of the findings.

Table 2. Overview of 600 Predicative Complements: Markers and Polarity

POLARITY	POSITIVE – 169	NEUTRAL – 108	AMBIGUOUS – 29	NEGATIVE – 36
MARKERS	49.41 %	31.58 %	8.48 %	10.53 %
APP-JUD (132) – 38.6 %	86	30	9	7
JUD (95) – 27.78 %	55	20	9	11
APP (63) – 18.42 %	5	57	0	1
AFF-JUD-APP (27) – 7.89 %	12	1	7	7
AFF-APP (12) – 3.51 %	5	0	1	6
AFF-JUD (8) – 2.34 %	4	0	2	2
AFF (5) – 1.46 %	2	0	1	2

The findings indicate that the ATTITUDE markers in the JUD-APP composition were the most frequently observed, occurring 233 times within the entire dataset of predicative complements. This evaluative composition accounted for 38.88% of the total share, which was 11.66% more frequent than the second most prevalent JUD marker, which occurred 163 times and represented 27.7% of the overall dataset. These results suggest that among the 300 US participants who took part in the anonymous survey for evaluation purposes, there was a preference for self-evaluation through the use of ethical judgments and aesthetic descriptions, as exemplified below:

- (3) *I am a brave person a successful person and handsome* = APP-JUD (Positive) Man FR.
- (4) *I am a human being forced to live in an unknown world* = APP-JUD (Negative) Man SR.

“*Brave*” and “*successful*” stand for the JUD marker, “*person*” and “*handsome*” denote the APP marker. In the 2) example provided, the term “*human*” serves as an instance that represents the APP marker, illustrating its descriptive meaning. Additionally, the phrase “*being forced to live in an unknown world*” demonstrates the negative polarity of the JUD marker, with the verb “*forced*” indicating a lack of choice and being in a state of unfamiliarity.

Moving forward, it is crucial to discuss the third most frequent APP marker, which appeared 127 times and accounted for 21.17% of the dataset. This indicates that the most common composition of the ATTITUDE markers, initially APP-JUD, further branches into separate realizations, where the APP and JUD markers take on key roles in evaluating the self in written form. The least prevalent markers in terms of frequency were AFF (0.85%), AFF-APP (2.67%), and AFF-JUD (2%). This suggests that when evaluating the self in “I am...” predicative complements, the interviewed US adult English native speakers rarely incorporated evaluative indicators of emotional state, mood, or feelings. The following examples illustrate these infrequent instances:

(5) *happy* = AFF (Positive) Woman SR.

(6) *I am A women who loves her child* = AFF-APP (Positive) Woman SR.

The adjective “*happy*” exemplifies one of the five AFF markers identified in the entire dataset, indicating self-evaluation in relation to emotional state. Example (6) demonstrates the combination of evaluative pointers “*women*” and the verb “*loves*”, forming an AFF-APP marker. This marker was observed 16 times in the analysis of evaluative predicative complements, signifying a combination of descriptive and emotional evaluation.

Continuing the analysis of the predominant patterns observed in 600 cases of predicative complements, the study delves into the polarity of evaluative expressions, encompassing positivity, negativity, as well as two intermediary positions of neutrality and ambiguousness. The ensuing discussion is presented in Table 4, highlighting the prevalence of positive evaluations, which accounted for 254 instances, constituting 42.33% of the entire dataset. Following closely in terms of frequency was the neutral attitude, observed in 217 occurrences, making up 36.17% of the overall dataset. Notably, neutrality was predominantly expressed through the utilization of the APP marker, known for its association with aesthetic evaluations, and was specifically identified as APP (Neutral) on 108 occasions. Drawing on Martin and White's (2005, 56) research, they assert, “*with appreciation, we turn to meanings construing our evaluations of 'things,' especially things we make and performances we give*”. In the present study, the personal pronoun “*I*” serves as the entity towards which values are ascribed, as illustrated through the descriptive ATTITUDE marker, wherein the name stands as the primary attribute of self as shown in the example:

(7) *I am NAME AND SURNAME* = APP (Neutral) Man SR.

Following the prevalence of positive and neutral positions, the study also identified a smaller number of instances in the negative category, consisting of 61 predicative complements and accounting for a 10.17% share of the entire dataset. This finding suggests that the majority of the anonymously contributed predicative complements tended to be positive or neutral in nature. The following example serves to illustrate the main tendency observed in terms of polarity:

(8) *Leader* = JUD (Positive) Man FR.

In the infrequent instances of negative connotations observed in predicative complements, strong and unpleasant words were used to convey negative states, conditions, ethical judgments, and aesthetic evaluations, for example:

(9) *An alcoholic* = APP-JUD (Negative) Man FR.

At this stage of the research, the main tendencies can be summarized as follows: firstly, among the 300 US adults who participated in the study, there was a preference for providing ethical and aesthetic characteristics when evaluating themselves; secondly, their self-assessment in written form predominantly exhibited positive and neutral sentiments, rather than negative or ambiguous ones. It is important to highlight that not every respondent in the survey wrote complete sentences or adhered to proper grammar rules and punctuation. Therefore, all linguistic illustrations extracted from the dataset are presented without any modifications in order to maintain authenticity. Furthermore, considering the realization of ATTITUDE markers in predicative complements, a list of the most frequent words defined using *Sketch Engine*³ software is provided to highlight the major evaluative indicators used to describe the self.

Among the 600 cases examined, the most commonly recurring noun was "*person*", which appeared 83 times, followed by the word "*woman*", which was found in 56 predicative complements. Both nouns belong to the APP (Neutral) ATTITUDE marker category. This finding confirms the prevalent tendency of the 300 US respondents to employ basic descriptions in their self-evaluations. In terms of adjectives, three noteworthy ones are "*strong*" (40 occurrences), "*good*" (26 occurrences), and "*old*" (22 occurrences). Two of these adjectives represent the JUD (Positive) marker, while "old" again signifies the descriptive attitude associated with the APP marker. These results align with the findings presented in Table 4, indicating that the APP and JUD markers, along with their respective compositions, are the

³ Sketch Engine (*Sketchengine.eu*) is a widely used computational linguistics tool that offers a range of advanced features and functionalities for corpus linguistics research.

most frequently employed in the dataset-based analysis, indicating descriptive and evaluative expressions through value judgments.

4.2 Attitude Markers and Polarity in a Sex-based Comparative Analysis

In this section, three steps are taken to discuss findings and compare them in terms of biological gender, examining the ATTITUDE markers in predicative complements. Firstly, the male markers are presented. Secondly, the female findings are provided. Lastly, the results are compared quantitatively and qualitatively, focusing on the contrast. This analysis aims to confirm or refute the stereotypical assumption that women are more emotional compared to men, who are traditionally perceived as practical and logical. The findings are examined by comparing ATTITUDE markers, particularly the AFF markers that indicate states of affairs, moods, and feelings. The following research part presents the classified and calculated results of female ATTITUDE markers, accompanied by detailed explanations and significant examples. A total of 171 respondents identified their sex as female, resulting in a collection of 342 predicative complements, including both first and second reaction answers.

Table 3. Results of Women Attitude Markers

POLARITY	POSITIVE – 169	NEUTRAL – 108	AMBIGUOUS – 29	NEGATIVE – 36
MARKERS	49.41 %	31.58 %	8.48 %	10.53 %
APP-JUD (132) – 38.6 %	86	30	9	7
JUD (95) – 27.78 %	55	20	9	11
APP (63) – 18.42 %	5	57	0	1
AFF-JUD-APP (27) – 7.89 %	12	1	7	7
AFF-APP (12) – 3.51 %	5	0	1	6
AFF-JUD (8) – 2.34 %	4	0	2	2
AFF (5) – 1.46 %	2	0	1	2

The findings revealed that among the ATTITUDE markers employed by women, the most commonly used were JUD, which appeared 95 times (27.78%), and APP, which appeared 63 times. When considering word frequency, it is worth noting the prominence of three adjectives that played a significant role in shaping evaluative judgments during the self-evaluation process in written form. Specifically, "*strong*" (35), "*good*" (14), and "*independent*" (13) emerged as the primary choices in female predicative complements. The following examples demonstrate their usage:

- (10) *I am powerful strong woman* = APP-JUD (Positive) [app (woman), jud (powerful, strong)].
- (11) *A good person* = APP-JUD (Positive) [app (person), jud (good)].
- (12) *A nice looking friendly person* = APP-JUD (Positive) [app (nice looking, person), jud (friendly)].

All three examples demonstrate positive self-evaluative connotations, highlighting the prevalence of ATTITUDE markers in the positive position (169 times) among the four possible polarity groups. These responses accounted for 49.41% of the total share. Another notable linguistic feature observed in women's predicative complements is the presence of APP (Neutral) markers, manifested through the frequent occurrence of nouns such as “*woman*” (55 times), “*person*” (49 times), and “*mother*” (32 times). These aesthetic descriptions reflect factual attitudes in evaluating oneself in terms of gender, physical appearance, and familial roles. The provided examples of a single APP (Neutral) marker exemplify the use of modest linguistic expressions in self-evaluation:

- (13) *A woman* = APP (Neutral) Woman SR.
- (14) *A person* = APP (Neutral) Woman FR.
- (15) *I am a mother* = APP (Neutral) Woman FR.

According to the polarity tendencies, the second most frequent attitude observed among women's respondents is neutrality, which appeared 108 times in the total of 342 first and logical answers, accounting for 31.58% of the overall polarity scale. The findings lead to the conclusion that the majority of US female participants tend to evaluate themselves positively or neutrally, while negative and ambiguous responses are relatively infrequent, comprising a combined total of 19.01% of the responses. The obtained results at this stage of the research refute the stereotype assumption that females extensively employ emotive language in self-evaluation, expressing their feelings, emotional states, or moods. Out of the 342 predicative complements analyzed, only five instances of AFF markers were found, consisting of two positive, two negative, and one ambiguous marker. This suggests that women prefer to incorporate emotive markers of state and mood in combination with other evaluative indicators. This can be observed in the occurrences of AFF markers in compositions such as AFF-JUD (8 times, 2.34%), AFF-APP (12 times, 3.51%), and AFF-JUD-APP (27 times, 7.89%), as exemplified below:

- (16) *A person that likes life wholeheartedly and lives to create good in the world* = AFF-JUD-APP (Positive) [aff (likes life wholeheartedly), jud (lives to create good), app (person)].
- (17) *I am a mother, I am tired, I am strong* = AFF-JUD-APP (Ambiguous) [aff (tired), jud (strong), app (mother)].

The findings presented in **Table 4**, which is provided below, reveal a slight contrast between the female and male respondents in terms of the occurrence of AFF markers. While the female group exhibited five instances of single AFF marker realizations, the male results indicated zero occurrences of single AFF indicators in the entire dataset comprising 258 predicative complements. This observation suggests that men largely disregarded the option of self-definition solely in terms of their emotional

states and moods. This observation indicates that men, in comparison to women, showed a tendency to neglect the option of self-definition based solely on their emotional states and moods. However, it is worth noting that women still exhibited a higher frequency of self-evaluation in this particular group of markers.

Table 4. Results of Men Attitude Marker

POLARITY	POSITIVE – 85	NEUTRAL – 109	AMBIGUOUS – 39	NEGATIVE – 25
MARKERS	32.94 %	42.25 %	15.12 %	9.69 %
APP-JUD (101) – 39.15 %	43	25	21	12
JUD (68) – 26.36 %	29	19	13	7
APP (64) – 24.81 %	1	61	2	0
AFF-JUD-APP (17) – 6.58 %	9	2	2	4
AFF-JUD (4) – 1.55 %	2	1	1	0
AFF-APP (4) – 1.55 %	1	1	0	2
AFF (0) – 0 %	0	0	0	0

Continuing the presentation of ATTITUDE markers findings, the results for men are now discussed in comparison to those of women. It is noteworthy to examine the proportion in which AFF markers were used in combinations in the women and men groups. The numbers indicate that the two participant categories employed emotional indicators to a certain extent, with women being slightly more active in this regard. In the male predicative complements, the combinations of AFF markers, including AFF-JUD (1.55%), AFF-APP (1.55%), and AFF-JUD-APP (6.58%), accounted for a total of 9.68%. In comparison, the proportion of AFF marker combinations in the female dataset was 13.74%. These calculations reveal that there is no significant difference in the binary opposition between the two sexes. The slight variation in proportions suggests that both male and female respondents preferred to utilize AFF indicators in combination with other attitude words from the APP and JUD marker groups. Two examples of mixed AFF markers from each sex group are presented to illustrate how the compositional realizations of feelings were expressed in evaluative predicative complements:

- (18) *I am a tall skinny man who is single and doesn't know what he wants in life* = AFF-JUD-APP (Negative) [aff (doesn't know what he wants in life), jud (who is single and doesn't know what he wants in life), app (tall skinny man)].
- (19) *a writer and a creative. I am alone and sad and sick* = AFF-JUD-APP (Negative) [aff (sad), jud (alone, writer, creative), app (sick)].

In the context of the findings, it is evident that men predominantly expressed emotions in conjunction with other markers, specifically when making judgments and describing physical appearance.

Advancing the research, the comparison of male and female ATTITUDE markers in predicative complements reveals a significant divergence in the polarity aspect. The analysis of proportions indicates that women primarily evaluated themselves in a positive manner (49.41%), whereas men exhibited a

predominantly neutral stance (42.25%). Furthermore, a distinction is observed in the less frequent instances, with women's responses displaying a tendency towards ambiguity (8.48%), while men responses veered towards negativity (9.69%). The quantitative findings substantiate the assumption that men tend to exhibit a more practical and grounded perspective compared to women. Males demonstrate a preference for self-evaluation in a neutral context, with a notable 9.31% disparity between their neutral and positive connotations. Conversely, females display a significantly higher proportion of positive markers, surpassing their second most frequent position of neutral markers by 17.83%.

The inclination of men towards employing descriptive neutrality, particularly through the use of the APP marker, is evident in the statistical analysis of frequently occurring nouns and verbs conducted using the *Sketch Engine* software system. The evaluative units of "*person*" (34 times), "*man*" (29 times), and "*life*" (16 times) exemplify the prevalent discourse surrounding self-evaluation among males. The following examples of men's responses illustrate their reserved attitudes in written predicative complements, devoid of explicit evaluative language that reflects their emotional states, for example:

(20) *A single male living in my own home with two cats* = APP (Neutral)

When comparing the male and female groups and their semantic structures, a notable similarity is observed in their usage of the APP-JUD ATTITUDE marker. Tables 3 (women) and 4 (men) provide evidence that the most frequent instances of evaluative indicators in both groups are the APP-JUD markers. Furthermore, in terms of positive evaluations, both men and women exhibit a shared preference for the APP-JUD markers as indicated by the data presented. The calculated proportions further support this observation: in the group of positive complements, the female dataset accounts for 50.59% share of APP-JUD (Positive) markers, while the male dataset comprises 50.89% share of APP-JUD (Positive) markers. These contrasts in the findings provide insights into addressing the research question regarding the differential usage of emotion ATTITUDE markers between women and men. In terms of the AFF marker, which primarily conveys feelings and states of affairs, women displayed slightly higher activity compared to men. However, it is important to note that both groups, overall, exhibited limited utilization of this approach to self-definition. Consequently, this analysis allows to reject the stereotype that women employ a lot of emotive self-evaluation expressed through language. However, it does confirm that women tend to be more optimistic in their self-evaluations compared to men, as evidenced by the polarity findings. Women displayed a significantly higher inclination towards positive self-assessments, whereas men predominantly positioned themselves neutrally.

4.3 Contrasting Findings in First Reaction vs Second Reaction Complements

In this section, two research steps were undertaken. Firstly, the main tendencies of the first and second reaction answers were identified. Secondly, the findings were compared based on the additional assumption presented: whether 300 US adult native English speakers demonstrated enhanced self-evaluation in the second reaction predicative complements as a result of having sufficient time and opportunity for self-reflection and memory recall. It is noteworthy that each group was evenly distributed, with 300 evaluations in the first reaction and 300 in the second reaction.

Table 5. Results of First Reaction Answers

POLARITY MARKERS	POSITIVE – 118 39.33 %	NEUTRAL – 111 37 %	AMBIGUOUS – 33 11 %	NEGATIVE – 38 12.67 %
APP-JUD (113) – 37.67 %	62	29	14	8
APP (72) – 24 %	6	63	2	1
JUD (71) – 23.67 %	30	18	12	11
AFF-JUD-APP (25) – 8.33 %	11	0	4	10
AFF-APP (13) – 4.33 %	5	1	0	7
AFF-JUD (4) – 1.33 %	3	0	1	0
AFF (2) – 0.67 %	1	0	0	1

The most prevalent ATTITUDE marker in the 300 predicative complements gathered from the first impression responses was a combination of the APP-JUD markers. This mixture occurred 113 times, accounting for 37% of the total. This dominant position highlights the shared preference of both male and female respondents to evaluate themselves based on ethical and aesthetical considerations. The following examples illustrate the most frequent linguistic expressions of the APP-JUD marker as observed in both groups:

- (21) *I am Colt and I'm a lazy bum who doesn't do much in his life* - JUD-APP (Negative) [app (Colt, bum, his), jud (lazy, who doesn't do much in his life)]; FR].
- (22) *I am a very private and selfless person. I am a mommy of two beautiful children* - JUD-APP (Positive) [app (person, mommy of two beautiful), jud (a very private, selfless)]; FR].

The other two frequently observed ATTITUDE markers are derived from the aforementioned predominant combination. The second most preferred marker, APP, was encountered 72 times, accounting for 24% of the total, while the third most used marker, JUD, was identified in 71 instances, representing 23.67% of the sample. The least employed marker, AFF, was found only twice (0.67%) and exclusively used by female respondents in the first impression answers. Examining the polarity results, the distribution is as follows: the most prevalent evaluation is positive (118 times, 39.33%),

followed by neutral (111 times, 37%), negative (38 times, 12.67%), and finally, ambiguous (33 times, 11%). Analyzing the positioning of the most frequent markers on the polarity scale, two distinct groups emerge. In the positive attitude cases, 95 instances of APP-JUD markers were found (62 times), as well as 6 instances of APP markers and 30 instances of JUD markers. In the neutral group of predicative complements, 110 instances of APP-JUD markers (29 times), 63 instances of APP markers, and 18 instances of JUD markers were identified.

The main patterns observed in the first reaction self-evaluation ATTITUDE markers indicate that positive and neutral evaluations were employed with almost equal frequency. On the other hand, ambiguous cases were least common, with negative connotations being less prevalent. After outlining the primary patterns of ATTITUDE markers in the first impression predicative complements, the subsequent section delves into the dominant characteristics of the 300 second reaction answers.

Table 6. Results of First Reaction Answers

POLARITY MARKERS	POSITIVE – 136 45.33 %	NEUTRAL – 106 35.33 %	AMBIGUOUS – 35 11.67 %	NEGATIVE – 23 7.67 %
APP-JUD (120) – 40 %	67	26	16	11
JUD (92) – 30.67 %	54	21	10	6
APP (55) – 18.33 %	0	35	0	0
AFF-JUD-APP (19) – 6.33 %	10	3	5	1
AFF-JUD (8) – 2.67 %	3	1	2	2
AFF (3) – 1 %	1	0	1	1
AFF-APP (3) – 1 %	1	0	1	1

The presented table reveals that the most frequently employed ATTITUDE marker is APP-JUD, which was identified 120 times and accounted for a 40% share. This finding aligns with the patterns observed in the first impression answers. However, when considering the second and third most prevalent markers, the situation differs. The JUD marker, positioned second with 92 occurrences and a share of 30.67% in the second reaction complements, ranked third in terms of frequency in the first impression predicative complements. The third most utilized ATTITUDE marker in the second reaction answers group is the APP indicator, which appeared 55 times, representing 18.33%. In the first reaction's group, the APP marker held the second position in terms of usage. While slight variations are observed when comparing the top three markers in each opposition group, the primary tendencies remain consistent. Both groups predominantly employ the same ATTITUDE markers for evaluation: APP and JUD indicators are utilized in the majority of cases, forming a mixed composition of both. Here are some examples from the second reaction answers group, illustrating the involvement of the three most frequently used markers:

- (23) *Im donnie, i'm strong, i'm sexy, i' m bold, i'm sexy, i am...* = APP-JUD (POSITIVE) [*app (donnie, sexy), jud (strong, sexy, bold)*] FR.
- (24) *A guy trapped in a bad situation* = APP-JUD (NEGATIVE) [*app (guy), jud (trapped in a bad situation);*] FR.
- (25) *I hold a Master's Degree, and play golf to a 20 handicap* = JUD (POSITIVE) [*jud (hold a Master's Degree, play golf to a 20 handicap);*] FR.

Continuing the assessment of the second reaction answers, it is important to note two equally infrequent markers: AFF (3) – representing 1% and AFF-APP (3) – also representing 1%. Both of these markers involve the AFF component, which pertains to emotions, feelings, and states of affairs. This repeats previously presented findings in sex opposition about infrequent emotional self-evaluation. When discussing polarity in second reaction answers, the least frequent results are found in the negative group, comprising 23 predicative complements and accounting for a 7.67% share. The differences between the two oppositions are evident when measuring the polarity scale.

Table 7. The Comparison of Polarity in the First vs Second Reaction Complements

First reaction results	Second reaction results
Positive (118 times, 39.33 %)	Positive (136 times, 45.33 %)
Neutral (111 times, 37 %)	Neutral (106 times, 35.33 %)
Negative (38 times, 12.67 %)	Ambiguous (35 times, 11.67 %)
Ambiguous (33 times, 11 %)	Negative (23 times, 7.67 %)

The remaining portion of the polarity scale is delineated as follows: the most frequent responses were positive (136 times, 45.33%), the second most prevalent were neutral markers (106 times, 35.33%), and the third most frequently used attitudinal approach was identified in the ambiguous section (35 times, 11.67%). By establishing a final comparison between the first vs second reaction answers, the findings highlight that the examined second reaction complements exhibit a more positive attitudinal approach compared to the first impression predicative complements. This finding confirms the assumption that the second attempt answers were formulated with a more refined self-evaluation. The comparison is illustrated in the table below. Second reaction answers exhibit a higher degree of positivity and a notable absence of negative connotations compared to the mood of first reaction ATTITUDE markers found in the predicative complements.

4.4 Exploring the Significance of Value-System Denoting Foregrounded Concepts

The application of the CM mapping system developed by Lakoff and Johnson (1980) played a crucial role in examining the primary Source concepts within predicative complements. This comprehensive approach aimed to assess the findings from a broader perspective and enhance the research aim of exploring the semantic structures of self-evaluative language in "I am..." predicative complements. Table 8 showcases the central information pertaining to the mapped concepts identified in the analysis of the compiled dataset.

Table 8. Most Prominent Source Concepts in 600 Cases

Most frequent Source concepts in 600 predicative complements	Instances	Per cent equivalent
1. Feature	190	31.67 %
2. Gender	105	17.5 %
3. Homo sapiens	105	17.5 %
4. Parent	71	11.83 %
5. Skill	63	10.5 %
6. Emotional state	62	10.33 %
7. Motivation	45	7.5 %
8. Judgement	44	7.33 %
9. Name	39	6.5 %
10. Evaluation	38	6.33 %

Before analyzing the main tendencies, it is important to provide a descriptive explanation of three primary Source concepts found after mapping the concepts in the dataset of 600 cases. These concepts are accompanied by illustrations of main words that signified each concept that later included the central Source concept:

- a) Feature Concept pertains to various judgmental characteristics, behavioral evaluations, ethical attitudes, and ethical evaluations. Core words associated with this concept include: *“brave”*, *“kind”*, *“independent”*, *“generous”*, *“leader”*, *etc.*
- b) Gender Concept contains words such as *“man”*, *“woman”*, *“girl”*, *“lady”*, *“boy”*, *“dude”*, *“guy”*, *etc.* In instances where terms like “female” and “male” were used, they were categorized under the Sex concept. For the purpose of analysis, these two concepts are considered together as they blend into one Source concept after mapping procedure.
- c) Homo Sapiens Concept encompasses predicative complements that include words like *“human”*, *“human being”*, *“person”*, *“individual”*, *etc.*

According to the table results, the feature concept emerged as the most prominent Source concept, appearing in 600 responses a total of 190 times, accounting for 31.67% of all evaluations. In

the responses of 300 US participants, this Source concept predominantly manifested through the attribution of behavioral characteristics and the ethical evaluation of oneself. Notably, there are similarities between the values expressed in the Feature concept and the words used to represent the JUD marker discussed in the previous sections. The following example serves to illustrate this insight:

- (26) *I am good happy person* = I am emotional state; I am feature; I am emotional state; I am homo sapiens [AFF-JUD-APP (Positive) Woman SR.
- (27) *I am miserable* = I am feature [JUD (Negative); Woman SR.
- (28) *I am a leader* = I am feature [JUD (Positive); Man SR.

The second most frequently observed concept in the dataset pertains to gender identification, with 105 instances, accounting for a 17.5% share of the total. When combined with the sex concept, which appeared 15 times, the two concepts collectively constituted 20% of the dataset. The third concept, Homo sapiens, yielded identical results to gender and was utilized by both female and male respondents, enabling them to describe themselves in a gender-neutral manner, as illustrated in the examples:

- (29) *a human being that has feelings and can be very sensitive* = I am homo sapiens; I am psychological characteristics [AFF-JUD-APP (Ambiguous); Man SR.
- (30) *I am a human being made from God* = I am homo sapiens; I am belief; I am religion [APP-JUD (Positive); Woman SR.

The analysis of the three most frequent source concepts in the target domain "I am..." indicates a notable absence of emotive components in self-evaluative language. Instead, the predominant focus lies on prescribing judgmental descriptions related to features, gender, and belonging to humankind through abstract words. This value finding expressed in mapped Source concepts aligns with the results obtained from the analysis of ATTITUDE markers, where the primary evaluative markers predominantly reflected ethical judgments and aesthetical descriptions. Furthermore, these evaluations were predominantly expressed through a positive or neutral attitudinal approach, which provides a broader understanding of the prevailing mood in which the value system was frequently manifested. In the subsequent section, a comprehensive analysis of the foregrounded concepts is provided, highlighting both the semantic similarities and differences. The comparison of results is carried out within the context of sex and the opposition between first and second reaction responses.

4.5 Comparison of the Source concepts

This segment provides an overview of the results obtained from comparing first vs second reaction responses. The findings reveal a remarkable similarity in tendencies between the two. Only minor variations are observed within the five most frequently occurring Source concepts. Notably, the concept of absolute equality consistently occupies the first position in the Feature Source category, appearing 94 times in each sub-group and accounting for a 31.33% share in each.

Table 9. The Source concepts of first impression vs logical answers

First impression concepts 300 complements	Proportion	Logical concepts 300 complements	Proportion
1. Feature (94)	31.33 %	1. Feature (94)	31.33 %
2. Gender (59)	19.67 %	2. Gender (46)	15.33 %
3. Homo sapiens (55)	18.33 %	3. Homo sapiens (46)	15.33 %
4. Parent (42)	14 %	4. Skill (31)	10.33 %
5. Emotional state (35)	11.67 %	5. Parent (29)	9.67 %

The second most prevalent concept observed in both sets of self-evaluative predicative complements is Gender, with a total of 13 instances and a difference of 4.33% between the contrasting groups. Following closely, the third most frequent Source concept is Homo sapiens, exhibiting a slight variation of 9 occurrences and a 3% disparity between the two groups. These findings align with the overall conclusions drawn from the comprehensive dataset analysis, underscoring the significance of the Feature, Gender, and Homo sapiens concepts in minimizing stark contrasts within the top three positions.

The sole variations are observed in the fourth and fifth positions, where the Parent Source concept in the first reaction answers surpasses the frequency of the second reaction group of predicative complements. The disparity between these concepts amounts to 29 instances, indicating a difference of 4.33%. The following examples exemplify how parenting roles were expressed in both groups as a means of self-positioning in the semantic conceptualization:

(31) *Mother of an inmate* = I am parent; I am evaluation; Woman FR.

(32) *A married 78 year old father of 13* = I am spouse; I am age; I am parent; Man SR.

Concluding the analysis of the emphasized Source concepts in the first vs second reaction answers, it is essential to examine two contrasting concepts that emerge in both groups. In the fifth position of associative predicative complements, the Emotional state Source concept emerges, appearing 35 times and accounting for an 11.67% share out of the 300 cases. This implies that, based on the findings of ATTITUDE markers, an emotional state equivalent to the AFF evaluative indicator was predominantly utilized in conjunction with other elements. Further calculations indicate that only 5 instances of AFF

markers were employed independently without combination. Presented below are two examples of the emotional state concept denoting AFF marker:

(33) *A person who loves gabby* = I am homo sapiens; I am emotional state [AFF-APP (Positive)]; Man FR.

(34) *I am a very loved and tired human being* = I am judgement; I am emotional state; I am homo sapiens [AFF-JUD-APP (Ambiguous)]; Woman FR.

Within the sub-group of second reaction predicative complements, the Skill Source concept emerges in the fourth position, appearing 31 times and constituting a 10.33% share. This concept pertains to professional abilities employed within the realm of work. Interestingly, in the second attempt responses of self-evaluative complements, participants exhibited a preference for this concept over Parent, whereas it did not appear at all among the top five concepts in the first reaction group. The following examples illustrate how this concept was realized within the second reaction group:

(35) *A strong independent hard working person* = I am feature; I am psychological characteristics; I am skill; I am organism; Man SR.

(36) *I am doing music* = I am skill; Woman SR.

Continuing the exploration of the Skill Source domain in the predicative complements, it is pertinent to compare its usage in the context of men versus women. Table 12 presents the findings, indicating that among the top five most prominent concepts, females did not engage with the concept of professional talents. However, in the case of men, the Skill Source concept occupies the fourth position with 37 occurrences, accounting for a 12.01% share within their sub-group of 258 complements.

Table 10. The Source concepts of female vs male opposition

Female concepts 342 complements	Proportion	Male concepts 258 complements	Proportion
1. Feature (136)	39.77 %	1. Feature (54)	20.93 %
2. Gender (68)	19.89 %	2. Homo sapiens (49)	18.99 %
3. Homo sapiens (52)	15.20 %	3. Gender (37)	14.34 %
4. Parent (52)	15.20 %	4. Skill (31)	12.01 %
5. Emotional state (44)	12.86 %	5. Judgement (27)	10.46 %

Upon comparing the leading three positions with regard to gender disparities, it becomes apparent that there is a near-equivalence in preferences, albeit slight variations in the second and third most salient Source concepts. Both men and women predominantly employed Feature concepts, although the proportion of their usage differed significantly, resulting in an 18.77% disparity. Notably,

women demonstrated a stronger tendency to convey gender-related information in the second position, while men exhibited a proclivity for self-conceptualization through *Homo sapiens* concepts. These three concepts, prominently featured, emerged consistently across the comprehensive dataset analysis, the binary juxtaposition of first vs second reaction answers, and substantiated their dominance within the male versus female comparison.

A noteworthy change arises when assessing whether women employed more emotional Source concepts compared to men. This change is evident in the fifth position of the female results, where Emotional state concepts are identified in 44 instances, accounting for a 12.86% share out of 342 complements. In contrast, men do not have Emotional state markers among their top five positions. These findings align with the ATTITUDE markers results, indicating that women actively employed emotional indicators more frequently than men. However, in the broader context, women demonstrated a passive usage of emotional markers, often combining them with other elements. The following examples exemplify how female respondents conveyed their emotions within the applied concept mapping framework:

- (37) *I am a dedicated mom who loves her babies more than anything in the world* = I am feature; I am parent; I am emotional state; Woman SR.
- (38) *An anxiety and depression filled mess* = I am emotional state; I am psychological state; I am health condition; Woman FR.
- (39) *A person full of love who is struggling in this world to be who I am* = I am homo sapiens; I am emotional state; I am condition; Woman FR.

These findings reveal a striking similarity between male and female self-positioning through the employment of these concepts, with only marginal distinctions evident in the realization of backgrounded Source concepts. Therefore, it can be concluded that, based on the semantic value system analysis, there are no substantial disparities in self-evaluative positioning between individuals of different sexes. This observation further suggests that the absence of significant differences in the foregrounded source concepts of first and second reactions indicates the utilization of universal values in the language of self-evaluation by both men and women.

4.6 Gender Differences in the Use of Metaphorical Expressions

This section aimed to identify and analyze metaphorical expressions within a dataset of 600 answers in the form of predicative complements. A total of 55 metaphorical expressions were located, accounting for approximately 9.16% of the dataset. The binary opposition of sex revealed two distinct

categories: metaphorical expressions attributed to women (20 instances, accounting for 3.3% of the total) and metaphorical expressions attributed to men (35 instances, accounting for 5.83% of the total). Quantitative findings indicate that self-evaluation through rhetorical devices was not widely utilized, with men displaying greater engagement in employing indirect connotations for self-identification. Notably, among the twenty identified instances involving women, metaphorical references to religious concepts were employed eleven times accounting for 55 % in female metaphorical expressions. These examples illustrate how women utilized metaphors drawn from religious contexts to symbolically depict elements of their self-identity and self-evaluation:

- (40) I am a child of God. (FR)
- (41) A descendant of Elohim⁴. (FR)
- (42) A child of the Almighty God! (FR)
- (43) A child of The Most High. (SR)

In contrast, men employed religious terminology in metaphorical expressions in 3 out of 35 occurrences, accounting for approximately 8.57% of their overall choices. Interestingly, their selection of metaphors positioned them not as subordinate or dependent entities, but rather as individuals who were valued or even considered equal:

- (44) God !!!! (SR)
- (45) I am a member of Jesus Christ's body. (SR)

The phrase *"I am a member of Jesus Christ's body"* uses the concept of being a physical part of a body to represent one's spiritual connection and belonging to the community of believers in Jesus Christ. It implies a metaphorical unity and shared identity with other followers of Jesus, while women expressed a sense of being taken care of and occupying a position of a child, signifying a dependent role.

In juxtaposition to women, men were inclined to employ metaphorical expressions involving technology to express themselves. Specifically, no instances were found in women's answers where technology was metaphorically utilized. These examples exemplify how men evaluated themselves as functional beings:

- (46) Answering machine I am (SR)
- (47) email and I am going on a lot (SR)
- (48) Robot I am. (FR)

⁴ **Elohim** (Hebrew: אֱלֹהִים, romanized: 'Ēlōhīm: [(?)elo'(h)im]), the plural of אֱלֹהַּ ('Ēlōah), is a Hebrew word meaning "gods". Although the word is plural, in the Hebrew Bible it most often takes singular verbal or pronominal agreement and refers to a single deity,^{[1][2][3][4]} particularly the God of Israel.

Men also evaluated themselves as talented and privileged, emphasizing their skills and advantageous position:

- (49) King of my castle. (SR)
- (50) A jack of all trade. (SR)

The metaphorical expression "*I am a jack of all trades*" is used to describe someone who has a wide range of skills or abilities and can perform various tasks competently, albeit not necessarily to a masterful level. The last example highlights a significant distinction in self-evaluation concerning metaphorical expressions between men and women. Male respondents predominantly employ semantic structures that emphasize usefulness, functionality, and rationality, while women referred to religion and emotional state. More differences in contrast are observed in metaphorical expressions that convey the evaluation of challenging emotional states and taking roles of creatures identifying with strong associative images:

- (51) An anxiety and depression filled mess (Woman FR)
- (52) A mess (Woman FR)
- (53) A woman who is trying to survive in a world made for men (Woman FR)
- (54) i am a monster (Man FR)
- (55) A demon (man SR)

(53) example implies that the challenges and obstacles faced by women in a male-dominated society can be likened to a struggle for survival. It suggests that the societal norms, structures, and expectations favoring men create a hostile or inhospitable environment for women, making their journey more difficult. The metaphor highlights the inequality and barriers faced by women and emphasizes their resilience and determination to overcome those challenges. The power dynamics exemplified in the discussed example also manifest in metaphorical expressions utilizing words such as "monster" and "demon." Despite their negative connotations, these expressions highlight a position of power associated with evil abilities, indicating that men perceive themselves as mighty. On the other hand, women tend to approach metaphorical expressions from different angles, emphasizing different aspects of self-evaluation as it was illustrated in previous metaphorical expressions.

CONCLUSIONS

The research aimed to investigate and analyze self-evaluative language in predicative complements of "I am..." in 600 cases, as expressed by 300 adult participants from the United States who provided written responses to the question "Who am I?". The study was guided by two assumptions and four objectives, employing the ATTITUDE sub-framework developed by Martin and White (2005) and the CM methodology of mapping system introduced by Lakoff and Johnson (1980). The results shed light on how individuals construct their identities by making evaluations through language. The following findings according to the repeated objectives were obtained:

- a) To examine ATTITUDE markers and their polarity in positive/neutral/ambiguous/negative continuum.

Among the identified ATTITUDE markers in the collected data, the most frequent was the combination of APP-JUD, which appeared 233 times, accounting for a 38.83% share. The majority of predicative complements exhibited a positive attitudinal approach. When considering the gender opposition, both male and female groups employed the same ATTITUDE device of APP-JUD, with fewer occurrences using the AFF evaluative indicator describing appearance. In terms of polarity, differences were observed: women predominantly positioned themselves positively, while men adopted a more neutral stance. Negative connotations were less common among males, and females expressed themselves ambiguously to a lesser extent. The main patterns of ATTITUDE markers in the first and second reaction predicative complements revealed similarities in terms of the most frequently used APP-JUD marker, but differences emerged in terms of polarity, with second reaction answers displaying a higher frequency of positive markers. This overview of quantitative and qualitative findings allowed for the assessment of the two assumptions initially addressed in the study of self-evaluative language. It was found that women and men tend to be reserved in expressing their emotions in self-evaluation. Furthermore, women displayed a more positive self-approach compared to men, who often adopted a neutral stance.

- b) To investigate the primary/central Source domain concepts in all predicative complements.

After mapping predicative complements in the 600 cases, the most foregrounded Source concepts were identified as Feature (190 times, 31.67%), Gender (105 times, 17.5%), and Homo sapiens (105 times, 17.5%), which were applied to conceptualize the "I am..." Target domain. The main tendencies of the Source concepts, both quantitatively and qualitatively, in the male *vs* female groups and first *vs* second reaction predicative complements, revealed that although there were slight variations in the top three positions, the concepts remained the same: Feature, Gender, and Homo sapiens.

c) To assess the ratio of metaphorical expressions and their manifestations.

A total of 55 metaphorical expressions were located, accounting for approximately 9.16% of the dataset. The binary opposition of sex revealed two distinct categories: metaphorical expressions attributed to women (20 instances, accounting for 3.3% of the total) and metaphorical expressions attributed to men (35 instances, accounting for 5.83% of the total). In 55% of cases, women utilized religious language to evaluate themselves as children of God, whereas men focused on semantic concepts related to technology, functionality, and positions of power.

The final objective of the study was to propose avenues for further research and development of this topic within the field of linguistics. These could include expanding the dataset by collecting anonymous responses from various focus groups representing different cultural, gender, sexual orientation, age, and health backgrounds. Categorizing evaluative features using different linguistic frameworks and combining them would enhance the findings from multiple methodological perspectives. Additionally, exploring other linguistic features such as ellipsis, type/token ratios, sentence length, structure, and examining grammar mistakes and modern abbreviations would be worthwhile. Respondents could also be asked to evaluate themselves using specific parts of speech, such as adjectives or verbs. Adapting various lexical software devices could contribute to enhancing the quality of data analysis.

Furthermore, this study and its interpretation shed light on the broader connection between language and social issues. In light of contemporary global challenges, this linguistic research could inspire scholars to compare self-evaluation among respondents from different nationalities, such as Russians, Ukrainians, and mixed nationalities, to determine if there are indications of foregrounding national identity. Moreover, employing similar language tasks for anonymous respondents could reveal how evaluation varies between healthy individuals and those with chronic or mental illnesses. The research also provides a foundation for further historical investigations into how individuals construct their "I am..." evaluation in predicative complements. This could allow researchers and individuals to observe how the language used to evaluate oneself evolves over time, providing insights into generational shifts and changes in self-assessment a core part of identity.

SUMMARY IN LITHUANIAN

Savęs vertinimo kalbos analizė „Aš esu...“ predikatyviniuose komplementuose

Šiame magistro darbe tiriamos vertinimo kalbos semantinės struktūros savęs identifikavimo diskurso kontekste. Tyrime pateikiamos išvados, gautos iš 300 anglakalbių suaugusiųjų, gyvenančių Jungtinėse Amerikos Valstijose, imties. Pagrindinis tyrimo dėmesys sutelktas į nuostatos raiškos žymiklius (angl. *attitude markers*) ir jų derinius, poliarumo amplitudę (pozityvu, neutralu, neapibrėžta, negatyvu), visų komplementų ištakų (angl. *source*) konceptus, susistemintus pagal dažnumą, ir savęs vertinimo atvejus, išreikštus naudojant metaforinius išsireiškimus. Šiam tyrimui buvo sudarytas metodikų derinys paremtas Martino ir White'o (2005) sukurta Vertinimo teorija (angl. *Appraisal theory*) ir Lakoffo ir Johnsono (1980) pristatyta konceptualių metaforų žemėlapių sistema (angl. *Conceptual Metaphor mapping system*).

Tyrime nagrinėjami du skirtingi atsakymai į klausimą „kas aš esu?“. Pirmasis atsakymas atspindėjo spontaniškus ir asociatyvius savęs vertinimus, o antrasis - apskaičiuotus ir racionalius. Šis būdas parodė semantinius panašumus abiejose reakcijose naudojant tuos pačius nuostatos raiškos žymiklius, bet atskleidė skirtumus poliarumo amplitudėje. Be to, šis tyrimas kvestionavo prielaidas apie lyčių savęs vertinimo skirtumus ir atskleidė, kad asmeninės savybės ir su lytimi susijusi informacija savęs identifikavime buvo panašiai svarbi abiems grupėms. Rezultatai rodo, kad moterys pirmenybę teikė teigiamam savęs vertinimui, o vyrai užėmė neutralesnę poziciją, kai neigiami vertinimai abiejose grupėse pasitaikė retai. Gauti rezultatai prisideda prie tarpdisciplininių tyrimų tapatybės, lyties ir genderizmo atpažinimo ir vieningų kriterijų paieškose, bei įkvepia lingvistus aktyviau tyrinėti savęs vertinimo kalbą taikant įvairias metodikas skirtingose fokuso grupėse.

Raktažodžiai: Aš, asmeninis įvardis, predikatyvūs komplementai, vertinimas, savęs vertinimo kalba, Vertinimo teorija, nuostatos raiškos žymikliai, Konceptuali metafora, poliarumas, identitetas, lytis.

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APPENDICES

All the data, along with the analysis, is presented in this link: <https://t.ly/2bY>

Furthermore, all metaphorical expressions are provided along with explanations.

After that, figures, tables, and examples are presented.

METAPHORICAL EXPRESSIONS

Women first reaction metaphorical expressions (171 cases)

1. I am a **child of God**.

Personification: While not explicitly present, there is an element of personification in attributing the concept of parenthood to God. It personifies God by ascribing parental qualities like care and nurturing to the divine figure.

2. **A mother , a wife , a person , a scared person mentally trapped in her own prison, scared of life**

Accumulation: The use of accumulation or listing is present in this expression, where multiple roles and states of being are listed consecutively ("A mother, a wife, a person...").

Repetition: Repetition is seen in the repetition of the word "scared" to emphasize the fear experienced by the person in question ("a scared person mentally trapped... scared of life").

Hyperbole: The phrase "mentally trapped in her own prison" can be considered hyperbolic as it exaggerates the feeling of being trapped and confined mentally.

Metaphor: The entire expression is metaphorical as it compares the person's emotional state and experiences to being trapped in a prison and being scared of life.

3. **A woman** who is **trying to survive in** a world made for men.

Metaphor: The entire expression is metaphorical as it compares the woman's struggle to survive to navigating or existing in a world specifically designed or structured for men.

Hyperbole: The phrase "a world made for men" can be considered hyperbolic as it exaggerates the gender imbalance and societal biases that the woman faces.

Personification: While not explicitly present, there is an underlying personification in the phrase "a world made for men." It personifies the concept of the world, attributing the characteristics of being created or designed, suggesting that it has a gendered bias.

4. I am **immortal soul**

The entire expression is a metaphor that compares the speaker to an immortal soul. It suggests that the speaker possesses qualities or characteristics associated with an eternal and everlasting entity. It emphasizes the enduring nature of the speaker's essence or identity.

5. I am a **light in the world**

Metaphor: The expression is a metaphor that compares the speaker to a light. It suggests that the speaker possesses qualities or characteristics associated with illumination, guidance, or positivity, which can have an impact on the world around them. The metaphor emphasizes the idea of the speaker's presence being a source of inspiration or enlightenment for others.

6. **Damaged**

Metaphor: The expression is a metaphor that describes the speaker as being damaged. It implies that the speaker has experienced harm or emotional pain that has left lasting effects. The metaphor suggests that the speaker's emotional state or well-being is similar to an object or person that has been impaired or broken.

7. **An independent queen**

The expression is a metaphor that compares the speaker to an independent queen. It suggests that the speaker possesses qualities or characteristics associated with royalty, strength, and autonomy. The metaphor emphasizes the idea of the speaker's self-reliance, confidence, and ability to govern their own life.

8. **An anxiety and depression filled mess**

Metaphor: The expression is a metaphor that describes the speaker as being "an anxiety and depression filled mess." It implies that the speaker's emotional state is chaotic, overwhelmed, and burdened by anxiety and depression. The metaphor presents the speaker's emotional condition as a disorganized, tangled, or messy state.

Accumulation: The use of accumulation or listing is present in this expression, where the speaker combines multiple negative emotions or conditions (anxiety and depression) to emphasize the depth or intensity of their emotional struggles.

9. I am a **slave to my husbands yard**

Metaphor: The expression is a metaphor that compares the speaker's relationship with their husband's yard to that of a slave. It implies that the speaker feels bound or restricted by their responsibilities or obligations related to the husband's yard. The metaphor emphasizes a sense of servitude, lack of freedom, or feeling trapped within this specific aspect of their life.

10. **A descendant of Elohim**

Metaphor: The expression is a metaphor that compares the speaker to a descendant of Elohim. Elohim is a term used in various religious contexts to refer to a divine being or God. By describing oneself as a descendant of Elohim, the metaphor suggests a connection or lineage to a divine or transcendent entity, highlighting a sense of special heritage or spiritual identity.

11. A child of the Almighty God!

Metaphor: The expression is a metaphor that compares the person to a child of the Almighty God. It suggests that the person has a special relationship or connection with the divine entity, emphasizing their status as a beloved and cherished offspring of God. The metaphor conveys a sense of divine parentage, love, and protection.

12. I am a child of God

Metaphor: The expression is a metaphor that compares the speaker to a child of God. It suggests that the speaker shares a special relationship with God, emphasizing their spiritual connection and divine parentage. The metaphor conveys a sense of belonging, love, and significance in relation to God.

(5 WITH RELIGION)

Women second reaction metaphorical expressions (171 cases)

1. I am a mother, grandmother, and teacher. I am a child of God.

Metaphor: The expression is a metaphor that compares the speaker to a child of God. It suggests that the speaker has a special relationship with God, emphasizing their spiritual connection and divine parentage. The metaphor conveys a sense of belonging, love, and significance in relation to God.

2. A blessed and favored child of God.

Metaphor: The expression is a metaphor that compares the speaker to a child of God. It suggests that the speaker has a special relationship with God, emphasizing their spiritual connection and divine parentage. The metaphor conveys a sense of belonging, love, and significance in relation to God.

3. I am a child of the living God

Metaphor: The expression is a metaphor that compares the speaker to a child of God. It suggests that the speaker has a special relationship with God, emphasizing their spiritual connection and divine parentage. The metaphor conveys a sense of belonging, love, and significance in relation to God.

4. A mess

Metaphor: The expression is a metaphor that describes the speaker as being a "mess." It implies that the speaker feels disorganized, chaotic, or overwhelmed, possibly in terms of their emotions, thoughts, or overall state. The metaphor presents the speaker's situation as being untidy, confused, or out of control.

5. A child of The Most High

Metaphor: The expression is a metaphor that compares the person to a child of The Most High. It suggests that the person has a special relationship with a divine entity referred to as The Most High. The metaphor conveys a sense of connection, reverence, and spiritual significance in relation to The Most High.

6. I am a human being made from God

Metaphor: The expression is a metaphor that describes the speaker as being "made from God." It suggests that the speaker's existence or essence originates from God, emphasizing a sense of divine creation and connection. The metaphor conveys the idea that the speaker's being or identity is deeply intertwined with their relationship to God.

7. I am **pretty** but **damaged in physical** and **emotional ways**.

Contrast: The expression presents a contrast between the speaker's physical appearance ("pretty") and their state of being ("damaged in physical and emotional ways"). This contrast emphasizes the juxtaposition between external beauty and internal struggles.

Accumulation: The use of accumulation or listing is present in this expression, where the speaker lists multiple aspects of their damage, including physical and emotional ways. This accumulation serves to emphasize the extent and breadth of their challenges.

8. A **child of God**

Metaphor: The expression is a metaphor that compares the speaker to a child of God. It suggests that the speaker has a special relationship with God, emphasizing their spiritual connection and divine parentage. The metaphor conveys a sense of belonging, love, and significance in relation to God.

RELIGION (6); 20 total

Men first reaction metaphorical expressions (129 cases)

1. **Robot I am**

Metaphor: The expression employs a metaphor by comparing the speaker to a robot. It suggests that the speaker shares certain characteristics or qualities associated with robots, such as being mechanical, programmed, or lacking human emotions. The metaphor serves to convey the idea that the speaker perceives themselves as having robotic or non-human attributes.

2. **A narcissistic unicorn. Why?**

Metaphor: The expression employs a metaphor that compares the speaker to a narcissistic unicorn. It suggests that the speaker possesses qualities or characteristics associated with both narcissism and a unicorn. The metaphor conveys the idea that the speaker sees themselves as having an inflated sense of self-importance, coupled with the mythical and fantastical attributes often associated with unicorns.

In addition, the use of the question "Why?" introduces an element of curiosity or inquiry, prompting further exploration or explanation of the speaker's self-perceived identity.

3. **from a lot more of a lot more of**

Metaphor: The phrase can be interpreted metaphorically to suggest that the speaker's origins or identity extend beyond what is immediately apparent or visible.

4. I am a **creation of violence**

Metonymy: The expression utilizes metonymy by associating the concept of "creation" with the attribute of "violence." It suggests that violence has played a significant role in shaping the speaker's existence or identity. By using the term "creation," the speaker metaphorically links their being to the overarching theme of violence. Metonymy involves substituting a word or phrase with another closely related word or phrase to convey a particular attribute or characteristic. In this case, the use of "creation" represents the overall makeup or formation of the speaker, while "violence" symbolizes the influential force that has contributed to their existence.

5. A **small piece of particle to this huge universe**

Simile: The expression employs a simile by comparing the speaker to a "small piece of particle." It suggests that the speaker's significance or presence in the universe is similar to that of a tiny particle. The simile emphasizes the notion of the speaker's insignificance or smallness in relation to the vastness of the universe.

The use of "to this huge universe" further emphasizes the contrast between the speaker's smallness and the immense scale of the universe. It highlights the speaker's relative size and position within the larger cosmic context.

The simile helps to evoke a sense of humility and perspective, underscoring the speaker's recognition of their limited significance in the grand scheme of the universe.

6. **Summer tropical with a beachfront property and in town a small gift shop or bar and just living a quiet life**

Imagery: The expression utilizes vivid imagery to paint a picture of the speaker's identity and surroundings. The use of words like "summer tropical," "beachfront property," "small gift shop," and "bar" evokes specific visual and sensory details, conjuring images of a warm, idyllic coastal setting.

Accumulation: The expression also employs accumulation or listing to create a sense of abundance and specificity. By listing various elements such as the summer tropical ambiance, beachfront property, small gift shop, bar, and a quiet life, the speaker provides a rich and detailed description of their lifestyle.

These rhetorical devices work together to create a vivid and immersive depiction of the speaker's identity and environment. The imagery and accumulation help to evoke a specific atmosphere, highlighting the speaker's connection to a tranquil coastal setting and a simple, peaceful existence.

7. **Stuff and things**

Metonymy: The expression employs metonymy by using the terms "stuff" and "things" to represent or stand in for the speaker's identity or personal belongings. The specific items or qualities encompassed by these general terms are not explicitly mentioned, leaving them open to interpretation.

Metonymy involves substituting a word or phrase with another closely related word or phrase. In this case, "stuff" and "things" are used as metonyms to represent the broader scope of the speaker's identity or possessions.

8. **I am nobody**

Metaphor: The expression employs a metaphor to convey the speaker's self-perception or self-identity as "nobody." The metaphor suggests that the speaker sees themselves as lacking significance or importance in the context of a larger group or society. It implies a sense of anonymity, insignificance, or a feeling of being unnoticed or unimportant.

By stating "I am nobody," the speaker metaphorically presents themselves as devoid of individuality or distinction. It may also carry undertones of humility, a desire to blend in, or a sense of being unrecognized or overlooked.

9. **I am a burgeoning peacock**

Metaphor: The expression employs a metaphor to compare the speaker to a "burgeoning peacock." The metaphorical comparison suggests that the speaker shares certain characteristics or qualities with a peacock. It implies that the speaker is undergoing growth or transformation, much like a peacock's colorful and impressive display.

10. i am a **monster**

Metaphor: The expression compares the speaker to a "monster." This metaphorical comparison attributes the qualities or characteristics of a monster to the speaker. It suggests that the speaker sees themselves as possessing traits commonly associated with a monster, such as fierceness, cruelty, or a sense of being an outcast.

11. the fiercest autodidact on the planet

Superlative: The use of the superlative "the fiercest" emphasizes the speaker's exceptional level of fierceness among all autodidacts on the planet. It adds emphasis and exaggeration to convey the speaker's high degree of self-confidence and expertise as a self-taught learner.

Metaphor: The expression "fiercest autodidact" is a metaphorical comparison. It attributes the qualities of fierceness, intensity, and determination associated with fierce creatures or individuals to the speaker as an autodidact (someone who self-educates or self-teaches). The metaphor serves to highlight the speaker's passion, dedication, and exceptional self-learning abilities.

12. Everything

Hyperbole: The use of the word "Everything" is a hyperbolic expression. It exaggerates the speaker's identity or significance by claiming to encompass or embody everything. The hyperbole serves to emphasize the speaker's grandiose or all-encompassing nature, suggesting a sense of unlimited or comprehensive existence.

13. Nobody

Litotes: The phrase "I am Nobody" employs litotes, a figure of speech characterized by deliberate understatement or negation of the contrary to express a sentiment ironically. By stating "Nobody," the speaker is downplaying their identity or significance. The use of litotes in this context emphasizes a sense of humility, self-effacement, or a feeling of being unnoticed or unimportant.

14. I am the question

Metaphor: The phrase "I am the question" employs metaphorical language. It attributes the qualities or essence of a question to the speaker, suggesting that their identity or purpose is akin to that of a question. Metaphorically, the speaker sees themselves as embodying the curiosity, inquiry, or mystery associated with a question.

15. I am my own reflection

Metaphor: The phrase "I am my own reflection" employs metaphorical language. It equates the speaker to their own reflection, suggesting that their identity or essence is intimately tied to the concept of reflection. Metaphorically, the speaker sees themselves as a mirror image of themselves, highlighting self-awareness, introspection, or a deep connection with their inner self.

16. King willie

Allusion: The phrase "I am King Willie" employs allusion, a rhetorical device that refers to a person, place, event, or work of literature or art. In this case, "King Willie" is likely an allusion to a specific character or figure named King Willie. Without further context, it is unclear who King Willie refers to precisely.

17. I am a **person** that was **chosen by Jesus, he brought me into this world for a reason.**

Metaphor: The phrase "I am a person that was chosen by Jesus" employs metaphorical language. It compares the speaker's relationship with Jesus to that of being chosen. By stating that they were chosen by Jesus, the speaker

suggests a special and significant connection with a divine figure. This metaphor emphasizes a sense of purpose, divine intervention, or a higher calling in the speaker's life.

Allusion: The mention of Jesus in the sentence also serves as an allusion, referring to a specific religious figure. Jesus is a central figure in Christianity and is associated with teachings of love, redemption, and guidance. By alluding to Jesus, the speaker draws upon the audience's familiarity with his role and significance in religious and cultural contexts. It adds depth and meaning to the statement, emphasizing the speaker's faith, belief in a divine plan, and a sense of purpose in their existence.

18. I am a **spirit that lives inside a body**.

Metaphor: The phrase "I am a spirit that lives inside a body" employs metaphorical language. It compares the speaker's essence or true self (spirit) to that of a separate entity residing within a physical vessel (body). This metaphorical representation highlights the dualistic nature of the speaker's existence, suggesting that there is more to their identity beyond their physical form.

Men second reaction metaphorical expressions (129 cases)

1. a work I'm progress, trying to value myself.

Metaphor: The phrase "I am a work in progress" employs metaphorical language. It compares the speaker's personal growth and development to that of a work of art or a project that is still in the process of being completed. The metaphorical expression highlights the idea that the speaker acknowledges their imperfections, acknowledges that they are still evolving and striving to become their best self.

2. Scorpio

Metonymy: The phrase "I am Scorpio" employs metonymy, which is a figure of speech where a term is substituted with a closely related term or concept. In this case, the speaker is using the zodiac sign "Scorpio" to represent themselves or their personality traits.

3. Your alter ego

Metaphor: The phrase "I am your alter ego" employs metaphor, which is a figure of speech that describes one thing in terms of another by asserting that it is the other. In this case, the speaker is using the concept of an alter ego to symbolize their relationship or connection to the listener.

4. I am a **member of Jesus Christ's body**.

Metaphor: The phrase "I am a member of Jesus Christ's body" employs metaphor, which is a figure of speech that describes one thing in terms of another by asserting that it is the other. In this case, the speaker is using the concept of a body to symbolize their relationship or connection to Jesus Christ.

5. **King of my castle**

Metaphor: The phrase "I am King of my castle" employs metaphor, which is a figure of speech that describes one thing in terms of another by asserting that it is the other. In this case, the speaker uses the metaphor of being a king to represent their authority, control, and dominance over their personal domain or domain of influence.

6. I am **the question**

Metaphor: The phrase "I am the question" employs metaphor, which is a figure of speech that describes one thing in terms of another by asserting that it is the other. In this case, the speaker metaphorically identifies themselves as "the question."

7. A **seeker in the dusk**

Metaphor: The phrase "I am a seeker in the dusk" employs metaphor, a figure of speech that describes one thing in terms of another by asserting that it is the other. In this case, the speaker metaphorically identifies themselves as "a seeker in the dusk."

8. an **intense eclectic**

Metaphor: The phrase "I am an intense eclectic" employs metaphor, a figure of speech that describes one thing in terms of another by asserting that it is the other. In this case, the speaker metaphorically identifies themselves as "an intense eclectic."

9. I am **just there**

Euphemism: The phrase "I am just there" employs euphemism, which is the use of mild or indirect language to replace something that may be considered too harsh, blunt, or unpleasant. In this case, the speaker uses euphemism to describe their presence or existence.

By saying "I am just there," the speaker is indirectly referring to their state of being present or existing without explicitly stating their purpose, significance, or involvement. The use of "just" implies a sense of minimalism or insignificance, suggesting that the speaker may feel unimportant, unnoticed, or overlooked.

10. **Stuff and things**

Euphemism: The phrase "I am stuff and things" can be seen as a form of euphemism. Euphemism involves using mild or indirect language to refer to something that might be considered blunt, harsh, or uncomfortable to discuss directly.

11. A **quiet life of behind the eyes**

Metaphor: The phrase "a quiet life behind the eyes" employs metaphorical language to describe the speaker's experience or inner state.

The metaphor suggests that the speaker's true essence or existence resides within their inner world, symbolized by "behind the eyes." It implies a depth of introspection, contemplation, or introversion. The eyes, in this context, serve as a gateway or window to this inner realm.

12. A **jack of all trade**

Idiom: The phrase "jack of all trades" is an idiomatic expression used to describe someone who has a wide range of skills or abilities.

The idiom suggests that the speaker possesses a diverse set of talents and is proficient in various areas. It conveys the idea that the speaker is versatile, adaptable, and capable of performing different tasks or taking on different roles.

13. A **demon**

Metaphor: The speaker employs a metaphor by comparing themselves to a demon. A metaphor is a figure of speech that describes an object or concept in a way that isn't literally true but helps to explain an idea or make a comparison. In this case, the speaker is not literally claiming to be a supernatural entity, but rather using the metaphorical representation of a demon to convey certain qualities or characteristics

14. **email** and I am **going on a lot**

Personification: The speaker personifies an email by attributing human qualities and actions to it. Personification is a figure of speech that gives human characteristics to inanimate objects or abstract concepts.

15. **God !!!!**

Hyperbole: The speaker employs hyperbole, which is an exaggerated statement or claim not meant to be taken literally. By declaring "I am God," the speaker is using hyperbole to emphasize their significance, power, or authority. It's a bold and exaggerated statement that is not meant to be understood as a literal claim of being the divine deity.

16. I am a **freakazoid**.

Metaphor: The speaker employs a metaphor to describe themselves. A metaphor is a figure of speech that describes one thing in terms of another, suggesting a resemblance or comparison between the two. In this case, the speaker compares themselves to a "freakazoid" to convey a sense of eccentricity, uniqueness, or unconventional behavior.

17. **Answering machine** I am

Personification: The speaker personifies an answering machine by attributing the identity of "I am" to it. Personification is a figure of speech in which human qualities or characteristics are given to inanimate objects or abstract concepts.

Total 35

Figures

Figure 1. Composition of the Research

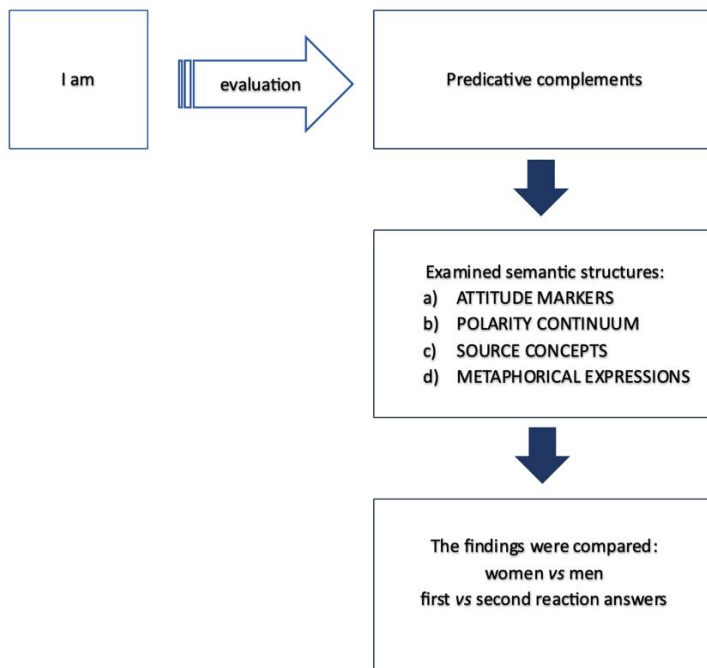
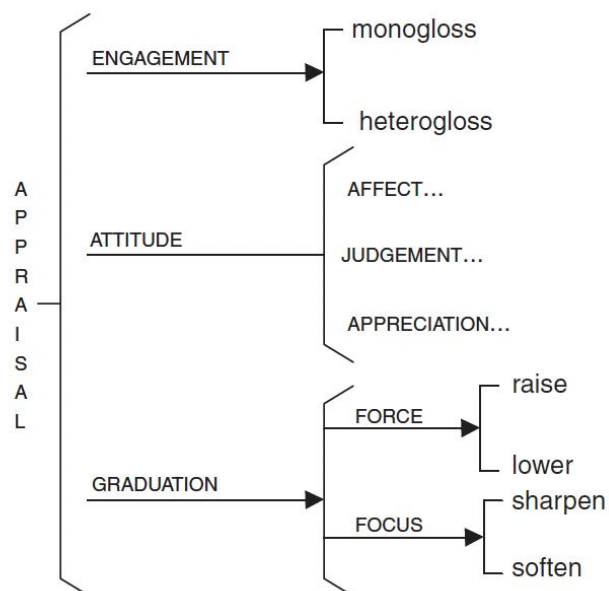


Figure 2. The Appraisal resources (Martin and White 2005, 38).



Tables

Table 1. The composition and size of four dataset groups

Women's first reaction answers	Women's second reaction answers	Men's first reaction answers	Men's second reaction answers
171 cases	171 cases	129 cases	129 cases
1 326 words	1 185 words	954 words	867 words

Table 2. Overview of 600 Predicative Complements: Markers and Polarity

POLARITY	POSITIVE – 169	NEUTRAL – 108	AMBIGUOUS – 29	NEGATIVE – 36
MARKERS	49.41 %	31.58 %	8.48 %	10.53 %
APP-JUD (132) – 38.6 %	86	30	9	7
JUD (95) – 27.78 %	55	20	9	11
APP (63) – 18.42 %	5	57	0	1
AFF-JUD-APP (27) – 7.89 %	12	1	7	7
AFF-APP (12) – 3.51 %	5	0	1	6
AFF-JUD (8) – 2.34 %	4	0	2	2
AFF (5) – 1.46 %	2	0	1	2

Table 3. Results of Women Attitude Markers

POLARITY	POSITIVE – 169	NEUTRAL – 108	AMBIGUOUS – 29	NEGATIVE – 36
MARKERS	49.41 %	31.58 %	8.48 %	10.53 %
APP-JUD (132) – 38.6 %	86	30	9	7
JUD (95) – 27.78 %	55	20	9	11
APP (63) – 18.42 %	5	57	0	1
AFF-JUD-APP (27) – 7.89 %	12	1	7	7
AFF-APP (12) – 3.51 %	5	0	1	6
AFF-JUD (8) – 2.34 %	4	0	2	2
AFF (5) – 1.46 %	2	0	1	2

Table 4. Results of Men Attitude Marker

POLARITY	POSITIVE – 85	NEUTRAL – 109	AMBIGUOUS – 39	NEGATIVE – 25
MARKERS	32.94 %	42.25 %	15.12 %	9.69 %
APP-JUD (101) – 39.15 %	43	25	21	12
JUD (68) – 26.36 %	29	19	13	7
APP (64) – 24.81 %	1	61	2	0
AFF-JUD-APP (17) – 6.58 %	9	2	2	4
AFF-JUD (4) – 1.55 %	2	1	1	0
AFF-APP (4) – 1.55 %	1	1	0	2
AFF (0) – 0 %	0	0	0	0

Table 5. Results of First Reaction Answers

POLARITY	POSITIVE – 118	NEUTRAL – 111	AMBIGUOUS – 33	NEGATIVE – 38
MARKERS	39.33 %	37 %	11 %	12.67 %
APP-JUD (113) – 37.67 %	62	29	14	8
APP (72) – 24 %	6	63	2	1
JUD (71) – 23.67 %	30	18	12	11
AFF-JUD-APP (25) – 8.33 %	11	0	4	10
AFF-APP (13) – 4.33 %	5	1	0	7
AFF-JUD (4) – 1.33 %	3	0	1	0
AFF (2) – 0.67 %	1	0	0	1

Table 6. Results of First Reaction Answers

POLARITY	POSITIVE – 136	NEUTRAL – 106	AMBIGUOUS – 35	NEGATIVE – 23
MARKERS	45.33 %	35.33 %	11.67 %	7.67 %
APP-JUD (120) – 40 %	67	26	16	11
JUD (92) – 30.67 %	54	21	10	6
APP (55) – 18.33 %	0	35	0	0
AFF-JUD-APP (19) – 6.33 %	10	3	5	1
AFF-JUD (8) – 2.67 %	3	1	2	2
AFF (3) – 1 %	1	0	1	1
AFF-APP (3) – 1 %	1	0	1	1

Table 7. The Comparison of Polarity in the First vs Second Reaction Complements

First reaction results	Second reaction results
Positive (118 times, 39.33 %)	Positive (136 times, 45.33 %)
Neutral (111 times, 37 %)	Neutral (106 times, 35.33 %)
Negative (38 times, 12.67 %)	Ambiguous (35 times, 11.67 %)
Ambiguous (33 times, 11 %)	Negative (23 times, 7.67 %)

Table 8. Most Prominent Source Concepts in 600 Cases

Most frequent Source concepts in 600 predicative complements	Instances	Per cent equivalent
1. Feature	190	31.67 %
2. Gender	105	17.5 %
3. Homo sapiens	105	17.5 %
4. Parent	71	11.83 %
5. Skill	63	10.5 %
6. Emotional state	62	10.33 %
7. Motivation	45	7.5 %
8. Judgement	44	7.33 %
9. Name	39	6.5 %
10. Evaluation	38	6.33 %

Table 9. The Source concepts of first impression vs logical answers

First impression concepts 300 complements	Proportion	Logical concepts 300 complements	Proportion
1. Feature (94)	31.33 %	1. Feature (94)	31.33 %
2. Gender (59)	19.67 %	2. Gender (46)	15.33 %
3. Homo sapiens (55)	18.33 %	3. Homo sapiens (46)	15.33 %
4. Parent (42)	14 %	4. Skill (31)	10.33 %
5. Emotional state (35)	11.67 %	5. Parent (29)	9.67 %

Table 10. The Source concepts of female vs male opposition

Female concepts 342 complements	Proportion	Male concepts 258 complements	Proportion
1. Feature (136)	39.77 %	1. Feature (54)	20.93 %
2. Gender (68)	19.89 %	2. Homo sapiens (49)	18.99 %
3. Homo sapiens (52)	15.20 %	3. Gender (37)	14.34 %
4. Parent (52)	15.20 %	4. Skill (31)	12.01 %
5. Emotional state (44)	12.86 %	5. Judgement (27)	10.46 %

Examples

(1) LOVE IS A PHYSICAL FORCE (ELECTROMAGNETIC, GRAVITATIONAL, etc.)

*I could feel the **electricity** between us. There were **sparks**. I was **magnetically drawn** to her. They are uncontrollably **attracted** to each other. They **gravitated** to each other immediately. His whole life **revolves** around her. The **atmosphere** around them is always **charged**. There is an incredible **energy** in their relationship. They lost their **momentum** (Lakoff and Johnson 1980, 49).*

(2) *I am a **beautiful black women** who **takes pride in herself**. Woman FR*

(3) *I am a **brave person a successful person and handsome** = APP-JUD (Positive) Man FR.*

(4) *I am a **human being forced to live in an unknown world** = APP-JUD (Negative) Man SR.*

(5) *happy* = AFF (Positive) Woman SR.

(6) *I am A **women who loves her child*** = AFF-APP (Positive) Woman SR.

(7) *I am **NAME AND SURNAME*** = APP (Neutral) Man SR.

(8) *Leader* = JUD (Positive) Man FR.

(9) *An **alcoholic*** = APP-JUD (Negative) Man FR.

(10) *I am **powerful strong woman***= APP-JUD (Positive) [app (woman), jud (powerful, strong)].

(11) *A **good person*** = APP-JUD (Positive) [app (person), jud (good)].

(12) *A **nice looking friendly person*** = APP-JUD (Positive) [app (nice looking, person), jud (friendly)].

(13) *A **woman*** = APP (Neutral) Woman SR.

(14) *A **person*** = APP (Neutral) Woman FR.

(15) *I am a **mother*** = APP (Neutral) Woman FR.

(16) *I am a **tall skinny man who is single and doesn't know what he wants in life*** = AFF-JUD-APP (Negative) [aff (doesn't know what he wants in life), jud (who is single and doesn't know what he wants in life), app (tall skinny man)].

(17) *a **writer and a creative. I am alone and sad and sick*** = AFF-JUD-APP (Negative) [aff (sad), jud (alone, writer, creative), app (sick)].

- (18) *I am a tall skinny man who is single and doesn't know what he wants in life* = AFF-JUD-APP (Negative) [aff (doesn't know what he wants in life), jud (who is single and doesn't know what he wants in life), app (tall skinny man)].
- (19) *a writer and a creative. I am alone and sad and sick* = AFF-JUD-APP (Negative) [aff (sad), jud (alone, writer, creative), app (sick)].
- (20) *A single male living in my own home with two cats* = APP (Neutral)
- (21) *I am Colt and I'm a lazy bum who doesn't do much in his life* - JUD-APP (Negative) [app (Colt, bum, his), jud (lazy, who doesn't do much in his life); FR].
- (22) *I am a very private and selfless person. I am a mommy of two beautiful children* - JUD-APP (Positive) [app (person, mommy of two beautiful), jud (a very private, selfless); FR].
- (23) *Im donnie, i'm strong, i'm sexy, i' m bold, i'm sexy, i am...* = APP-JUD (POSITIVE) [app (donnie, sexy), jud (strong, sexy, bold)] FR.
- (24) *A guy trapped in a bad situation* = APP-JUD (NEGATIVE) [app (guy), jud (trapped in a bad situation);] FR.
- (25) *I hold a Master's Degree, and play golf to a 20 handicap* = JUD (POSITIVE) [jud (hold a Master's Degree, play golf to a 20 handicap);] FR.
- (26) *I am good happy person* = I am emotional state; I am feature; I am emotional state; I am homo sapiens [AFF-JUD-APP (Positive) Woman SR.
- (27) *I am miserable* = I am feature [JUD (Negative); Woman SR.
- (28) *I am a leader* = I am feature [JUD (Positive); Man SR.
- (29) *a human being that has feelings and can be very sensitive* = I am homo sapiens; I am psychological characteristics [AFF-JUD-APP (Ambiguous); Man SR.
- (30) *I am a human being made from God* = I am homo sapiens; I am belief; I am religion [APP-JUD (Positive); Woman SR.
- (31) *Mother of an inmate* = I am parent; I am evaluation; Woman FR.
- (32) *A married 78 year old father of 13* = I am spouse; I am age; I am parent; Man SR.
- (33) *A person who loves gabby* = I am homo sapiens; I am emotional state [AFF-APP (Positive); Man FR.
- (34) *I am a very loved and tired human being* = I am judgement; I am emotional state; I am homo sapiens [AFF-JUD-APP (Ambiguous); Woman FR.
- (35) *A strong independent hard working person* = I am feature; I am psychological characteristics; I am skill; I am organism; Man SR.
- (36) *I am doing music* = I am skill; Woman SR.
- (37) *I am a dedicated mom who loves her babies more than anything in the world* = I am feature; I am parent; I am emotional state; Woman SR.
- (38) *An anxiety and depression filled mess* = I am emotional state; I am psychological state; I am health condition; Woman FR.
- (39) *A person full of love who is struggling in this world to be who I am* = I am homo sapiens; I am emotional state; I am condition; Woman FR.
- (40) I am a child of God. (FR)
- (41) A descendant of Elohim⁵. (FR)
- (42) A child of the Almighty God! (FR)
- (43) A child of The Most High. (SR)
- (44) God !!!! (SR)
- (45) I am a member of Jesus Christ's body. (SR)
- (46) Answering machine I am (SR)
- (47) email and I am going on a lot (SR)
- (48) Robot I am. (FR)
- (49) King of my castle. (SR)

- (50) A jack of all trade. (SR)
- (51) An anxiety and depression filled mess (Woman FR)
- (52) A mess (Woman FR)
- (53) A woman who is trying to survive in a world made for men (Woman FR)